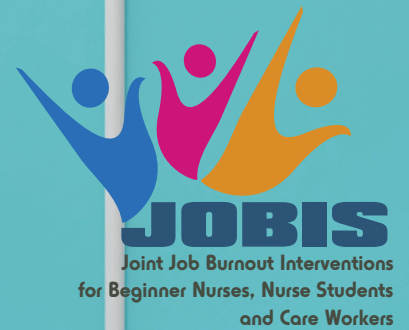




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# LEARNING MATERIAL FOR THE VET BURNOUT PREVENTION AND COPING BLENDED LEARNING TRAINING COURSE

## 03-EXERCISE BOOKLET

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[www.burnoutproject.net](http://www.burnoutproject.net)

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## INTRODUCTION

Nurses and care workers are stressful professions, as they are characterized by exposure to a wide range of delicate situations and circumstances that may be at risk of stress. Job stressors include factors such as excessive or high workloads, irregular and unsocial hours of work, physical tiredness, the emotional demands of dealing with sick patients and their families and with patients whose behaviors are difficult, and lack of staff support, uncertainty concerning treatment, conflict with colleagues, supervisors and medical staff, dealing with death and dying, management difficulties, issues involving patient care, concerns about technical knowledge and skills. All these factors show the critical aspects of these particular jobs that make workers as potential victims of burnout syndrome.

### About the project

Therefore, the JOBIS project main aim is to raise awareness among the target groups of the project and stakeholders on the burnout syndrome effects and to provide a widely usable training solution for burnout prevention and control through partner cooperation and exchange of expertise, methodologies and good practices in order to reduce the damages and costs produces by job burnout among nurses, nurse students and care workers in the partner countries.

### About the beneficiaries

The direct beneficiaries of the booklet are trainers that provide professional trainings and courses for nurses, nurse students and care workers. The learning materials can be used in professional courses, as a part of academic module related to burnout prevention but also as a material useful in Improving professional and also psychosocial competences

### About the booklet

The general aim of this booklet is to deliver professional knowledge and practical tools for burnout prevention addressing to the target groups extremely affected by burnout syndrome. It also covers a gap of specific information on the burnout occurrence and prevention in the health and social professions.

The booklet consists of the learning material for the VET burnout prevention. The materials have been collected in the following modules:

**Module IV.** The ethic of self-care

**Module V.** Strategies of burnout prevention

**Module VI.** Stress coping strategies

**Module VII.** Relaxation techniques

### About the authors

The development of this booklet was coordinated by the University of Humanities and Economics in Łódź. The contents presented in this document were elaborated also with the contribution of Jobis partners: Silvia Popovici - Romania. Areti Efthymiou, Maria Karanikola and Evridiki Papastavrou – Cyprus. Eglė Brezgytė – Lithuania. Daria Modrzejewska – Poland-  
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## METHODOLOGY

The learning material for the VET course consists of 4 modules related to burnout prevention. Each module lasts 4 hours therefore the total number of the face to face training is 16 hours.

Each module includes the following information:

- General goals of the module
- Objectives with the information about the expected outcomes that participant would achieve at the end of the module in the area of knowledge and skills
- Methods – the way that learning material will be implemented
- Duration-information about the time that each module lasts
- Resources needed -information about the didactic materials used by the trainer
- Order of activities – in this part you will find the scenario of the module with the description of the activities, as well as the way that they should be implemented by the trainer.
- Keeping learners safe- in this section there is information about specific conditions for the implementation of the course, e.g organizational aspects, specifics of the room where the activities would take place, ect.
- Evaluation of the module-proposal for the evaluation strategy used by the trainer at the end of each module.
- References - Information about the source materials used in the module development.

The booklet includes the activities to be performed in the classroom but the training should be read in combination with the contents delivered in e-learning course available on e-learning platform (for more information go: <http://www.burnoutproject.net/>)

## MODULES

### 1. THE ETHIC OF SELF-CARE

This module delivers information about the importance of the self-care in nursing profession. It provides practical knowledge about how to care and raise your well-being.

<b>MODULE 4 :</b>	The ethic of self-care
<b>GENERAL GOAL(S):</b>	<i>The general aim of the activity is to learn the benefits of self-care and adopt a self-care program</i>
<b>OBJECTIVES:</b>	<p>By the end of the module, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and explain by definition self-care.</li> <li>• Identify red flags in self-care</li> <li>• Create and plan strategies to set aims and achieve goals</li> <li>• Understand and explain blue zones power nine model in self-care</li> <li>• Explain the connection between goals setting and the effectiveness of self-care</li> <li>• Apply and exercise gratitude and negative thoughts and feelings release for improving self-care</li> </ul>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>➤ Lecture (Power point presentation)</li> <li>➤ Educational film</li> <li>➤ Group discussions</li> <li>➤ Self-care assessment</li> <li>➤ Creation of self-care plan</li> <li>➤ Role play</li> <li>➤ Capacity building training exercise</li> <li>➤ Guidelines of self-care</li> </ul>
<b>DURATION:</b>	Three activities (sub-modules) of 1h and 20 mins each, with a total of 4 hours.
<b>RESOURCES NEEDED:</b>	Multimedia, paper, flipchart, markers, post-it, papers, pens Worksheets
<b>ORDER OF ACTIVITIES:</b>	<p><b>Activity 1- Duration: 1h and 20 min</b></p> <ul style="list-style-type: none"> <li>➤ 1.1Trainer explains self-care concept and why it is important in nursing.</li> </ul> <p>Trainer details the dimensions of self-care: physical, emotional and</p>

	<p>spiritual. Trainer will help participants identify their red flags in self-care.</p> <ul style="list-style-type: none"> <li>➤ 1.2 Trainer will invite participants to watch an educational film, after which trainees will have to identify self-care markers.</li> </ul> <p>Participants will be divided into small groups (3-5 persons). Trainer proposes some questions for small groups discussion starting from the film situation:</p> <ul style="list-style-type: none"> <li>• Do you find yourselves in the situations presented in the educational film?</li> <li>• What are the stressor factors for you at work?</li> <li>• What do you do for self-care?</li> <li>• What stops us from applying self-care?</li> </ul> <p>Participants will discuss for about 10 minutes, then one person from each group will present conclusions to the whole group. Finally, the trainer will emphasize the barriers of self-care starting from the film and participants` own conclusions.</p> <ul style="list-style-type: none"> <li>➤ 1.3 Trainer will start a brain-storming session on the concept of self-care that will last about 3-5 minutes.</li> </ul> <p>Then, she/he will deliver an assessment sheet and ask participants to fill in for about 5 minutes.</p> <ul style="list-style-type: none"> <li>➤ 1.4 Participants will receive a Self-care plan worksheet and starting from the previous assessment they will be asked to create a self-care plan (5 minutes). Individual plans will be exhibited all around the training room so that participants to be able to read all of them and inspire from each other.</li> </ul>
	<p><b>Activity 2: (Duration: 1h and 20 min)</b></p> <ul style="list-style-type: none"> <li>➤ 2.1 Trainer presents the blue zones power nine model and how it can be applied in self-care.</li> </ul> <p>Then a list of 50 strategies and main activities for strengthening self-care will be presented.</p> <ul style="list-style-type: none"> <li>➤ 2.2 The group will be divided into small groups (3-5 participants). Each participant will receive a Circle of life worksheet and will be asked to mark with blue flags the activities and strategies that best fit to her/him lifestyle and compensate the previously identified red flags.</li> </ul>



	<p>Afterwards the trainer will invite participants to discuss in small groups about the chosen activities and strategies and mainly to explain to the others how they will integrate these activities in their lives.</p>
	<p><b>Activity 3: (duration 1h and 20 min)</b></p> <p>➤ 3.1 Trainer will ask participants to read the case study:  <i>Ashley, a third-year medical student, wrote this confession for an ethics course. Ashley's story is about an experience she'd had almost two years earlier, on the first morning of her first inpatient rotation. "Mary, who was not much older than Ashley, had been hospitalized with sepsis, caused by immune suppression from chemotherapy. Shortly after arriving on the floor, Mary developed Acute Respiratory Distress Syndrome. The entire team ran to her room, and the Chief Resident told Ashley to sit by the bed and encourage Mary to relax. For more than five hours, while residents and attending ran in and out of the room doing everything in their power to arrest Mary's respiratory decline, Ashley held Mary's hand, repeating, over and over again, "Just breath. Relax, it's going to be okay. Breath. Please try to relax. We're all here for you. Just breath". When Mary stopped breathing, the Chief Resident pushed Ashley away from the bed, and he and the rest of the team began the code. Death was declared several minutes later. The team abruptly left the room, leaving Ashley alone with Mary's battered body. No one ever spoke to her about Mary's death."</i></p> <p>Source: Irvine, Craig (2014), <i>The Ethics of Self-Care in Caring Professions</i>, Encyclopedia XVIII (39), pp. 45-54.  <a href="https://encp.unibo.it/article/download/4561/4063">https://encp.unibo.it/article/download/4561/4063</a></p> <p>Trainer will advance the following questions for plenary group discussion:</p> <ul style="list-style-type: none"> <li>○ Have you ever been in Ashley's situation or similar?</li> <li>○ How did you feel?</li> <li>○ What would you do to overcome the emotional burden?</li> <li>○ What strategy would you apply for long term self-care?</li> </ul> <p>Participants will be asked to participate and summarize their points of you at the flipchart.</p> <p>Trainer will draw conclusions, presenting the best self-care strategies to overcome situations as the one presented.</p> <p>➤ 3.2 Exercise: Jar of wellness</p> <p>Trainer will ask participants to take a jar, then reconsider their week, personal and professional aspects, to pay attention especially to moments they had negative thoughts and feelings.</p>

	<p>Then the trainer will ask them to: take a piece of paper and write down how they felt for each occasion, to recall their feelings and thoughts at that moment in time, to think of ways to understand those feelings and thoughts and try to understand why they bothered them, then find a way to manage them afterwards put the bad energy inside.</p> <p>The trainer will ask participants to empty and burn the content of the jar when they had finished, thus get rid of the bad thoughts and feelings and making space for the good ones.</p> <p>The trainer will ask participants how they felt during the exercise.</p> <p>Finally, the trainer will recommend the exercise to be done with colleagues or friends in order to be able to ask for advice or for conflict solving at work.</p> <p>➤ 3.3 Exercise: Express your gratitude</p> <p>Participants will be asked to work in small groups. They will have to think for a few moments, then choose the persons that have inspired them the most during the past month and to whom they are grateful to. Then they will have to imagine her or him as vivid as possible.</p> <p>Trainer will ask participants to take a piece of paper and write what they feel for that person, what determined them to choose her/him as a source of inspiration in a few sentences.</p> <p>Afterwards they will be asked to call that person and read her/him what they have written or put the message in an envelope and send it to that person or even go to her/his place and tell how they feel.</p> <p>In the end participants will be asked to share with the whole group how they felt while writing and communicating the message of gratitude.</p>
<p><b>KEEPING LEARNERS SAFE:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that access to the activity available for all.</li> <li>• Ensure room large enough to allow mobility for all learners.</li> <li>• Ensure enough resources and materials for everyone.</li> </ul>
<p><b>EVALUATION OF THE MODULE:</b></p>	<p>Trainer will propose some self-evaluation questions:</p> <ul style="list-style-type: none"> <li>• Why is self-care important for you?</li> <li>• What are the self-care strategies and activities that fit you best?</li> <li>• Name at least one method of shifting to positive thinking.</li> </ul>
<p><b>REFERENCES</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://zenas-suitcase.co.uk/2016/09/02/how-to-really-improve-your-self-care/">http://zenas-suitcase.co.uk/2016/09/02/how-to-really-improve-your-self-care/</a></li> <li>• <a href="https://www.ameritech.edu/blog/50-self-care-ideas-for-nurses/">https://www.ameritech.edu/blog/50-self-care-ideas-for-nurses/</a></li> <li>• Irvine, Craig (2014), <i>The Ethics of Self-Care in Caring Professions</i>,</li> </ul>

	<p>Encyclopedia XVIII (39), pp. 45-54.  <a href="https://encp.unibo.it/article/download/4561/4063">https://encp.unibo.it/article/download/4561/4063</a></p> <ul style="list-style-type: none"> <li>• Kent Blumberg et al (2007), <i>Co-active coaching: New skills for coaching people toward success in work and life</i>. Mountain View, CA: Davies-Black Publishing</li> </ul>
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## Annex 1

### The self care concept

Self-care is an important factor for the health of nurses.

To preserve the health, we must take into consideration the main stress factors that affect nurses and the main strategies to combat them.

Nursing is affected by a large area of stress factors and that favours the risk of disease and poor healthcare. Most of those factors result from a lack of balance between work and home, conflict with colleagues, emotional exhaustion, lack of autonomy, etc.

Techniques of self-care increase the effectiveness of the patient care and influence a positive outcome in his health. Research demonstrates the value of self-care and how it encourages improving of the medical system, the care and the health of medical professionals and patients.

### Self care: the ethical imperative

Our primary ethical imperative may be to care for others, but this imperative is meaningless, empty, if divorced from the imperative to care for oneself.

Self care implies turning one's attention explicitly to one's body, emotions, thinking.

Rather than learning to care for themselves, in ethically sound ways, students learn, in effect, that self-care is immoral.

