



Resilience in Healthcare:

How to Stay Healthy in the Fast-Paced Healthcare Environment

Illinois CTE Endorsement Area:
Health Science Technology & Human Services
Teacher and Student Editions

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Converted to Format by Karen Aldworth
Current Phase of Lesson: Phase 3 of 5



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Lesson Overview:

What is resilience? Why is it so important for healthcare workers? How do you know if you're resilient enough? Resilience is typically defined as the capacity to recover from difficult life events. "It's your ability to withstand adversity and bounce back and grow despite life's downturns" according to Amit Sood, MD, the executive director of the [Global Center for Resiliency and Well-Being](#) and creator of [Mayo Clinic Resilient Mind](#) in Rochester, Minnesota. In this lesson you will learn how to identify and deal with stress. You will gain ideas for becoming more resilient.

Classes or Discipline:

- **Health Science**
Diagnostic Services, Support Services & Therapeutic Services
- **Human Services**
Counseling and Mental Health, Family & Community Services, Personal Care Services. Any career pathway that can be stressful.

Career Cluster:

- [Health Science](#)
- [Human Services](#)

Illinois CTE Endorsement Area:

- [Health Science](#)
- [Human Services](#)

Grade Level(s):

- Secondary Students
- Post-Secondary Students

Suggested Days/Minutes: Approximately 2.5 hours

Learning Objectives:

- Recognize stress & burnout symptoms.
- Examine how some healthcare situations may affect their emotional or psychological wellbeing.
- Plan for typical stresses to a healthcare professional.
- Recognize personal stress behaviors.
- Design coping skills and how to apply them.
- Prioritize self-care as being essential in improving safety and performance in healthcare.

Standards Addressed:

- [National Health Science Standards](#)
 - Foundation Standard 9: Health Maintenance Practices
 - 9.1.1 Promote behaviors of health and wellness. (stress management)
 - 9.1.2 Examine aspects of behavioral health. (anxiety, depression, substance abuse, suicide)
- [Illinois Priority Learning Standards](#)
 - Social Emotional Learning Standard
 - 1 A Identify and manage one's emotions and behaviors.
 - Health Education Standards
 - 22.A Explain basic principles of health promotion, illness prevention including how to access products & service.
 - 22.A.4b Analyze possible outcomes of effective health promotion and illness prevention (i.e. reduction in stress.)
 - 23.B.4a Explain immediate and long-term effects of health habits on body systems (i.e. stress management/emotional health).
- Common Core Anchor Standards
 - [CSS.ELA-LITERACY.CCRA.R.2](#) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - [CCSS.ELA-LITERACY.CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Enduring Understandings:

- Resilience will help students to adapt successfully in the face of trauma, adversity, tragedy or any situation that may occur in a healthcare career or their personal life.
- The ability to recover from difficulties is a skill that can be utilized in all aspects of life.

Resources and References:

1. Computer & devices with internet capability
2. Overhead for video viewing
3. Internet connectivity
4. Video:
[Nursing Simulation Scenario: Managing Incivility\(4.02\):](#)
5. [Relaxation Exercise](#)
6. [The Coping Skills Toolbox](#)
7. [Stress & Health Professionals - 10 Coping Strategies](#)
8. [Healthy vs. Unhealthy Coping Strategies](#)

9. [8 smart tips for successfully handling stress](#)
10. [Excuses! Excuses! Overcoming Barriers to Stress Management](#)
11. [Self-Assessment Form](#)
12. Colored paper or colored construction paper for coping skills toolbox.
13. Colored pens, pencils, markers, crayons
14. 5x8 index cards for role playing assignments
15. Rubik's cube
16. Perfection game

Essential Employability Skills:

There are four [essential employability skills](#)

- Personal Ethic: integrity, respect, perseverance, positive attitude
- Work Ethic: dependability, professionalism
- Teamwork: critical thinking, effective and cooperative work
- Communication: active listening, clear communication

The focus of this lesson is on positive attitude and critical thinking.

Skill	How it is addressed:
Positive Attitude	Students will be exposed to positive coping skills and how a positive attitude helps people identify “how” to personally cope with stress. Explore Part III: Steps 4, 5& 6
Critical Thinking	Students will have the ability to critically think and identify stressors after viewing the engage video. Critically recognize signs and symptoms of stress in themselves and others and how to apply what they have learned about coping with stress. Elaborate: Steps 1 & 3

Suggested Differentiation Strategies:

- Instructor will ensure diversity in group assignments & role playing.
- Using critical thinking prompts, this lesson can be modified for different abilities.
- Role playing activity may be modified to have fewer choices to meet the needs of diverse learners.
- Various reference websites to meet all types of learners' needs.
- Handouts for visual and written cues for all types of learners.