### Self-care dimensions

#### Physical self-care involves:

- Eating properly
- Getting good sleep
- Having adequate shelter
- Maintaining adequate hydration
- Getting enough exercise
- Seeking medical help if necessary
- Protect your body from abusive or dangerous situations and toxic substances
- Knowing how to relax

- Wearing adequate clothing
- Enjoying non-abusive consensual touch

**Emotional needs:**

- Honouring your feelings and needs
- Being able to grieve losses
- Developing a loving and nurturing relationship with your inner child
- Creating a healthy support system
- Avoiding abusive or manipulative persons
- Knowing your limits
- Living mindfully in the present
- Practising good stress management

**Spiritual self-care implies:**

- Finding meaning and purpose in your life and establishing connection to things greater than yourself, such as friends and family, community, Mother Earth, the Cosmos or a higher power

**Relationships self-care:**

- Advocating for yourself as you negotiate relationships by being able to ask for what you want and say no to what you don't want

**Annex 2.**

Educational film Youtube link:

<https://www.youtube.com/watch?v=8llyjpDtrR8>

**Annex 3.**

**Self-care plan worksheet**

# 's Self-Assessment

## Why Complete a Self-Assessment?

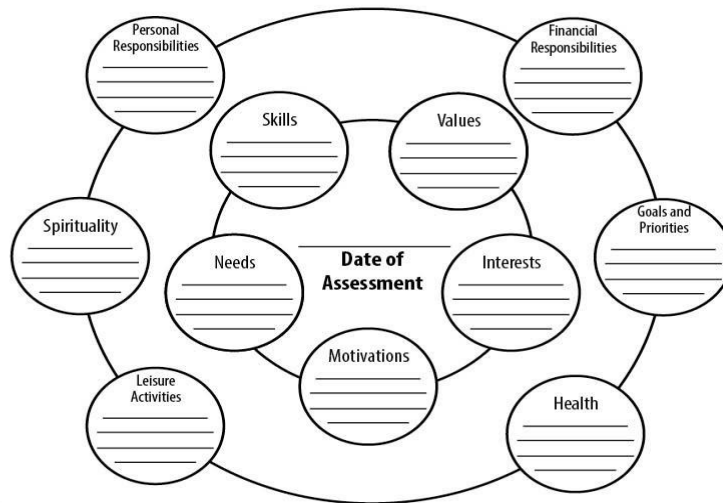
Completing a self-assessment takes a snapshot of your life, where you are at right now, and helps you to determine what's important to you at this moment.

## Directions

In each space, reflect on what's going on in your life in each of these parts of your life. Write a few words or phrases that capture what it is happening or needs to change.

## Measuring Progress

In a few months (and without looking at previous self-assessments) complete another one to see where you are at. What changed? How are things the same or different? What do you want to work on?



## Annex 4. Blue zones power nine model

1. As a first strategy in this model we should walk more, either ride a bike instead of driving to work, or just to relax, take a walk in the park when you feel like it, take the stairs than the elevator, try to integrate what you enjoy into a „Move more” lifestyle
2. A second strategy would be to do something interesting, something you find worthwhile and that helps you focus on your career, helping others or whatever you think will help yourself set a goal.
3. A third way would be to cut calories by 20% by eating until we are 80% full. Eat enough to stop feeling hungry but not until you are full.
4. The fourth way would be to love or be loved. Meet the ones that matter to you, be in their presence. A strong social network of friends can boost the well-being and sense of purpose. Make your family a priority
5. Fifth, you should slow down and enjoy every moment of your life. The things move so quickly that we barely get to enjoy life. Take a good sense of life's pleasure- a sunset, a great meal or even a glass of wine with a good friend.
6. Having a glass of beverage every day after 17. This should help the body feel more relaxed.
7. Be part of a spiritual community and believing in anything you want, only to believe in something will help you achieve your purposes more easily.

8. Eat more vegetables than meat and processed meals.

9. Know your purpose, understand what you want to do, what you enjoy doing and invest your energy in that.

- ✓ It's good to consider the benefits of following those steps but they shouldn't be considered as a „to-do list“ or a restriction to yourself. Those are simple steps that should add meaning to your life, and give you energy and help you enjoy life more.



### Strategies and main activities for strengthening self-care

The next time you have a moment to focus on yourself, try one (or many) of these self-care ideas.

- ✓ Make a playlist of songs that make you want to dance through the house. (It's also a great workout!)
- ✓ Buy some bath bubbles or salts and let those weary muscles have a break.

Get out into nature by taking friends on an easy hike through the beautiful scenery.

- ✓ Find some peace of mind by checking an easy to-do off your list.
- ✓ Look up a new, simple recipe and cook at a leisurely pace.
- ✓ Invest in a fresh set of scrubs or some other bit of fashion that'll make you feel fabulous.
- ✓ Check into the spa for a massage, pedicure, or other relaxing treatment.
- ✓ If you have kids, color with them. If you don't have kids, color anyway.
- ✓ Visit the library and pick a book you haven't heard of (bonus points for judging it by the cover).
- ✓ Take a trip to the local art or history museum and walk slowly through the exhibits.
- ✓ Spend 20 minutes reading about a new hobby you'd like to get started on soon.
- ✓ Prep a large number of snacks and veggies you can bring to work with you throughout the week.

- ✓ Call an old friend you've been wondering about and catch up on their latest news.
- ✓ Do something small to change your home environment, like adding a new houseplant or poster.
- ✓ Go to a nearby yoga studio, dance space, or spin class for a recharging workout.
- ✓ Nurses spend so much time on their feet. Try effortless poses to help relieve the aches and pains.
- ✓ Watch an uplifting movie you remember enjoying in the past.
- ✓ Cozy up to your cat, dog, or even a nice, big pillow.
- ✓ Surround yourself in a calming scent with lavender candles or essential oil.
- ✓ Lace up your sneakers and hit the pavement on a quick neighborhood walk or run.
- ✓ Download a new podcast about a topic that interests you, and listen to a whole episode without multitasking.
- ✓ Buy a pack of thank-you cards and write a nice note to your old mentors.
- ✓ Pick a fantasy vacation spot and start planning a trip for down the road.
- ✓ Make it a point to catch the sunrise or the sunset.
- ✓ Read through a list of inspirational quotes to get your imagination working.
- ✓ Take a good old-fashioned nap.
- ✓ Be it a thriller or a rom-com, head to the movie theater — and eat as much popcorn as you want.
- ✓ Abandon your email and phone, setting ringer alerts for only those who really need to get through.
- ✓ Bring a blanket and a book of poems to the park, or people-watch in the coffee shop.
- ✓ Satisfy your inner kid with some video games or a favorite childhood movie.
- ✓ Organize your junk drawer. Experience momentary Zen in a chaotic world.
- ✓ Make plans to do an unhurried sit-down dinner with your best friend.
- ✓ Find a nonprofit organization that promotes a cause you care about, and sign up to volunteer.
- ✓ Drive out to the country with a pal for some stargazing on a clear night.
- ✓ Try your hand at meditation. The internet has a wealth of guided meditation recordings to choose from.
- ✓ Try kayaking, skiing, or another new, exhilarating activity that's both fun and challenging.
- ✓ Book a haircut. Maybe even try a brand-new look.
- ✓ Find a collage picture frame and create an updated collection of family photos for the entryway.
- ✓ Take a class in something you've always been curious about, such as woodworking or martial arts.
- ✓ Try a new type of cuisine.
- ✓ Experience a few hours of live music at your local jazz or bluegrass venue.
- ✓ Treat yourself to a smoothie or a bagel you wouldn't otherwise spend money on.
- ✓ Get your hands dirty by starting a garden in your yard.

- ✓ Put on a favorite record you used to love in high school and take a trip down memory lane.
- ✓ Do something with your hands, such as knitting or crocheting.
- ✓ Practice pottery or painting, even if you don't consider yourself to be a creative genius.
- ✓ Relax on the couch with a heating pad or hot water bottle.
- ✓ Hop in the car and take yourself on a spontaneous day trip outside of town.
- ✓ Get a beginner's workbook in a foreign language and learn a new phrase or two.
- ✓ Eat breakfast for dinner.



## 2. STRESS COPING STRATEGIES

In this module you will learn about the stress influence on the areas of human life. A significant part of this module is also devoted to the techniques that are helpful in coping with stress in many life situations.

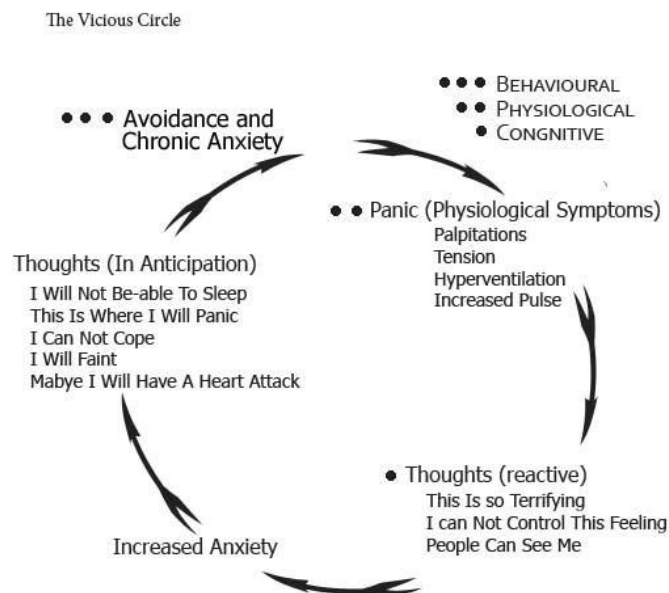
<b>MODULE VI :</b>	Stress coping strategies
<b>GENERAL GOAL(S):</b>	E.g. <i>The general aim of the activity is introduce and develop stress coping techniques, that can be adapted in real situations.</i>
<b>OBJECTIVES:</b>	By the end of the module, participants will: <ul style="list-style-type: none"> <li>• Point to the importance of caring for mental wellbeing.</li> <li>• Know the techniques of coping with stress</li> <li>• Practice the techniques that can be adapted in real stressful situations</li> </ul>
<b>METHODS</b>	Lecture Discussion Work group Training
<b>DURATION:</b>	4 hours
<b>RESOURCES NEEDED:</b>	E.g. pens, white board, flipchart, paper, hand-outs, tables for group work
<b>ORDER OF ACTIVITIES:</b>	<p><b>Activity 1: What does the stress mean to you? - Introduction</b></p> <p>Trainer introduces the content of the module – the aims and outcomes</p> <p>Trainer divides the participants into small groups (max. 5).</p> <p>He asks the groups to think about stressful situations in their profession. After the group discussion, they write down the stressful factors (large papers). Then the trainer asks them to discuss and write down the strategies they use (if they do) to cope with the situations.</p> <p>After work in groups there is a time for discussion – the groups present their work. The trainer moderates the discussion (writing the conclusion down on the blackboard):</p> <ul style="list-style-type: none"> <li>• What are the most stressful situations?</li> <li>• What are the techniques used by the participants?</li> <li>• If the techniques are effective, constructive? If yes – why, If not - explain</li> </ul>

	<p><b>Activity 2: (duration) – How stress affects our life</b></p> <ul style="list-style-type: none"> <li>• Trainer asks participants - what is stress? How does it reveal? In what way the stress affects our quality of life? (brainstorm). He builds common definition writing the answers on the paper (flipchart) After that he briefly summarizes the conclusions. (annex 1)</li> </ul> <p>Trainer provides additional information about the importance of taking care of our well-being (annex 2)</p>
	<p><b>Activity 3: (duration) Stress management</b></p> <p>In this part trainer introduces the stress management strategies that can be adapted by the participants.</p> <p>He also explains that stress management is not one-size-fits-all. Therefore, it's crucial to experiment and find out what works best for you. The following stress management tips can help do that. (annex 3)</p>
	<p><b>Activity 4: Practice</b></p> <p>After the presentation, each participant choses two techniques that he/she feels would best suit her/him. Then, the participant tries to point to advantages and disadvantages (risks) of each techniques considering his/her profession/life</p>
	<p><b>Activity 5: Evaluation</b></p> <p>It is recommended to set up next meeting after some time to give the participants the ability to train the techniques in real situations. The trainer asks them to report the feedback about implementation of the techniques.</p> <ul style="list-style-type: none"> <li>- What methods did you train?</li> <li>- Describe the situations?</li> <li>- Was it difficult for you to implement the method?</li> <li>- What were the benefits? In what way the technique changes the situation?</li> <li>- What were the disadvantages? Risks? (How can you cope with that?)</li> <li>- Would you continue to implement the methods?</li> </ul> <p>The trainer enters the common discussion on questions above and collects the feedback for module evaluation</p>
<p><b>KEEPING LEARNERS SAFE:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that access to the activity available for all</li> <li>• Ensure room large enough to allow mobility for all learners.</li> </ul>

<b>EVALUATION OF THE MODULE:</b>	<ul style="list-style-type: none"> <li>• See Activity 5 - Evaluation</li> </ul>
<b>REFERENCES</b>	<p><a href="https://www.burrenyoga.com/sitemap/wellness-and-relaxation/how-stress-can-effect-our-lives/">https://www.burrenyoga.com/sitemap/wellness-and-relaxation/how-stress-can-effect-our-lives/</a>)</p> <p><a href="http://www.15minutes4me.com/stress-free/stress-how-does-stress-influence-your-life/">http://www.15minutes4me.com/stress-free/stress-how-does-stress-influence-your-life/</a></p> <p>Guidebook - <i>Skills for True Well-being</i>. <b>Publication has been developed in the framework of the project Skills for True Well-being (527797-LLP-1-2012-1-RO-GRUNDTVIG)</b></p> <p><a href="http://www.apa.org/helpcenter/stress.aspx">http://www.apa.org/helpcenter/stress.aspx</a></p> <p><a href="https://www.helpguide.org/articles/stress/stress-management.htm">https://www.helpguide.org/articles/stress/stress-management.htm</a></p>

## Annex 1

Stress can affect us in many areas of our lives. It can adversely affect our health to such a degree as to either cause death or be a major contributor to death.



Rysunek 1 The Vicious Circle. Source: <http://medibolism.com/anxiety-stress-depression/stress-anxiety-and-seeking-medical-help/>

Source: <https://www.burrenyoga.com/sitemap/wellness-and-relaxation/how-stress-can-effect-our-lives/>)

<http://medibolism.com/anxiety-stress-depression/stress-anxiety-and-seeking-medical-help/>

Besides the influence on the body, stress can also have severe consequences on your psychological wellbeing. For example, stress can introduce worrying. Worrying is a sped-up version of thinking in circles, where you keep getting stuck on the same subject without finding a solution. If this keeps up for a long time, this can lead to psychological exhaustion, which in turn can lead to depression and burnout.

Stress can also make you have more trouble with focusing and remembering things, which can make your work, housework and other daily tasks much more difficult. If you are stressed, these tasks will take more time too, which in turn can lead to more stress

Source: <http://www.15minutes4me.com/stress-free/stress-how-does-stress-influence-your-life/>

**Summary:**

<b>COGNITIVE</b>	<b>EMOTIONAL</b>	<b>PHYSICAL</b>	<b>BEHAVIORAL</b>
<ul style="list-style-type: none"> <li>• Memory Problems</li> <li>• Poor Judgement</li> <li>• Inability to Concentrate</li> <li>• ‘Brain Fog’</li> <li>• Indecision</li> <li>• Starting many tasks but achieving little</li> <li>• Self doubt</li> </ul>	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Moodiness</li> <li>• Irritability</li> <li>• Fatalistic Thinking</li> <li>• Panic</li> <li>• Cynicism</li> <li>• Anxiety</li> <li>• Feeling Overwhelmed</li> <li>• Frustration</li> </ul>	<ul style="list-style-type: none"> <li>• Chest Pain</li> <li>• Rapid Heartbeat</li> <li>• Aches and Pains</li> <li>• Colds</li> <li>• Skin Complaints</li> <li>• Indigestion</li> <li>• High Blood Pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Increase Intake in Alcohol, Cigarettes and Caffeine to Relax</li> <li>• Isolating Yourself from Others</li> <li>• Sleeping too Little or too Much</li> <li>• Demotivated</li> <li>• Loss of sense of humour</li> <li>• Increase in alcohol intake</li> </ul>

## Annex 2

### **What is well-being?**

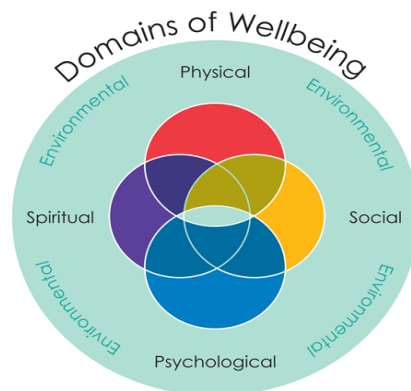
#### **Health /well-being**

- The World Health Organisation (WHO) defined **health** in its broader sense in 1946 as *a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity*
- Although this definition has been subject to controversy, in particular as lacking operational value and because of the problem created by use of the word *complete*, it remains the most enduring

#### **Areas of well-being**

- The maintenance and promotion of health is achieved through different combinations of physical, mental, and social well-being, together sometimes referred to as the *health triangle*. The fourth part is the spiritual factor.
- The WHO's 1986 *Ottawa Charter for Health Promotion* further stated that health is not just a state, but also *a resource for everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources, as well as physical capacities.*

#### **Domains of well-being**



#### **Physical well-being**

- *I care about proper diet and regular meals*
- *I care about maintaining a healthy body weight*
- *I have enough sleep to regenerate*

#### **Psychological (mental, emotional) well-being**

- *I care about my daily mood*
- *I try to think positively about life*
- *I try not to overwork*

### Social well-being

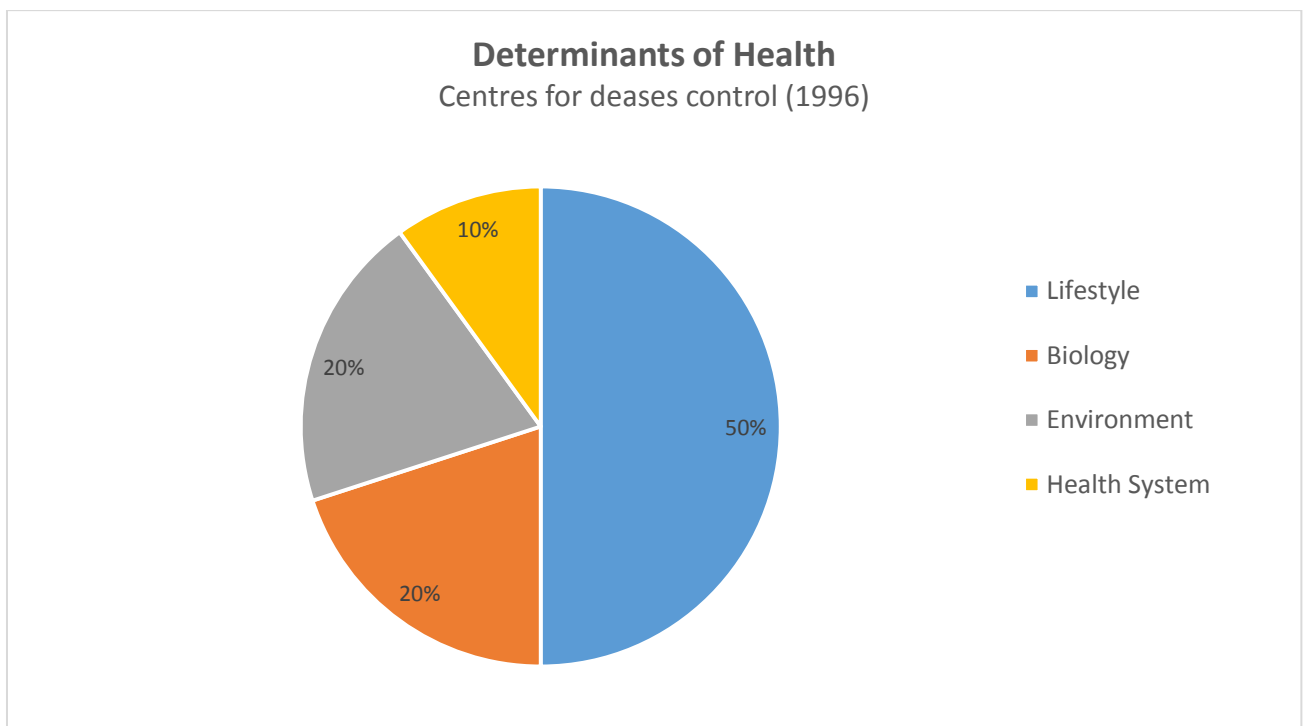
- *I look for the opportunity to socialize with people*
- *I care about friendship and relationships*
- *I avoid conflicts with people in my neighborhood*

### Spiritual well-being

- *In difficult moments, I think about the meaning and purpose of my life*
- *It helps me to think that there is a reality beyond our mind*
- *I am guided by ethical values in life*

### Lifestyle-determinants of well-being

The important groups of determinants of well-being are *human behaviors* (lifestyle)



Source: This material was quoted from Guidebook - *Skills for True Well-being*. **Publication has been developed in the framework of the project Skills for True Well-being (527797-LLP-1-2012-1-RO-GRUNDTVIG)**

## Annex 3

### Technique 1: Identify what's causing stress.

Monitor your state of mind throughout the day. If you feel stressed, write down the cause, your thoughts and your mood. Once you know what's bothering you, develop a plan for addressing it. That might mean setting more reasonable expectations for yourself and others or asking for help with household responsibilities, job assignments or other tasks. List all your commitments, assess your priorities and then eliminate any tasks that are not absolutely essential.

To identify your true sources of stress, look closely at your habits, attitude, and excuses:

- Do you explain away stress as temporary (“I just have a million things going on right now”) even though you can’t remember the last time you took a breather?
- Do you define stress as an integral part of your work or home life (“Things are always crazy around here”) or as a part of your personality (“I have a lot of nervous energy, that’s all”)?
- Do you blame your stress on other people or outside events, or view it as entirely normal and unexceptional?

Until you accept responsibility for the role you play in creating or maintaining it, your stress level will remain outside your control.

#### Start a stress journal

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A stress journal can help you identify the regular stressors in your life and the way you deal with them. Each time you feel stressed, keep track of it in your journal. As you keep a daily log, you will begin to see patterns and common themes. Write down:

- What caused your stress (make a guess if you’re unsure)
- How you felt, both physically and emotionally
- How you acted in response
- What you did to make yourself feel better

It is recommended to use a calendar to help the participants have a better insight into stressful factors

Time and place of the day	What happened	What was my thought	What was my feelings	What was my reaction

## Technique 2: Replace unhealthy coping strategies with healthy ones

### Unhealthy ways of coping with stress

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- Smoking
- Using pills or drugs to relax
- Drinking excessively
- Withdrawing from friends, family, and activities
- Bingeing on junk or comfort food
  
- Procrastinating
- Zoning out for hours looking at your phone
- Filling up every minute of the day to avoid facing problems
- Sleeping too much
- Taking out your stress on others

No single method works for everyone or in every situation, so experiment with different techniques and strategies. Focus on what makes you feel calm and in control.

## Technique3: Practice the 4 A's of stress management

Thinking about stressful situations in your life you can either change the situation or change your reaction. Considering the option to choose in any given scenario, it's helpful to think of the four A's: avoid, alter, adapt, or accept.

AVOID UNNECESSARY STRESS	ALTER THE SITUATION	ADAPT TO THE STRESSOR	ACCEPT THE THINGS YOU CAN'T CHANGE
-Learn how to say "no." -Avoid people who stress you out. -Take control of your environment. Pare down your to-do list.	-Express your feelings instead of bottling them up. -Be willing to compromise. -Create a balanced schedule.	-Reframe problems. -Adjust your standards -Practice gratitude	-Don't try to control the uncontrollable. -Look for the upside -Learn to forgive. Share your feelings



Source: <https://www.helpguide.org/articles/stress/stress-management.htm>. **Authors: Lawrence Robinson, Melinda Smith, M.A., and Robert Segal, M.A. Last updated: June 2017.**

#### **Technique 4: Get moving**

Physical activity is a huge stress reliever. Exercise releases endorphins that make you feel good. Here are some easy ways to incorporate exercise into your daily schedule:

- Put on some music and dance around
- Take your dog for a walk
- Walk or cycle to the grocery store
- Use the stairs at home or work rather than an elevator
- Park your car in the farthest spot in the lot and walk the rest of the way
- Pair up with an exercise partner and encourage each other as you work out
- Play ping-pong or an activity-based video game with your kids

#### **Technique 5: Build strong relationships.**

Relationships can serve as stress buffers. Reach out to family members or close friends and let them know you're having a tough time. They may be able to offer practical assistance and support, useful ideas or just a fresh perspective as you begin to tackle whatever's causing your stress.

##### Tips for building relationships

- Reach out to a colleague at work
- Help someone else by volunteering
- Have lunch or coffee with a friend
- Ask a loved one to check in with you regularly
- Accompany someone to the movies or a concert
- Call or email an old friend
- Go for a walk with a workout buddy
- Schedule a weekly dinner date
- Meet new people by taking a class or joining a club
- Confide in a clergy member, teacher, or sports coach

#### **Technique 6: Walk away when you're angry.**

Before you react, take time to regroup by counting to 10. Then reconsider. Walking or other physical activities can also help you work off steam. Plus, exercise increases the production

of endorphins, your body's natural mood-booster. Commit to a daily walk or other form of exercise — a small step that can make a big difference in reducing stress levels.

### **Technique 7: Make time for fun and relaxation**

If you regularly make time for fun and relaxation, you'll be in a better place to handle life's stressors.

Set aside leisure time. Include rest and relaxation in your daily schedule. Don't allow other obligations to encroach. This is your time to take a break from all responsibilities and recharge your batteries.

Do something you enjoy every day. Make time for leisure activities that bring you joy, whether it be stargazing, playing the piano, or working on your bike.

Keep your sense of humor. This includes the ability to laugh at yourself. The act of laughing helps your body fight stress in a number of ways.

### **Technique 8: Rest your mind.**

According to APA's 2012 Stress in America survey, stress keeps more than 40 percent of adults lying awake at night. To help ensure you get the recommended seven or eight hours of shut-eye, cut back on caffeine, remove distractions such as television or computers from your bedroom and go to bed at the same time each night. Research shows that activities like yoga and relaxation exercises not only help reduce stress, but also boost immune functioning.

### **Technique 9: Manage your time better**

Don't over-commit yourself. Avoid scheduling things back-to-back or trying to fit too much into one day. All too often, we underestimate how long things will take.

Prioritize tasks. Make a list of tasks you have to do, and tackle them in order of importance. Do the high-priority items first. If you have something particularly unpleasant or stressful to do, get it over with early. The rest of your day will be more pleasant as a result.

Break projects into small steps. If a large project seems overwhelming, make a step-by-step plan. Focus on one manageable step at a time, rather than taking on everything at once.

Delegate responsibility. You don't have to do it all yourself, whether at home, school, or on the job. If other people can take care of the task, why not let them? Let go of the desire to control or oversee every little step. You'll be letting go of unnecessary stress in the process.

**Remember**, If you continue to feel overwhelmed, it is advised to consult with the specialist (psychologist, therapist) that can help you learn how to manage stress effectively.

Source: <http://www.apa.org/helpcenter/stress.aspx>

<https://www.helpguide.org/articles/stress/stress-management.htm> (Authors: Lawrence Robinson, Melinda Smith, M.A., and Robert Segal, M.A. Last updated: June 2017.)

### 3. RELAXATION TECHNIQUES

In this module you will find the information about the relaxation techniques that can be used as an effective tool in coping with stress and other negative situations that affect our life quality and satisfaction.