Throughout this lesson the teacher notes and comments are in red.

1. Engage: (20 minutes)

1. Group work: play either Perfection or Rubik's Cube in allotted time.
Perfection is an old game that can be found on-line for around \$10.00 (perhaps you have it at home already) and Rubik's Cubes are around \$7.00.

Set a time limit: i.e. Rubik's Cube around 3-5 minutes and Perfection game is timed.
 - a. How stressed were you and your group when trying to complete these activities within the time limits?
 - b. How did you handle your stress (or frustration)?
2. View [Nursing Simulation Scenario: Managing Incivility](#) (4.02)
3. In small groups discuss the following:
 - a. How many stressors did this nurse and head nurse experience in this short video? Identify as many as you can. Attempt to find more stressors than your teacher.
 - b. How did you identify the stressors? Be ready to discuss your ideas with the class.

Here are some of the stressors in the video:

- 1) Too many patients.
- 2) Complex report with multiple facts given very quickly.
- 3) Informed taking the next emergency room admission.
- 4) Asked for help and head nurse complained about her unfairly.
- 5) One visitor asked for help carrying an emesis basin (probably needed to be emptied).
- 6) One visitor asked for help for her Mom as the call light that hadn't been answered timely.
- 7) Head nurse's Mom fell at the nursing home.

2. Explore: (45 minutes)

Part I

Introduce a role play: Assign students to be nurses, CNAs, patients & family members. Encourage students to get “into their roles” and make it real.

On index cards write down all the potential roles (2 nurses and 2 CNAs), 4 patients and the remaining students as family members – divide the family members between the patients.

On additional index cards, write down the 4 stress causing healthcare problems.

Allow students to pick their role.

1. Your instructor is going to ask everyone to pick a card indicating what “role” to play; either a nurse, CNA, patient or family member.

Role Playing activity.

- a. Head Nurse: your position is to assign patients to nurses and support your team.
- b. Nurses & CNAs: you will be caring for patients with different stressful issues. In addition, your head nurse is giving you report on a new patient with complex medical conditions.
- c. Patients: you will each be given one card with a healthcare issue which is causing your stress. Play your role – appear to be dying.

Make 4 patient cards, one for each of the following:

- young person who has overdosed
- elderly person dying and having difficulty breathing
- patient hemorrhaging from a wound
(Take an old towel or rag and make it red with food coloring or dye. Get it wet and sloppy just like an actual hemorrhage. Protect the “patient’s” clothing with a waterproof pad or large plastic bag.)
- patient with CPR in progress

- d. Family members: you should be emotional, asking a lot of questions, being over-bearing because of current situation.

2. Following this role play identify:

- a. What emotions were involved for the patient, nurse, CNA, family?
- b. How did you cope with the stress?
- c. What coping skills did you see?
- d. What if this were a real life or death situation?

Part II

1. Your teacher will lead you through a “relaxation” exercise. Sit back and close your eyes.

Using a calm voice, read these directions to your students. Observe to verify that all students are participating. Use this website for your guidelines.

[Relaxation Exercise](#)

Part III

1. Now that you are nice and relaxed, look at this article and identify 8 smart tips for managing stress successfully.

[8 smart tips for successfully handling stress](#)

2. Find articles that identify some of the barriers to healthy stress reduction practices. Start your research with this website:

[Excuses! Excuses! Overcoming Barriers to Stress Management](#)

3. In groups, use this link to research coping strategies that healthcare workers can use to counteract stresses. Identify the 10 coping strategies.

[Stress & Health Professionals - 10 Coping Strategies](#)

3. Explain: (20 minutes)

1. What is your definition of stress?

A state of mental or emotional strain or tension resulting from adverse or very demanding circumstances. Any of these terms can be used: strain · pressure · tension · nervous tension · worry · anxiety · nervousness · trouble · difficulty · distress · trauma · suffering · pain · grief · hassle

2. What are 3 smart tips to manage stress successfully?

- a. How do you currently handle your stress – home, family, school, work, friends?
- b. Step back and put your problem in perspective.
- c. List some possible solutions to come up with a plan to help deal with the stress.
- d. Accept the things that are beyond your control.
- e. Give yourself a break to relax and recharge.
- f. Exercise every day.
- g. Set reasonable expectations in your daily life.
- h. Resolve issues before they become a crisis.

3. Do you have barriers to coping with your stress? What are they?

Possible barriers to handling stress:

Ask if any of these sounds familiar?

Excuse #1

a. I'm too busy to do a regular stress management practice.

b. I'm too busy to exercise regularly.

Excuse #2

a. I'm too tired by the end of the day to do one more thing.

4. What are 3 coping strategies that you researched? Do you think any can work for you?

Answers will vary.