<b>MODULE 7 :</b>	Relaxation techniques
<b>GENERAL GOAL(S):</b>	<i>The general aim of the activity is to introduce and practice relaxation techniques that can be consider as a useful tool in stress and burnout prevention.</i>
<b>OBJECTIVES:</b>	By the end of the module, participants will <ul style="list-style-type: none"> <li>• know and practice relaxation techniques</li> <li>• be aware of the importance of taking care of psychophysical condition - correlation between the quality of life and the need of taking care for it</li> </ul>
<b>METHODS</b>	Lecture Active methods Group work training
<b>DURATION:</b>	4 hours
<b>RESOURCES NEEDED:</b>	E.g. pens, white board, flipchart, paper, hand-outs, large room with mattresses
<b>ORDER OF ACTIVITIES:</b>	<b>Activity 1: Introduction</b> Trainer introduces the purpose of the module. He/she asks participants to work in small groups (max. 5) to describe the relaxation techniques they know and practice (he can also ask - what makes them relax). They write the title of the techniques in small papers. After 20 minutes participants share

	<p>with their work sticking sticky notes on the large paper (they create Bank of ideas – sharing good practice)</p>
	<p><b>Activity 2: Why do we need to take care of ourselves</b></p> <ul style="list-style-type: none"> <li>• Trainer explains the importance of taking care of psychophysical health and its impact on life quality. He can use the information from the module VI – stress coping strategies-explaining how stress can affect our different spheres of life. (annex1;2 in module VI)</li> </ul>
	<p><b>Activity 3: Relaxation techniques</b></p> <ul style="list-style-type: none"> <li>• Trainer explains the meaning of relaxation technique (annex 1) and then introduces to the participants the techniques (annex 2)</li> <li>• The next activity will take place in a quiet room (with large space). Every participant will have the mattress. It is important that each trainee would wear sports outfit.</li> <li>• The trainer practices each technique with the participants</li> <li>• At the end trainer enters short discussion: <ul style="list-style-type: none"> <li>- How did participants feel during practicing the techniques?</li> <li>- What was the easiest for them?</li> <li>- What was the most difficult, why?</li> </ul> </li> </ul> <p>The trainer gives the positive feedback to all participants encouraging them to practice. It always needs some time to see the benefits</p> <p>Homework: Participants receive “Relaxation Technique Report – where they write about their observations in practicing the techniques. (annex 3). It needs to be explained that they have to choose appropriate time, room – where they would not be disturbed and hurried up. They have to bring the observations to the last meeting.</p>
	<p><b>Activity 4: Evaluation</b></p> <p>It is recommended to set up next meeting after some time to give the participants the ability to train the techniques in real situations. The trainer asks them to report the feedback about implementation of the techniques.</p> <ul style="list-style-type: none"> <li>- What techniques did you train?</li> <li>- Was it difficult for you to implement the techniques?</li> <li>- What were the benefits? How did you feel? Did you see any differences?</li> <li>- What were the disadvantages? Risks? (How can you cope with that?)</li> </ul>

	<p>- Would you continue to implement the techniques?</p> <p>The trainer enters the common discussion on questions above and collects the feedback (Relaxation Technique Report for module evaluation)</p>
<b>KEEPING LEARNERS SAFE:</b>	<ul style="list-style-type: none"> <li>• Ensure that access to the activity available for all</li> <li>• Ensure room large enough to allow mobility for all learners.</li> </ul>
<b>EVALUATION OF THE MODULE:</b>	<ul style="list-style-type: none"> <li>• See the activity 4 - Evaluation</li> </ul>
<b>REFERENCES</b>	<p><a href="https://en.wikipedia.org/wiki/Relaxation_technique">https://en.wikipedia.org/wiki/Relaxation_technique</a></p> <p><a href="https://www.spine-health.com/glossary/relaxation-techniques">https://www.spine-health.com/glossary/relaxation-techniques</a></p> <p>Guidebook - <i>Skills for True Well-being</i>. <b>Publication has been developed in the framework of the project Skills for True Well-being (527797-LLP-1-2012-1-RO-GRUNDTVIG)</b></p> <p><a href="https://pl.pinterest.com/explore/relaxation-techniques/">https://pl.pinterest.com/explore/relaxation-techniques/</a></p>

## Annex 1

A relaxation technique (also known as relaxation training) is any method, process, procedure, or activity that helps a person to relax; to attain a state of increased calmness; or otherwise reduce levels of pain, anxiety, stress or anger. Relaxation techniques are often employed as one element of a wider stress management program and can decrease muscle tension, lower the blood pressure and slow heart and breath rates, among other health benefits.

Source: [https://en.wikipedia.org/wiki/Relaxation\\_technique](https://en.wikipedia.org/wiki/Relaxation_technique)

The techniques are thought to work by triggering the Relaxation Response (RR), a state of deep relaxation that induces a decrease in heart rate, respiration rate, blood pressure, and breathing rate. Relaxation techniques range from massage therapy, Tai chi, and acupuncture.

Source: <https://www.spine-health.com/glossary/relaxation-techniques>

## Annex 2

### *Relaxation techniques*

#### **Breathing techniques**

They are the perfect solution to rapidly calm nerves, focus the mind and help you think more clearly. They can be done anytime, anywhere. If you are sitting down and it is safe to close your eyes that's fine, otherwise standing and with your eyes open is also ok. They are simple and very powerful.

#### **Conscious breathing**

- Become aware of yourself in your body as you are standing or sitting
- Notice your breath as it enters and leaves your body, following it all the way in and out
- Slowly inhale through your nose and exhale through pursed lips
- Let it get a little deeper and slower so that it goes down into your body more.
- Feel your tummy as well as your chest rising and falling
- Keep your focus on the breath for at least 4 or 5 full breaths.

**The Benson relaxation response** is a variation using numbers.

- Repeat the steps for *conscious breathing*
- Close your eyes
- On each out breath say a number in your mind. No. 1 for example.
- You can also visualize the number
- Another variation is to use a number on both the in and the out breath
- Saying the no 1 as you inhale and 2 as you exhale
- Visualize the numbers, give them a colour and an interesting shape.

#### **Progressive muscle relaxation**

Progressive muscle relaxation is a widely used technique which uses the tense of muscles to reduce stress. This technique requires everyday practice for at least of 6 months in order to reduce the time that you need to relax. It lasts from 30' to 45', needs a quiet place and needs you to lay down on bed, sofa or floor. It is important not to feel asleep before starting the technique, so it is better to avoid practicing before going to bed.

- Make sure that the room has good temperature and you aren't feeling cold or warm
- Take out your shoes and wear comfortable clothes

- Lay down on bed or sofa, carpet or a gym mat with your hand palms open with the side on the floor
- Focus on your breathing, take some time to relax, breathing in and out.
- When you're ready shift your attention to your arms and hands. Take a moment to focus on the way they feel. Slowly tense the muscles in your both arms, squeezing as tightly as you can, making fists and lifting them a bit of the floor hold for 6 sec and then relax. Repeat the exercise.
- Do the same exercise with your legs. Lift both legs from the floor, toes pointing to you, hold and relax. Repeat the exercise
- Now, lift your legs from the floor with toes pointing like in ballet, hold and relax. Repeat the exercise.
- Continue with neck and shoulders, tense muscles of neck and shoulders and bring shoulders towards your ears, hold and relax. Repeat the exercise
- Now as you lay down on the floor, try to raise gently your back like an arrow. Your hips and head remains on the floor. Hold and relax and then repeat.
- The last muscle group is face muscles. In order to relax them try to do an ugly face bringing as close as possible eyes and mouth, hold and relax. Repeat the exercise.
- Finally, check which group muscles aren't relaxed and give some time to repeat the exercise as previously.

If you have trouble practicing relaxation on your own, try to use an audio tape to help you concentrate on the voice or visit a specialist. It is important to give time to relax each muscle group, don't hurry to finish the exercise.

Source: <http://www.innovage-project.eu/innovage-publications>

### **Grounding and awareness building technique**

- Stand on a solid base with your feet a little apart and your knees slightly bent.
- Breath slowly and deeply a few times and follow the breath down into your body.
- Simply observe the breath.
- Move your attention to your feet and legs and imagine sending more weight down into them, so they become heavier.
- Say to yourself "I am standing here right now. I am present in my body"
- Look out through your eyes from a point just behind your eyes.
- Hear the sounds from a point just behind your ears.
- Let your attention run through your body and notice if it is comfortable.
- Notice if there are any areas of tension. If so, breathe into the area and focus on it for a few seconds and have the intention of letting the tension go.
- Notice the border between your body and the air around you.

- Notice if you are resting equally on both feet and imagine roots going out from your feet down into the earth underneath you.
- Say to yourself “Here I stand firmly rooted and safe”
- Let your attention go inside and notice thoughts and feelings.
- Imagine pulling heavy thoughts and feelings down into your legs and feet and flowing them out through the roots into the ground.
- Stand for as long as you want. Breathe deeply.

### **Positive thought**

- Use conscious breathing
- Allow a pause between the breaths
- Say to yourself a positive affirmation for example –‘I am breathing in peace and blowing out tension’ or ‘I am calm and strong’ or ‘I am safe and supported’
- Each time you exhale make sure you relax your face, jaw, shoulders and hands.

### **Conscious eating (*mindfulness*)**

- Take a small piece of food, it can be for instance a piece of a fruit, a nut or a raisin
- Use conscious breathing
- Look at the food as if you saw it for the first time, give your full attention to the piece of food in front of you. Observe it. Don’t assess it, or think about it, or study it intellectually. Just observe it for what it is.
- Touch the food, explore its texture for a few moments, give your full attention to the sensations in your fingertips as you are touching the food.
- Smell the food
- Bite it slowly and enjoy its taste. It can be done with eyes closed

You may be amazed at how different food tastes when eaten in this way! In the same way, you can use conscious smelling, conscious touching, conscious seeing and conscious listening.

### **Visualization**

Imagery is a normal, natural element of our mental processes, often unconscious and frequently depicting negative outcomes or even worst case scenarios and triggering the stress response. It is very useful to use imaginary in a resourceful way either to anchor a desired



outcome (when we imagine the desired scenario of a future event) or just to introduce relaxation response. Below is an example of a relaxation technique using visualization.

### ***The garden of your life***

*Take a few moments to relax and take a few nice deep breaths. Close your eyes as you enjoy the sensation of growing relaxation. Now imagine yourself stepping into a shower of light. Let all the cares and stress of the day to be washed away until you are feeling clean, light and refreshed. Notice that the light of the shower awakens the light inside you and your body begins to fill with light...As your body becomes lighter and lighter you are becoming even more relaxed, enjoying the sensation of ease, clarity and lightness. Imagine now that you are out in the nature and in front of you there is a gate to very special garden, this is the garden of your life. When you are ready start moving towards the gate and enter the garden. Take a few moments to explore the garden and notice what you notice. Is your garden small or large? Is it tidy or rather wild. What are the colours in your garden? Can you see flowers, trees, vegetables, grass? Are there any animals in your garden? What sounds can you hear in the garden of your life? What can you smell? Find a place in your garden that draws your particular attention and explore that place. What can you see? What can you feel when you are there? In many gardens there is a fountain I suggest that you find a fountain in your garden and sit by it for a while. Listen to the water, touch the water. Is the water in your fountain clean and clear? Notice whatever you can notice about the fountain. As you continue relaxing you can get ready to meet somebody very special – the Gardener. He or she is the one who knows your garden very well, he/she takes care of it and loves the garden very much. He/she is very wise and always willing to offer his/her counsel or inspiration. Wait for your Gardener to arrive, maybe you will see him/her or hear him/her or just have a sense that he/she is there next to you. Once you are in the presence of the Gardener say hello and you can ask them a question or ask for a message for you. As a response the gardener may say something to you or show you something or maybe the message will arrive as a certain feeling. Just be quite for a moment and wait for the message. Now you can say thank you to the Gardener and once you fully explored your Garden slowly start walking towards the gate, knowing that you can always come back to your Garden. When you open the gate you will be back in the room, so notice your body sitting in your chair, slowly start moving your fingers, you can stretch a bit while you are getting ready to*

opening your eyes and being fully present, feeling refreshed and energized.

Source: This material was quoted from Guidebook - Skills for True Well-being. Publication has been developed in the framework of the project Skills for True Well-being (527797-LLP-1-2012-1-RO-GRUNDTVIG)



Rysunek 2Source: <https://pl.pinterest.com/explore/relaxation-techniques/>

### Annex 3

When?	Where?	Technique	For how long?	Feedback (short or/and long term)

## 4. STRATEGIES OF BURNOUT PREVENTION

In this module you will deep knowledge about the groups of factors that affect burnout in nursing, what has essential meaning in developing early prevention strategies. The applicable preventive measures will be discussed at three levels: individual, interpersonal and organizational.

<b>MODULE 1 :</b>	Strategies of burnout prevention
<b>GENERAL GOAL(S):</b>	<i>The general aim of the activity is to introduce the techniques and strategies that can be considered as effective tools in burnout prevention.</i>
<b>OBJECTIVES:</b>	By the end of the module, participants will be able to: <ul style="list-style-type: none"> <li>• Know and apply individual burnout preventive strategies</li> <li>• Know and apply interpersonal preventive strategies</li> <li>• Know and apply organizational preventive strategies</li> </ul>
<b>METHODS</b>	Lecture Work groups Case study Role plays Self-assessment tests Self-reflection
<b>DURATION:</b>	Three sub-modules: two of them 1 hour and 30 min. each, and third – 1 hour. Total – 4 hours.
<b>RESOURCES NEEDED:</b>	Multimedia, flipchart, paper, pens, white board.
<b>ORDER OF ACTIVITIES:</b>	<b>Activity 1: Introduction</b> Trainer introduces the goal and objectives of the module. He asks participants about the burnout among the nursing profession: - What do you do to prevent burnout individually? - What does your organization do to prevent the burnout?
	<b>Activity 2: Individual strategies of burnout prevention (1:30min).</b> Trainer introduces the concept of burnout prevention and asks participants about individual practices that their users adapt to distress the events ( <i>brainstorm</i> ). Trainer presents five main ( <i>Locus of control; Self –esteem; Extraversion;</i>

	<p><i>Behavior strategies in stress situation; Emotional stability</i>) factors that the professionals can use in recognition and understanding burnout syndrome prevention. (Annex 1).</p> <p>Trainer will invite participants to find out about their <b>Locus of control</b> using exercise 1. <i>For this activity participants need: papers and pens.</i></p> <p>Trainer introduces questions that can help a person to Focus on their inner strength. Participants will be divided into small groups (5 persons) for discussions.</p> <p>Trainer presents <b>self –esteem</b> factor and invites participants to do Sorensen Self – assessment test (30 min). Afterwards the trainer explains the tests results and gives the printed guidelines for the use of affirmations. Each participant selects and marks the best fitting to him/ her strategies. <i>For this activity participants need: computer and Wi-Fi connection and printed guidelines for the use of affirmations,</i></p> <p>Trainer introduces next protective factor against burnout <b>extraversion</b>. In order to determine risk for nurses burnout participants will be invited to explore their personalities using the big five personality traits (exercise 7- Big five-personality test). Trainer explains the results and provides additional information about each component of the „Big five“.</p> <p><i>For this activity participants need: computer and Wi-Fi connection.</i></p> <p>Trainer presents different types of <b>behavior patterns</b>. Participants are asked to recognize their type of behavior. Then participants will be asked to work in small groups. They will have recommendations for personality changing and discuss the most effective ones for them (exercise 8-9).</p> <p><i>For this activity participants need: printed recommendations.</i></p> <p>Trainer provides presentation about <b>emotional stability</b> and the ways nurses can enhance it (APA Recommendations).</p> <p>Trainer divides the participants in two groups and moderates the discussion giving the questions for self reflection (exercise 10).</p> <p><i>For this activity participants need: printed recommendations, white board.</i></p> <p>For the <b>evaluation</b> trainer will ask participants to divide themselves into groups and to read the case study and apply the right burnout syndrome prevention strategy from individual perspective.</p> <p>Participants will be asked to present case study results. Trainer will draw conclusions, present the best burnout prevention strategies to overcome situations.</p>
	<p><b>Activity 3: Interpersonal prevention strategies for burnout syndrome (1:30min).</b></p> <p>Trainer presents the importance of social support given by colleagues (annex 2, part 2.1); suggests scenarios/case study and the role plays (11exercise), where the purpose is to play as much convincing role in certain situation as</p>

	<p>possible, to simulate the support of the colleagues and the manager. <b>Case theme:</b> mutual social support between colleagues.</p> <p>Trainer asks the participants to split certain roles (two nurses, two nursing assistants, department administrator and the leader), who will be responsible for the role play (management of staff discussion) and for interaction between participants. The leader will not decide by his own, he will try to involve the entire group in the role play.</p> <p>Trainer asks to make decisions on how to change the situation in this workplace.</p> <p><b>Questions for discussion:</b></p> <p>What decisions should be made?</p> <p>What actions should be taken to achieve balance and avoid exhaustion?</p> <p>What is the influence of social support of colleagues, supervisors and administration?</p> <p>After that the trainer summarizes and provides additional information (annex 2).</p> <p>Trainer presents the importance of promotion of assertiveness in communication between team members (annex 2, part 2.2).</p> <p>Trainer suggests 12 exercises and scenarios/case. Trainer asks participants to divide in 3-4 groups (not more than 5 persons) and to discuss: what increased and what decreased the trust, how was the guiding, what was the most difficult role, how well the communication system worked. The purpose of the exercise is to encourage people to trust each other, and to teach them to care for each other.</p> <p><b>Questions for discussion:</b></p> <p>Was this task easy? Why?</p> <p>Who emerged as leaders in this exercise?</p> <p>What did the task help to understand?</p> <p>Trainer organizes discussion in the group and asks for sharing the thoughts on “Why I feel vulnerable in my work place and what I would expect from others to reduce this vulnerability” (13 exercise). The members are able to recognize their weaknesses and to discuss them openly (annex 2, part 2.2).</p> <p>After that the trainer summarizes information.</p>
	<p><b>Activity 4: Organizational prevention strategies for burnout syndrome (1hour).</b></p> <p>Trainer presents the importance of social and organizational factors of burnout and asks to name the main supportive factors for burnout syndrome at organizational level writing the answers on the paper. After that the trainer summarizes and provides additional information (annex 3) and suggests the role play (14 exercise).</p>

	<p>Trainer asks participants to divide in small groups (not more than 5 persons) and to discuss and write on the paper the organizational improvements, which can prevent burnout. After that the trainer summarizes the conclusions and provides additional information (annex 3, part 3.1).</p> <p>Trainer asks participants about ability to continue education and provides the information about organizational model of staff training about burnout (annex 3, part 3.2).</p> <p>Trainer presents the importance of psychological support for the staff (annex 3, part 3.3) and suggests scenarios/case study.</p>
<p><b>KEEPING LEARNERS SAFE:</b></p>	<ul style="list-style-type: none"> <li>• Ensure that access to the activity available for all</li> <li>• Ensure room large enough to allow mobility for all learners</li> <li>• Ensure enough resources and materials for everyone</li> </ul>
<p><b>EVALUATION OF THE MODULE:</b></p>	<p>Trainer will propose some self-evaluation questions:</p> <ul style="list-style-type: none"> <li>• Why are strategies of burnout important to know for you?</li> <li>• What are the individual, interpersonal and organizational burnout strategies most important for you?</li> </ul>
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## Annex 1

### **Individual Strategies of Burnout Prevention**

There are several approaches regarding prevention, early recognition and the management of burnout situations. A better way of conceptualizing these prevention approaches is in terms of the primary target of their focus: a focus on the job situation characterizes primary prevention efforts and a focus on the person characterizes both secondary and tertiary prevention – changing the person in the former case, or treating the person in the latter (Maslach, Goldberg, 1998). Two new approaches to the prevention of burnout focus on the interaction between personal and situational factors.

Prevention begins with recognition and understanding. Prevention is the concept refers to the principal burnout characteristics: emotional exhaustion, depersonalization and a reduction in perceived personal accomplishment (Fearon, Nicol, 2011). Prevention bases on the factors that generate and promote health and mental health at the work place.

Dealing with burnout through prevention is a challenge for individuals as well as organizations. Suggests that agencies, educators and professionals must address the personal costs to workers so that professionals can achieve a balance between the risks and benefits of serving and helping others.

A review of the literature on burnout reveals that there are many things individuals can do, preventing the burnout: positive thinking and avoidance of negative thinking (Espeland, 2006; Maslach & Leiter, 1997); using relaxation techniques, employing humor and participating in outside activities, especially pleasurable and leisure activities (Demir et al, 2003; Puig et al, 2012); having a variety of experiences or tasks at work (Leiter & Maslach, 1997); building and maintaining support networks (Demir et al 2003; Espeland, 2006; Thomas & Lankau, 2009; Um & Harrison, 1998); changing one's response to or adapting to distressing events (Espeland, 2006); and self-monitoring one's stress (Maslach & Leiter, 2008).

### **Locus of control**

Locus of control refers to factors that contribute to the individuals' success or failure. Rotter (1966) divides it into internal and external locus of control. People who have an internal locus of control believe that they have control over their destiny; therefore, they are often safe, sober, and director in trying to control their external environment. On the other hand, people with external locus of control believe that they have no direct control over their own destiny. They perceive themselves passive to the external environment. Hence, these people tend to relate personal consequences to external factors or luck (Sahraian, Omdivar, Ghanizadeh, Bazrafshan, 2014).

Dufault (1985) suggested that the nursing profession needs students with a more internal locus of control in that internals have a higher sense of social responsibility. Locus of control is related to successful coping with stressful situations as well as work-related stress and has an important role in job performance.

Nr.	EXTERNAL		INTERNAL	
	<i>EXTERNAL Locus of Control status</i>	<i>EXTERNAL Locus of Control believes</i>	<i>INTERNAL Locus of status</i>	<i>INTERNAL Locus of believes</i>
	Feel victimized; Feel resentful; Feel powerless; Blame others; Think pessimistically; Seek approval; Expect to be rescued; Get stuck.	My thoughts, choices, and behaviors do not affect my life; Problems work out or they don't. Life is a matter of luck or fate; My happiness is dependent on others' approval and perceptions; It doesn't matter what I think, believe or do.	Honor their feelings; Feel at peace; Feel empowered with courage; Think optimistically; Stay in integrity; Expect life's ups and downs; Bounce back quickly; Explore possible solutions.	What happens to me is largely the result of my efforts and choices. I can always choose my response. I can choose my thoughts and consequently my feelings. I am responsible for my own happiness. I choose who I am and what I do.

Research shows there are few advantages associated with an internal locus of control.

- Academic success
- Self-motivation
- Lower rates of stress

An internal locus of control is a skill that can be relearned if lost.

### Exercise 1.

### *The Locus of Control*

*On a scale 0 – 10, to what extent do you feel able to shape future?*



Describe extent to which you feel able to shape your future. Rate this on a scale 0 – 10 (people who score more than 5/10 are more likely to have an internal locus of control. Those who score less may have an external locus of control).

#### **Exercise 2.**

### *My Locus of Control*

*On a scale 0 – 10, the extent to which I feel able to shape my future is:*

\_\_\_\_\_ / 10

*The specific things I can do to maintain or improve the rating are:*

\*

\*

\*

There are several basic rules that work in development locus of control.

- *The person must feel in their gut that:*
  - *They want to shape their future.*
  - *They can shape their future.*
  - *They know how to shape their future.*

The Positive Approach aims to provide practical tools that people can use to achieve their picture of success. Whilst providing practical strategies that work in the real world, the approach is also based on an organic view of development. It includes the following beliefs.

- People already have within them the seeds of development.
- People already have strengths and successful patterns that have used in the past to achieve their goals.
- People can be helped to build on these strengths and successful patterns – plus add other skills – to develop and achieve their goals.

### *The Positive Approach To Encouraging People*

*The positive approach starts by clarifying people's picture of success. This is the case whether working with individuals, teams or organisations.*

*It then helps people to build on their strengths, pursue practical strategies and achieve their picture of success. It provides practical tools people can use to focus on their:*



### Questions That Can Help A Person To Focus On Their Inner Strength

- When have you shown positive spirit? When have you overcome difficult challenges successfully? When have you performed superb work? When have you achieved peak performance?
- What did you do right then? What were the principles you followed? What did you actually do to reach your goals? How can you follow some of these principles in the future?
- Bearing in mind the challenge you face now, how can you build on what you know works? You have succeeded in the past. How can you follow some of those principles – plus maybe add other skills – to tackle this challenge?
- Looking ahead, what is the first goal you want to achieve? What will be the benefits of achieving the goal? How can you do your best to achieve the goal? How can you get an early success?
- Looking further ahead, what are the key strategies you can follow to give yourself the greatest chance of success? How can you encourage yourself on the journey? How can you focus on getting three successes each day?

### Exercise 3.

Controlling The Controllable.

*Can Control. The specific things I can control in my life and work are:*

\*

\*

\*

*Can't Control. The specific things I can't control in my life and work are:*

\*

\*

\*

*Controlling The Controllables. The specific things I can do to build on what I can control and manage what I can't control are:*

\*

\*

\*

#### **Exercise 4.**

Describe the specific situation in which you would like to help a person to, if appropriate, develop their locus of control.

*Helping A Person  
To Develop Their  
Locus Of Control*

*The specific situation in which I would like to help a person to, if they wish, develop their locus of control is:*

\*

*The specific things I can do to help the person to develop their locus of control are:*

\*

\*

\*

Slides made by Mikke Pegg (<http://www.thepositiveencourager.global>).

## **Self-esteem**

Self-esteem is intimately connected to our entire being, and possessing self-esteem is in the western countries considered one of the most important social needs (Sheldon, Elliot, Kim, & Kasser, 2001). Self-esteem is defined as the ability of a person to be able to evaluate himself and based on the results of this assessment to tread in his life, to cope with the challenges and achieves his goals. The development of self-esteem is an ongoing process that begins in childhood. Contributing factors are the interaction with the family and the social environment, the school and work.

According to Schaufeli and Enzmann (1998), self-esteem is one of the strongest personality factors predicting burnout. Individuals with high self-esteem are found to be less likely to experience burnout in a demanding organization environment.

Self-esteem can be considered a trait, that is, a passively received fundament for self-esteem (Cooley, 1902; Rogers, 1951). It can also be seen as actively earned self-esteem through acts (Forsman & Johnson, 1996; Franks & Marolla, 1976). The most common conceptualization of self-esteem is global self-esteem, defined as the individual's positive or negative attitude toward the self as a totality (Tafarodi & Swann, 1995).

The nursing students in their interaction with healthcare professionals are experiencing extreme anxiety and stress. Nurses with low self-esteem come across with significant difficulties in communication with colleagues and patients. They have reduced empathy and efficacy. Unlike nurses with high self-esteem have better collaboration with colleagues and patients, and consequently, better performance at work (Dimitriadou, Koukourikos, Pizirtzidou, 2014).