4. Elaborate/Extend: (60 minutes)

1. Use this page as a reference for designing your own personal coping skills "toolbox" [The Coping Skills Toolbox](#)

You need to focus on:

- What is a coping skill "toolbox"? How can it be of value to you?
- What is self-soothing and how can you achieve that?
- What can you use for distraction?
- Triggers for your emotional awareness.
- Mindfulness
- Develop your own ways to "take a break".
- Select 10 out of the 99 coping skills that you would find helpful to use.

This can be either a small group project or done individually.

2. You will do a self-assessment for a current stress in your life, be honest. Your information **WILL NOT** be shared with the class.

[Click Here](#) for the self-assessment form.

5. Evaluate:

1. Personal “toolbox” content & design.

Here is the rubric for the “toolbox”

Category		3	2	1
Knowledge of the issue: stress strategies	A well-designed toolbox that is heavy in content and strategies to show how you can help yourself cope when stressed?	a. All 7 content areas are completely addressed in the toolbox. b. There are no missing content areas. c. All information (strategies) is practical, useful and factual.	a. 5 of 7 content areas are completely addressed in the toolbox. b. There are 2 missing areas of content. c. Information (strategies) for the most part is practical, useful and factual.	a. 4 or fewer content areas are addressed in the toolbox. b. Significant content is missing. c. Information (strategies) is missing, impractical or has factual flaws.
Layout of toolbox	Toolbox is designed in an organized thoughtful comprehensive layout that is thoughtful & contains useful strategies for self & others.	a. Toolbox is well organized into content areas. All ideas in the written assignment are expressed in a way that provides evidence of the student’s knowledge and reasoning processes. b. The written assignment shows no mistakes in attention to details.	a. Toolbox is mostly organized. Some ideas in the written assignment are expressed in a way that provides evidence of the student’s knowledge and reasoning processes. b. The written assignment has missing content and a few lapses in attention to detail.	a. Toolbox is mostly disorganized. b. Expression of almost all ideas in the written assignment are unclear. c. The written assignment has significant missing content & multiple mistakes in attention to the detail.

2. Identify the type of stress referred to in the following seven prompts. Explain your reasoning.

- a. You have a relative who frequently makes comments about your weight, however you don't say anything because you don't want to "make a scene" or hurt their feelings.

Emotional Stress

- b. Stomach pain. You may feel constipated, have spasms in your muscles or full blown stomach cramps

Physical Stress

- c. Shallow breathing. If it persists it can give you headaches.

Physical

- d. You're attending a conference at work and a co-worker has just said something that you believe to be untrue, however you don't call them on it because you don't want them to be angry with you.

Emotional Stress

- e. You know you aren't that interested in dating a certain person, but you agree to go out with them because you don't want to hurt their feelings.

Emotional Stress

- f. Sweating

Physical Stress

- g. Nausea. Often it comes with stomach pain. It may not be last night's chicken dinner!

Physical Stress

3. Completion of self-assessment form.

Notes:

All ILCTE lessons are vetted by Curriculum Leader, Dr. Brad Christensen.

To see a review of this lesson by previous users, [click here](#).

We invite users of this lesson to [click here](#) to leave follow up information and rating.

We would like to publish pictures / videos of your students using this lesson. Please send to Rod McQuality at: rdmcquality@ilstu.edu. By sending pictures, you have met all the picture / video release for your school.

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- Design coping skills and how to apply them.
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1. Engage:

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3. Explain:

1. What is your definition of stress?
2. What are 3 smart tips to manage stress successfully?
3. Do you have barriers to coping with your stress? What are they?
4. What are 3 coping strategies that you researched? Do you think any can work for you?

4. Elaborate/Extend:

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- a. What is a coping skill "toolbox"? How can it be of value to you?
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- e. Mindfulness
- f. Develop your own ways to “take a break”.
- g. Select 10 out of the 99 coping skills that you would find helpful to use.

2. You will do a self-assessment for a current stress in your life, be honest. Your information WILL NOT be shared with the class.

[Click Here](#) for the self-assessment form.

5. Evaluate:

Your teacher may use this rubric and questions to assess your understanding of the material in the lesson.

1. Personal “toolbox” content & design.

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 - b. Stomach pain. You may feel constipated, have spasms in your muscles or full-blown stomach cramps.
 - c. Shallow breathing. If it persists ,it can give you headaches.
 - d. You're attending a conference at work and a co-worker has just said something that you believe to be untrue, however you don't call them on it because you don't want them to be angry with you.
 - e. You know you aren't that interested in dating a certain person, but you agree to go out with them because you don't want to hurt their feelings.
 - f. Sweating
 - g. Nausea. Often it comes with stomach pain. It may not be last night's chicken dinner!
2. Completion of self-assessment form.