### **Excercise 5.**

Self-assessment test ( Sorensen self-esteem test). Source:

[http://www.theseesteeminstitute.com/Files/Sorensen\\_Self-Esteem\\_Test.pdf](http://www.theseesteeminstitute.com/Files/Sorensen_Self-Esteem_Test.pdf)

Making use of agencies such as guidance, counseling, mass-media, good education, group activities, seminars, presentations which will help a nurse to improve her self-esteem and with a new confidence she can provide a quality care to her patients. This step can be initiated right from her nursing school days. Stress reduction programme and self-esteem enhancement programme etc. need to be emphasized in the curriculum and short courses on these can be conducted. School authorities have to take initiative and responsibility in starting such program in their institutions.

Enhancing self-esteem is the way to avoid burnout and promote well-being. Increasing self-awareness of one's positive characteristics can enhance self-esteem. Additional strategies for preventing burnout include assertive expression of thoughts and feelings, sharing with others, accepting personal shortcomings and imperfections, and maintaining a positive and tolerant attitude toward others and the world at large.

Use of affirmation – positive declarations that facilitate identification of personal value and enhancement of self-esteem can serve as healthy alternatives to negative self-talk. An affirmation is simply a positive thought, a short phrase, or a saying that has meaning for the person. It can help change assumptions and beliefs that have negative consequences. When starting to feel upset, anxious, frustrated, sad, or overwhelmed, the nurse can stop and examine her or his internal monolog and simply challenge that monolog with language that is more affirming, such as the following:

- I can ask for what I need;
- I can take care of myself;
- I'm doing the best I can;
- I can find alternatives to problems;
- I can meet my needs;
- I care for myself, and I care for others.
- Using affirmations behavior and the environment.

### **Excercise 6.**

#### Self reflection/Guidelines for the Use of Affirmations

1. Find a calm, quiet location away from the hectic environment. Turn off portable electronic devices. Take three to five deep breaths, breathing slowly with maximal inspirations and blowing out through pursed lips. Use the statements to name, claim, frame, and aim one's roles/concerns/issues. It is critical to use the first person singular pronoun „I“ in all generated statements.
  - a. Naming (identifying roles/concerns/issues)
    - i. What occurred that triggered the negative reaction of stressful situation?
    - ii. What is the issue precisely?



- iii. „I am a good, kind, compassionate nurse with special knowledge and skills to share with others “.
    - iv. „I can remain calm and in control when I disagree with others“.
  - b. Claiming (clarifying role/concerns/issues)
    - i. „By taking care of myself, I can provide better care to the persons whom I serve“.
    - ii. „By confronting issues that impact the quality of nursing care, I am a better nurse “.
    - iii. „My loving kindness to others is a sign of personal and professional strength“.
  - c. Framing (specifying the importance of what you do)
    - i. „I provide essential services to clients, colleagues, and other health team members“.
    - ii. My contributions are as important as everyone else’s“.
    - iii. I provide great value to all care situations“.
    - iv. I am a valued member of the health care team“.
  - d. Aiming (positive action to attain the desired target outcome)
    - i. „I am becoming more comfortable in acknowledging the strengths I bring to the table as a team member“.
    - ii. „It is easier for me to see the differences that I make in the lives of others“.
    - iii. „I am able to do my job/fulfill my role at a very high level with ease“.
- 2. Select one of the affirmations, and say it to yourself or write it 10 to 20 times daily while listening to your internal gut response to it.
- 3. Carry your chosen affirmation with you (e.g., on video, in your smart phone, on an index card, posted on your car dashboard, formatted into your computer screen saver) so that you can read it throughout the day.
- 4. Build in a healthy, personal reward for using the affirmations on a daily basis.
- 5. Do not become frustrated by unrealistic expectations for positive results because effective use of affirmations takes much time and practice.
- 6. You can substitute any personal role for your role as a Professional nurse.

## Extraversion

Protective factors against burnout include emotional intelligence, resilience, extraversion, good nature, openness, and a functioning social network. Numerous researchers have examined the relationships between personality factors and a wide range of cognitive, emotional, physiological, and behavioral outcomes, and often this research reveals a connection between extraversion and stress.

Personality researches have established that five generic factors exist that determine personality, called the „Big Five“. The „Big Five“ were first validated by Fiske in 1949 (Goldberg, 1990). They are composed of extraversion, agreeableness, conscientiousness, neuroticism, and

openness. Zellars, Perrewe, and Hochwarter (2000) have investigated these personality factors in relation to the three burnout dimensions with the following results about extraversion: extraversion was inversely associated with reduced personal accomplishment and inversely related to depersonalization (Halbesleben and Buckley, 2004). In other words, nurses with high levels of agreeableness, emotional stability, extraversion, and conscientiousness have a reduced risk for the development of burnout. Further, extroverts, who by nature are more enthusiastic, self-confident, and sociable, are more likely to be optimistic and are therefore able to positively reevaluate their problems (Canadas-De la Fuente et al., 2015). This may lead to lower levels of burnout among nurses with high levels of agreeability and extraversion.

Extraversion is often defined as a stable personality dimension characterized primarily by the tendency to experience positive affect. This personality trait also includes the tendencies toward being sociable, talkative, assertive, energetic, and warm (Sarah M. Jackson, M.S. and Tamera R. Schneider, 2014). The characteristics of extraverts appear to be plausible factors contributing benefits for coping with stress. For example, experiencing positive affect might make one less vulnerable to noticing a stressor in the first place, and tendencies toward sociability and warmth suggest that one might have an extensive and helpful social support system in place that heeds a call to action when one does experience stressors. Therefore, nurses should explore their personalities using The Big Five personality traits to help determine their risk for nurse burnout.

### **Excercise 7.**

Big Five personality test (<https://www.truity.com/test/big-five-personality-test>).

### **Behavior strategies in stress situation**

Stress is a specific response of the individual to all nonspecific demands. However, this process of adaptation is very complex and varies considerably from person to person. The stress response or "stress reactivity" is triggered by various stressors, ranging from live events to daily hassles and including chronic stressors.. The stress response has physiological, cognitive and behavioral components and most of the time they are maladaptive and harmful for the individual. They tend to occur together, and one response can trigger another.

Physical stress responses are often described by the general adaptation syndrome (GAS), a consistent, three-stage pattern of physical responses to any lasting stressor.

1. The first stage, the alarm reaction, is an immediate reaction to a stressor and consists of the fight-or-flight syndrome (increased heart rate, rapid breathing, sweating, and so on) to mobilize the body for rapid action.
  - a. The alarm reaction is mediated by the sympatho-adreno-medullary (SAM) system. Stressors cause the hypothalamus to activate the sympathetic division of the autonomic nervous system, which stimulates the adrenal medulla, which in turn releases catecholamines into the blood, affecting the liver, kidneys, heart, and

lungs. Actions of this system increase blood pressure, raise muscle tension, and liberate blood sugars.

- b. Stressors also activate the hypothalamic-pituitary-adrenocortical (HPA) system. The hypothalamus directs the pituitary gland to release adrenocorticotrophic hormone (ACTH) into the blood. ACTH stimulates the adrenal cortex to release corticosteroids, hormones that in turn liberate energy stores and fight inflammation. Pituitary glands also trigger the release of endorphins, the body's natural painkillers

2. Persistent stressors trigger the second stage, the resistance stage. The signs of initial alarm subside as the body settles in to combat the stressor on a long-term basis.
3. If stressors continue, the resistance stage eventually depletes biochemical stores, and the third stage of exhaustion results. Physical wear and tear takes its toll, producing diseases of adaptation, such as heart disease, arthritis, and colds, and so on.

The basic behavioral stress response falls in line with the expectations of the fight or flight response, and a stressed individual will typically display a pattern of either aggressive or avoidance behavior (as shown in the "Type A Behavioral Pattern").

### **Behavior Patterns:**

**Type A behavior** brings on more distress.

- Hard-driving, overambitious, aggressive, hostile at times, angry, and overly competitive.
- Self-motivated, multitaskers, excessively achievement-oriented, and time urgent.
- Many of the Type A characteristics are learned behaviors.
- Type A individuals who commonly express anger and hostility are at higher risk for Coronary Heart Disease (CHD).
  - Anger increases heart rate, blood pressure, and leads to constriction of blood vessels.
  - Have up to a threefold increased risk for CHD and are seven times more likely to suffer a fatal heart attack by age 50.–

**Type B behavior** brings on less distress.

- Calm, casual, relaxed, and easy-going.
- Not pressured or hurried, and seldom set deadlines.

**Type C behavior** is similar to Type A behavior except:

- Commitment, confidence, and control.
- Work is enjoyed.
- Good physical condition is a value and challenge.
- Risk for disease is lower (similar to Type B).

Stress management is directed at teaching individuals specific skills to modify parts of these responses in order to reduce stress. According to social cognitive theory self-efficacy refers to individuals' beliefs in their capability to exercise control over challenging demands (Bandura, 1997). In the context of occupational stress, self-efficacy represents the confidence that one can employ the skills necessary to deal with job-specific tasks and cope with job-specific challenges, job-related stress, and its consequences.

The relation between stress and behavior is bidirectional: some behaviors occur in response to stress, whereas others produce stress. Assertive training is often a component of stress management programs as it is accepted that behaving in an assertive manner (i.e. a non-passive and non-aggressive manner) results in an increased feeling of well-being (Legeron, 1993).

**Recommendation for personality changing: Changing a type A personality** (from W.W.K. Hoeger, L.W.Turner, and B.Q. Hafen. *Wellness: Guidelines for a Healthy Lifestyle* (4th ed.). Belmont, CA: Wadsworth/Thomson Learning, 2007).

- Make a contract with yourself to slow down and take it easy. Put it in writing. Post it in conspicuous spot, and then stick to the terms you setup. Be specific. Abstracts ("I'm going to be less uptight") don't work.
- Work on only one or two things at time. Wait until you change one habit before you tackle the next one.
- Eat more slowly and eat only when you are relaxed and sitting down.
- If you smoke, quit.
- Cut down on your caffeine intake, because it increases the tendency to become irritated and agitated.
- Take regular breaks throughout the day, even as brief as 5 or 10 minutes, when you totally change what you're doing. Get up, stretch, get a drink of cool water, walk around for a few minutes.
- Work on fighting your impatience. If you're standing in line at the grocery store, study the interesting things people have in their carts instead of getting upset.
- Work on controlling hostility. Keep a written log. When do you flare up? What causes it? How do you feel at the time? What preceded it? Look for patterns and figure out what sets you off. Then do something about it. Either avoids the situations that cause you hostility or practice reacting to them in different ways.
- Plan some activities just for the fun of it. Load a picnic basket in the car and drive to the country with a friend. After a stressful physics class, stop at the theater and see a good comedy.
- Choose a role model, someone you know and admire who does not have a Type A personality. Observe the person carefully, then try out some techniques the person demonstrates.

- Simplify your life so you can learn to relax a little bit. Figure out which activities or commitments you can eliminate right now, then get rid of them.
- If morning is a problem time for you and you get too hurried, set your alarm clock half an hour earlier.
- Take time out during even the most hectic day to do something truly relaxing. Because you won't be used to it, you may have to work at it at first. Begin by listing things you'd really enjoy that would calm you. Include some things that take only a few minutes: watch a sunset, lie out on the lawn at night and look at the stars, call an old friend and catch upon news, take a nap.
- If you're under a deadline, take short breaks. Stop and talk to someone for 5 minutes, take a short walk, or lie down with a cool cloth over your eyes for 10 minutes.
- Pay attention to what your own body clock is saying. You've probably noticed that every 90 minutes or so, you lose the ability to concentrate, get a little sleepy, and have a tendency to daydream. Instead of fighting the urge, put down your work and let your mind wander for a few minutes. Use the time to imagine and let your creativity run wild.
- Learn to treasure unplanned surprises: a friend dropping by unannounced, a hummingbird outside your window, a child's tightly ditched bouquet of windflowers.
- Savor your relationships. Think about the people in your life. Relax with them and give yourself to them. Give up trying to control others and resist the urge to end relationships that don't always go as you'd always go as you'd like them to.

### **Excercise 8.**

If type A describes your personality, pick three of the above strategies and apply them in your week. At the end of each day determine how well you have done that day and evaluate how you can improve the next day.

### **Tips to manager anger**

- Commit to change and gain control over the behavior.
- Remind yourself that chronic anger leads to illness and disease and may eventually kill you.
- Recognize when feelings of anger are developing and ask yourself the following questions:
  - Is the matter really that important?
  - Is the anger justified?
  - Can I change the situation without getting angry?
  - Is it worth risking my health over it?
  - How will I feel about the situation in a few hours?

- Tell yourself, stop, my health is worth it” every time you start to feel anger.
- Prepare for a positive response: Ask for an explanation or clarification of the situation, walk away and evaluate the situation, exercise, or use appropriate stress management techniques (breathing meditation, imagery) before you become angry and hostile.
- Manage anger at once: do not let it build up.
- Never attack anyone verbally or physically.
- Keep a journal and ponder the situations that cause you to be angry.
- Seek professional help if you are unable to overcome anger by yourself: You are worth it.

### **Exercise 9.**

If you and others feel that anger is disrupting your health and relationships, the above management strategies are critical to help restore a sense of well-being in your life. In your Online Journal or class notebook, list all of the strategies on a separate sheet of paper, study them each morning, and then evaluate yourself every night for the next week. If you gain control over the behavior, continue with the exercise until it becomes a healthy behavior. If you still struggle, professional help is recommended. „You are worth it”.

### **Emotional stability**

Emotional stability is a dimension of the Big Five Personality Model, which is highly correlated with emotional intelligence. This is intuitive as emotional stability is the degree to which an individual is reactive to stress and emotional intelligence encompasses the ability to manage one’s own emotions, hence if an individual can manage their emotions they are more likely to be able to control their reaction to stress.

Emotional stability plays a key role in the interpretation of events as being stressful. Individuals with greater emotional stability are less likely to exhibit strong emotional reactions to stressful situations, and tend to be more proactive and successful in problem-solving (Teng, Chang, Hsu, 2009). Low emotional stability also suggests about an individual’s constant struggle with the feelings of insecurity and self-consciousness (Goldberg, 1993). Such people are prone to psychiatric problems. Those with lower levels of emotional intelligence, as well as low levels of emotional stability, experience greater exposure to stress. This increased exposure will, in turn, result in an increased level of the chronic response pattern characteristic of burnout syndrome. Reducing employees’ experience of stress exposure, and potential resultant burnout syndrome, can be achieved through emotional intelligence training.

Schutte et al (2013) produced an article that reviewed research investigating the effect of training on the level of emotional intelligence in participants and found that “results indicate that it is possible to increase emotional intelligence and that such training has the potential to lead to other positive outcomes”.

Emotional intelligence is defined as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.

Thus, EI has four main components, i.e. the ability to:

1. Perceive self-emotions
2. Utilize these emotions to guide self-thinking and actions
3. Understand emotions of others
4. Manage emotions to achieve goals.

Attributes of Emotionally Stable Individual:

- Emotional maturity
- Self-confidence.
- Stability in their plans and affections.
- Do not give into occasional fluctuations in their mood (i.e. their moods are stabilized). (Pavlenko, Chernyi and Goubkina, 2009).

Emotional Lability (Instability):

- Permanent or temporary loss of emotional regulation.
- Emotions dominate the controlling facilities of the brain.
- Loss of control gives way to bursts of emotion for no apparent reason.
- No stopping to self-regulate emotion or stopping to self-calm (Barkley, 2010).

The management of emotions or maintaining emotional stability enables an individual to join or unjoin him/herself from an emotion in a given situation. McQueen (2004) states, that the communication between our emotional brain and the rational brain is the physical source of emotional intelligence. As such, emotional intelligence requires effective communication between the rational and emotional centers of the brain. Once the brain is trained by new strategies for emotional stability, subsequently, the emotionally intelligent behaviors of people may turn to habits.

### **Enhancing Emotional Stability: Resilience and Meditation**

APA's Recommendations (American Psychological Association, 2009):

- "Take decisive actions. Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.
- Look for opportunities for self-discovery. People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hardship have reported better

relationships, greater sense of strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for life.

- Nurture a positive view of yourself. Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.
- Keep things in perspective. Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.
- Maintain a hopeful outlook. An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.
- Take care of yourself. Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing.
- Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.
- Additional ways of strengthening resilience may be helpful. For example, some people write about their deepest thoughts and feelings related to trauma or other stressful events in / their life.
- Meditation and spiritual practices help some people build connections and restore hope.

Recent studies have identified the extreme impact of meditation on the emotional balance of the mind (Lutz et al, 2008). Researches conceptualized meditation as the "emotional and alternational regulatory training regimes developed for various ends, including the cultivation of well- being and emotional balance". Meditation enhances consciousness to non-reactively 'monitor' the events and the experience of emotions which are occurring in the mind (Lutz et al, 2008).

### **Exercise 10**

Self-reflection

- How do I improve my emotional stability?
- How can you judge the emotional stability of any person?
- How do you stabilize your emotions so that you are less moody?
- Where can I get emotional stability?

### **Self-evaluation.**

Read the cases scenarios below and for the each part of scenario find and apply the right burnout syndrome prevention strategy from individual perspective.



## Cases scenarios

### I PART.

Ms. C and Ms. M had been best friends growing up, and they shared a lifelong dream of becoming nurses. Various family and other commitments separated them after college, and they began their nursing careers at different hospitals in different states. As new graduates on medical-surgical units, both were energetic and enthusiastic nurses, committed to excellence in caring for their patients.

Over the course of her first year, the hospital where Ms. C worked dealt with budget cuts and resources began to decline. Staffing on her unit decreased, and Ms. C's daily patient load went from four patients to seven patients. She struggled to keep up with the increasing workload and found herself unable to spend as much time as she wanted with her patients. The hospital instituted mandatory overtime to help overcome the staffing shortage, and Ms. C soon began working a few hours beyond her usual 12-hour shifts and often worked 6 or 7 days in a row. She was tired all the time and frequently found it difficult to focus, especially near the end of her shift. Her personal life was affected; she called her family less often and never seemed to have time for her friends.

### II PART.

Ms. C did make time for a phone call from her friend Ms. M and couldn't believe how happy Ms. M was in her job. Ms. M listened as Ms. C described all her dissatisfactions with her work. Ms. M sympathized with her situation and talked enthusiastically about her own recent transfer to the medical intensive care unit. She urged Ms. C to transfer to the intensive care unit at her hospital because of the professional challenges and lower patient load. "You'll really feel like you're making a difference," Ms. M told her. Encouraged, Ms. C submitted a request for a transfer to the medical intensive care unit.

Ms. C gained renewed interest and energy during her orientation and training in the intensive care unit. She enjoyed the technical challenges of the more complex patient care, and she again looked forward to work. However, after she was fully oriented to the unit, her patient load increased and she again found herself working long hours and overtime. She went home every day with a headache and backache, she never felt fully rested, and she experienced extreme mood swings. She again withdrew from family and friends and found herself frequently overeating. She also began to have a glass or two of wine every night as a way to cope with her stress. The "last straw" for Ms. C was a medication error she made. No substantial harm came to the patient, but the patient's physician yelled at Ms. C and several other nurses in the unit. As a result, Ms. C felt like a professional failure and questioned her decision to become a nurse. She distanced herself even further from her colleagues, her family, and her friends.

### III PART

Ms. M surprised Ms. C with a visit and was distressed about what had happened to Ms. C. Her friend had dark circles under her eyes, was overweight, and lacked her usual passion for life. Ms.

M forced Ms. C to tell her about her situation at work. When Ms. M heard about Ms. C's work schedule and patient load, she became angry at the situation and told Ms. C that she needed to take better care of herself and become an advocate for change at her hospital. Ms. M explained that not all hospitals are the same, and she described her own positive work environment. In her unit, the nurses have a weekly get-together during which they talk about their most challenging patients and how they cope with loss. The Human Resources department sends out flyers about stress management programs, and the supervisors rearrange schedules to allow nurses to attend. Although there can be heavy workloads, the head nurse works with the staff as she develops the schedule so nurses have some say in the shifts and the number of days they work. The head nurse also anticipates needs and requests per diem nurses to help keep the patient load low.

Ms. C was surprised at the differences between her hospital and Ms. M's hospital. But she expressed doubt that she could change how her hospital functioned. Ms. M acknowledged that it is difficult to change organizations but she encouraged her to talk with other nurses about the situation and to band together to approach administration and request changes in scheduling and to emphasize the detrimental effect of heavy patient load on patient outcomes and quality of care. Ms. M noted that, equally as important as working for change in her hospital, Ms. C must make changes in her personal and professional lifestyles to help her better manage stress and avoid burning out completely. Ms. M told her about the importance of finding healthier ways to cope with stress, evaluating her work/life satisfaction, seeking support from friends and family, working "smarter," and engaging in nonwork activities. Ms. M also reminded Ms. C about how excited the two of them had always been about becoming nurses.

IV part.

Over the next few months, Ms. C starts to pay better attention to her health by eating a balanced diet and finding time for regular exercise, including a twice-weekly yoga class. She starts an informal support group with her peers on her unit, and the number of participants increases as the sessions become more popular. She also visits with the Human Resources staff to ask about workshops in stress management techniques. In addition, Ms. C leads a small group of her peers in approaching their nursing supervisor to discuss their concerns about the quality of patient care and staffing. With time, Ms. C has a renewed sense of purpose at work and has become involved in a multidisciplinary committee that is addressing quality of care. She also has become more active in her personal life, spending more time with friends and family and volunteering as a coach for a youth soccer team. She has scheduled her first vacation in 2 years, planning a 10-day cruise with her best friend, Ms. M.

Source:

<http://www.netce.com/coursecontent.php?courseid=1167&scrollTo=BEGIN#chap.8>

## Annex 2

### INTERPERSONAL PREVENTION STRATEGIES FOR BURNOUT SYNDROME

#### Social support

Social support from colleagues, discussions and exchange of information helps to create the work environment that is based on support and mutual assistance.

**Social support from colleagues** is one of the most important means of burnout syndrome prevention. Colleagues can best understand each other's professional needs and the most common work-related stressors, therefore, **the work environment, based on support and mutual assistance** is the best burnout syndrome prevention measure, applicable at professional level.

**Staff discussions** – these meetings of nurses are essential for enhancing inter-relationships, whether it is a small group or a whole department (Felton, 2004). The team/ department manager should be like a mentor, leader or facilitator of the discussion. However, there is a danger here: nurses may be afraid to express their true feelings. Therefore, the manager, who wants to achieve the best results, must prove his subordinates that he is open to new ideas, and will not take offence in any way, will be tolerant to negative comments about, for example, his style of management. These staff meetings should enable everyone to express their views, complaints, suggestions, ask questions without fear of retaliation.

**Exchange of information with colleagues** – one of the ways to avoid burnout syndrome is to exchange information with colleagues working in other departments or institutions; qualification courses, seminars, conferences, etc. serve for this purpose.



#### Exercise 11

The purpose of the role play – to play as much convincing role in certain situation as possible. Simulate the support of the colleagues and the manager.

The participants, simulating certain roles:

- Two nurses,

- Two nursing assistants,
- Department administrator.

Rules:

Choose the leader, who will be responsible for the role play (management of staff discussion) and for interaction between participants. The leader shall set the discussion rules, take up the role of a manager, meanwhile the remaining players shall play their chosen characters.

The leader shall not decide by his own, he shall try to involve all the group in the role play.

If something is unclear after the leader describes the situation, the players shall actively ask.

### **Case theme: mutual social support between colleagues.**

At the Oncology Department, nurses regularly face pain, suffering and death in their daily work. Patients usually seek for support (informational, emotional, psychological, and even spiritual) in their immediate environment – among staff from the Oncology Department. Because of the informational, emotional, psychological or even spiritual needs of the patients and their relatives, nurses must withstand great psycho-emotional stresses, which, in turn, result in the situation when employees become irritated and cynical, characterized by unjustly strict and quarrelsome behaviour with their colleagues. What is more, nursing quality and efficiency becomes lower. Often, employees change their jobs after several years as they can no longer get negative things into themselves, or become cynics. How to keep balance in the relationships with a patient, in order not to burnout and not to push away a patient?

Make decisions on how to change the situation in this working place.

### **Questions for discussion:**

What decisions should be made?

What actions should be taken to achieve balance and avoid exhaustion?

What is the influence of social support of colleagues, supervisors and administration?



Scenarios/ case study:

Virginija works at the Oncology Department. She is in daily contact with patients who are under great stress, are extremely vulnerable and helpless (both emotionally and psychologically). Every patient wants special attention, special care, special help, special relationships. Virginija knows that her patients need her personal attention and emotional support. She feels as if she becomes

a psychologist, a sociologist and a clergyman. Gradually, Virginija noticed that she started feeling exhausted, irritated, hardly controlling her emotions, especially anger. She started treating her colleagues strictly and hypercritically. Virginija felt she started thinking and talking about work even at home. After returning from work, she does not want to do anything, has no strength to engage in any relaxing activity. She started to feel constant headache and back pain, constantly runny nose and insomnia.

**Questions for discussion:**

What signs do show that Virginija experiences burnout?

What burnout signs are present in case of Virginija?

What working stressors do affect Virginija?

What specific knowledge and skills are needed to Virginija and her colleagues?

What could be the support of colleagues, working together?

Analyse and try to assess the situation, and make the necessary decisions.

**Promotion of assertiveness in communication between team members**

An effective team of healthcare professionals is characterized by continuous interaction, based on open communication, emotional compatibility, high motivation, and distribution of roles (Žigutienė, Riklikienė, 2013; Dromantas, 2007).

***“Unbelievable what can be achieved, if you work with the ones you can trust” (Brian Tracy)***

**Exercise 12**

**Empowerment oriented communication strategies exercises.**

**Aims:** encouraging to trust each other, teaching to care each other.

**Duration:** 45 min.

**Place:** outside or inside, where there is a heavier route (pits, steps, turns, obstacles).

**Number of participants:** 3–20 participants.

**Tools:** a scarf for each employee to tie up the eyes.

**Exercise description.** Participants are grouped into 3-4 groups. It is explained that the members of each group should stand one after another; first two-three participants will tie up their eyes, while the last one will act as their wizard, who sees everything. During the walk, the group will have to walk quietly, therefore, 5 minutes are given to agree on how the wizard will provide information to the blind participants on the peculiarities of the road (how to turn, when to stop, when to climb). After a brief meeting, “blind” ones will tie up their eyes, make up a train, and walk in the direction given by the wizard. After 10 minutes walking, places are exchanged. It is important that all participants would be in the role “blind” one, middle one, and wizard.

Then, discussion takes place: how much the “blind” ones trusted the wizard, what increased and what decreased the trust, how was the guiding, what was the most difficult role, how well the communication system worked.

### **Discussion**

1. Was this task easy? Why?
2. How did you overcome your blindness?
3. Who did emerge as leaders in this exercise?
4. What did the task help to understand?

### **Exercise 13**

Each in your team should share the thoughts on “Why I feel vulnerable in my working place and what I would expect from others to reduce this vulnerability”.

### **Discussion**

Why I feel vulnerable in my working place?

What working stressors do affect me in my working place?

What could be the support of colleagues, working together?

What specific knowledge and skills are needed to me and my colleagues?

Analyse and try to assess the situation, and make the necessary decisions.

The teams are able to recognize their weaknesses and discuss them openly. If employees do not feel able to express their opinion and do not expect to be heard, they do not feel a part of the team.

## [Annex 3](#)

### **ORGANIZATIONAL PREVENTION STRATEGIES FOR BURNOUT SYNDROME**

The majority of the scientific research has found that social and organizational factors play a much larger role in (the development of) burnout than do individual factors.

At organizational level, it is recommended to create a psychologically healthy and supportive working environment, optimize workload, increase employees’ satisfaction, as well as appropriate assessment of efforts, motivational promotion, regulation of work and rest regime, qualification development for professionals, proper preparation of the managers is suggested.

***Workload optimization (effective distribution).*** Workload and working time are directly related with burnout, especially with emotional exhaustion. The higher the workload, the greater the likelihood of emotional exhaustion (Lee, Stewart, Brown, 2008). The employees, working at high workload and pressed to do it within a short period of time, who lack support and time to fully recover from works with high requirements, gradually exhaust their energy so that it can no

longer be rebuilt. The higher is the overtime, the higher is the risk of burnout syndrome. Incompatibility of the workload with human capabilities is not only long working hours, overtime, but also mismatch of the nature of work, when an employee lacks abilities or inclination for a certain type of work (Vimantaitė, 2007).

It is also important to try to optimize the workload and duration of work in the department with special attention on new employees and taking into account the individual peculiarities (age, working experience, family situation) that could affect the emergence of burnout syndrome. Short leave or days off have a positive effect and reduce the burnout level for some time, however, this effect is a short-term: three days after returning to work, the burnout level starts gradually growing and fully “recovers” three weeks later.

**Work content: quantitative and qualitative aspects of the work with patients.** The number of patients, the frequency of service causes the occurrence of burnout syndrome in the event, when emotional connection is established with the patient, if communication with him is longer and more frequently than with other patients. In general terms, burnout is promoted by exhaustion, resulting from stressful work and insufficient rest. It is recommended **to diversify the work routine**: to have short breaks, do relaxation exercises, etc., to mobilize psychoemotional and physical resources and achieve the desired results. The following also help to increase the working capacity: the possibility to go out into the fresh air at least 2 times a day and stay there for 5-10 minutes; citrus scent (aromatiser or simply a mandarin, an orange or a glass of juice). If an employee is not satisfied with the current job, consider what can be changed (type of work, work place) (Vimantaitė, 2007).

**Satisfaction with work** determines a positive attitude of the employees towards work, increases their motivation to work and protects them from the burnout syndrome (Riahi, 2011). Dissatisfaction with work causes burnout syndrome, which prompts an employee to leave, then the department *faces an inadequate increase of the workload on other nurses, the latter start feeling dissatisfaction with work, and eventually burn out.*

Recommended methods: regular meetings with employees on their work and psychosocial needs and their consideration, more flexible work schedules, enough staff.

#### **Exercise 14**

The purpose of the role play – to play as much convincing role in certain situation as possible. To prepare the burnout syndrome prevention model for respective working place.

The participants, simulating certain roles:

- Two nurses,
- Two nursing assistants,
- Department administrator.

Rules:

Choose the leader, who will be responsible for the role play (management of staff discussion) and for interaction between participants. The leader shall set the discussion rules, take up the role of a manager, meanwhile the remaining players shall play their chosen characters.

The leader shall not decide by his own, he shall try to involve all the group in the role play.

If something is unclear after the leader describes the situation, the players shall actively ask.

Case study: The 12-hour shift system is most commonly used at the department of the health care institution. However, some employees have worked for 24 hours. The work schedule was the responsibility of the department manager. The manager used to make up a work schedule without consulting with the staff. The employees of the department were used to wait for the administration's instructions and did not show any initiative. Employees were motivated to work, according to this schedule, thus being able to compensate their salaries (working at night). But at the same time, the employees felt that they are required to do much more than they could do. There were only women at this department, thus, there were many conflicts between them. Employees did not participate in planning the development of their qualifications, the department manager planned it for them. The manager thought that she was the only one who knew best what other employees needed. Employees began to feel as if they were just to bring benefits. They noticed that performance and quality of work decreased no matter how hard they tried to work. When several employees told the manager that they were leaving their job immediately, she did not argue.

#### **Questions for discussion:**

What decisions should be made?

What actions should be taken to achieve balance and avoid exhaustion?

What could be improved in organization?

What skills are required for employees?

What support is needed by employees?

Make decisions on how to change the situation in this working place.

Prepare the burnout syndrome prevention model for this working place.

#### **ORGANIZATIONAL IMPROVEMENTS**

***Creation of a psychologically healthy and supportive working environment.*** The following components of a healthy working environment are identified: development of employee competencies, significant and timely promotion, collaborative relationships, effective communication, effective decision making, and authentic leadership.

***Competence and opportunities.*** In case of incompatibility between competence and opportunities, the employees face stress, when they feel responsible for their duties, but at the same time lack opportunities to meet those obligations. This may be due to inadequate supply of measures, required to perform high-quality work tasks, or the competences of an employee that are inadequate for the tasks. This inconsistency provokes a decrease in the performance, self-



realization of an employee (Vimantaitė, 2007). Therefore, it is important to continuously develop the employee competencies.

**Significant and timely promotion.** Promotion of the employees (both moral and material) reduces the likelihood of occupational burnout syndrome. This may be **a financial reward** where an employee receives remuneration or bonuses that meet the intensity and quality of the work performed.

**Moral reward** is also essential, when the hard work is appreciated by others, especially by colleagues, managers of the institutions (it is proved that support and appreciation of the managers is of utmost importance, even more important than the support of colleagues). However, both the lack of reward and the excessive remuneration can affect the emergence of burnout. It should be noted that the relationship of incentives with the work performed rather than an absolute number of incentives is important, i.e., promotion is effective only if employees perceive it as well-deserved/fair. Additional incentives for performance of certain work increase the efficiency of employees' professional activities, while disciplines promote the development of depersonalization.

**Collaborative relationships.** The activity level of each employee, the efficiency of their work depends on the **internal climate of an organization**, on the attitude of a person towards a team, on his communication skills. The burnout syndrome faster develops for those employees who feel insecure in a team, who do not receive support, sympathy, professional help, advice, recognition from colleagues or managers, cannot share their joys and achievements. The highest destructive effect is typical for unresolved conflicts between colleagues or executives. These conflicts create a constant sense of frustration and hostility, and reduce the probability of social support (Vimantaitė, 2007).

Manager involvement is important in burnout prevention. Building a supportive and healthy work environment reduces the stress nurses feel. Managers can provide positive feedback and support through stressful situations. They can use opportunities such as unit staff meetings to solve problems and share stress reduction techniques.

The recommended professional tools are regular assessment of the emotional environment of employees, development of the therapeutic groups, where the employees can share problems, get feedback, reduce and control stress.

**Effective communication.** Conflicts, disagreements, disrespect to each other is common for burnout syndrome. **Feedback** is very important and valuable (feedback on work performance). The lack of feedback on the work performed results in the emergence of all three burnout components: it increases emotional exhaustion and depersonalization, reduces the efficiency of professional activity. Feedback on the work performed helps to reduce stress, express thoughts, needs and expectations, and listen to the corrective and supportive feedback from the manager. Thus, an employee can control his work more.

In case of effective communication, pleasant and respectful communication between colleagues is emphasized. Pleasant and polite communication with each other, the balance between formality and personality makes it possible to regulate emotional stress. Civility, respect, and engagement significantly reduce the number of the employees with burnout symptoms.

Therefore, it is necessary to learn to value and respect, to recognize the work of colleagues, to work together in a coherent way, to avoid, to resolve the conflicts, to reach a common decision.

**Effective decision-making.** Involvement of employees in decision-making is important. Those employees, who are involved in decision-making, are less likely to experience burnout syndrome. All employees should jointly decide on how to improve the work aspects, so that the working conditions would become better. The manager together with employees could develop an action plan that minimizes psychological discomfort and burden. The leadership style, which tend to deal with the issues collegially, to give instructions in the form of guidance and suggestions, to notice the efforts and initiatives of the subordinates, to constructively respond to criticism, to promote the initiative and independence of employees, helps to prevent the burnout.

**Authentic leadership.** An authentic manager is competent, careful, attentive, flexible, able to dedicate some time for his subordinate, communicating with his team, encouraging the employee development, taking care the progress of the department, and involving nurses in decision making. This manager takes care of development of knowledge, skills and abilities of his team.

Here is a list of some ways in which you as Nurse Manager can help your nurses reduce stress and take back control of their working lives:

- *Stop denying.* Tell your nurses to take a minute and listen to the wisdom of their body. Have them start to admit the stresses and pressures which have manifested physically, mentally, or emotionally.
- *Avoiding isolation.* Don't do everything alone! Encourage them to develop or renew intimacies with friends and loved ones. Closeness not only brings new insights, but also is anathema to agitation and depression.
- *Changing circumstances.* If their job, relationship, a situation, or a person is dragging them under, have the nurse try to alter their circumstance, or if necessary, leave it entirely.
- *Diminish intensity.* Have the nurse pinpoint those areas or aspects which summon up the most concentrated intensity and work toward alleviating that pressure.
- *Stop over nurturing.* If a nurse routinely takes on other people's problems and responsibilities, teach them to gracefully disengage. Have them try to get some nurturing for themselves.
- *Learn to say "no".* Nurses can diminish intensity by speaking up for themselves. This means refusing additional requests or demands on their time or emotions.
- *Begin to back off and detach.* Instruct the nurse to delegate, not only at work, but also at home and with friends. In this case, detachment means rescuing themselves for themselves.
- *Reassess their values.* Help them sort out the meaningful values from the temporary and fleeting, the essential from the nonessential. They'll conserve energy and time, and begin to feel more centered.

- *Learn to pace.* Try to take life in moderation. You only have so much energy available. Ascertain what is wanted and needed in their life, then they can begin to balance work with love, pleasure and relaxation.
- *Take care of body.* Nurses should not skip meals, abuse themselves with rigid diets, disregard their need for sleep, or break the doctor appointments. It is important they take care of themselves nutritionally.
- *Diminish worry and anxiety.* Try to keep superstitious worrying to a minimum - it changes nothing. They'll have a better grip on the situation if they spend less time worrying and more time taking care of their real needs.
- *Keep your sense of humor.* Suggest to your nurses to begin bringing job and happy moments into their lives. Very few people suffer burnout when they're having fun.

## **ORGANIZATION MODEL OF STAFF TRAINING**

Offer continuing education and frequent training because nurses who feel competent in their work are less anxious. Support and praise nurses, who attend non-mandatory educational events, achieve specialty certification, and other forms of professional development.

Several studies demonstrated that skill training is important and may led to a reduction in burnout levels by altering the way the individual process information about stressful situations and identifying cognitive and behavioural coping skills to change unproductive ways of reacting.

Training may be organized using different methods: special course or burnout workshops. In so-called burnout workshops, several burnout prevention strategies can be combined into comprehensive program. Duration of workshops may be 1-3 days (Schaufeli and Enzmann, 1998). One of methods to support of staff can be counselling. Employee assistance programs can provide assistance specifically to prevent nurses burnout. Request employee assistance programs start offering group classes and promote these heavily to encourage nurses to attend.

### **Staff materials supplies**

Organization may have a central role in reducing undue job demands. In this, its role is to offer adequate equipment and staff, and to promote policies that support work performance (Nabirye, 2011).

## **STAFF PSYCHOLOGICAL SUPPORT**

Nursing staff is particularly encumbered by emotional work, which requires constant reflection of the emotions, which do not correspond to their true senses and their true feelings. The managers should provide conditions for consultations of psychologists and training, organize staff meetings for discussion of problems, etc. While helping the employees to overcome the burnout syndrome, periodic regular staff meetings, involving representatives of administration, psychologists, clinicians, and clergymen, may help. During these meetings, the employees are given the opportunity to discuss both personal and work-related problems, and to learn how to deal with them, to provide mutual support and encouragement, to reduce tensions in the

working environment, and to encourage the employees to experience higher satisfaction both with themselves and with their work. An employee is in a high need of trainings, where he can assess and understand his psychological and spiritual condition, to reveal his fears, strengths, energy sources and hope with the help of the professions (Vimantaitė, 2007).

#### Scenarios/ case study

43 years old Lina worked in one healthcare organization. He worked with severely ill patients, therefore, faced a lot of stress every day. She had to feel kind and polite, to communicate with the patients. Half a year ago, there was a reduction in the number of posts in the organization, which resulted in an increased workload for the remaining employees. However, Lina was afraid to protest for not to be included into the list of those fired. "I was afraid to appear weak, to lose my job, to lose my house," she explained. Although her workload was high, the salary was low and significantly different from the one of the administration employees, who enjoyed all the privileges – used to go for business trips to exotic countries etc. Lina was no longer willing to go to work, everything seemed pointless, she was thinking of the possibilities to leave, because she felt that she was no longer able to “soak up” negative things. She knew that no matter how much she tries, nobody would notice it. In her workplace, colleagues usually had little communication with each other, they used to exchange a few words only in formal meetings of the department. The employees were not encouraged to share their experiences, to respect their feelings, to identify them. Lina closed, she began to feel uncertain and eventually – tired and exhausted. Finally, everything ended up with hysteria at home. In the work, Lina was forced to control her behaviour, therefore, she used to charge out at home by shouting at her loved ones. Thus, she gradually poisoned the relationships in her family. Lina even went drove to the highest building on the road, thinking about suicide, but still came back home. In the end, she found an intelligent solution – found job in the organization with healthier climate, higher salaries, and the symptoms of her exhaustion disappeared, and her confidence in her strengths came back.

#### **Questions for discussion:**

What signs do show that Lina experiences burnout?

What burnout signs are present in case of Lina?

What working stressors do affect Lina?

What specific knowledge and skills are needed to Lina and her colleagues?

What could be the support of colleagues, working together?

Analyse and try to assess the situation, and make the necessary decisions.

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