Reducing Burnout,
Enhancing Resilience:
Strategies to Strengthen Self/Others

Richard (Rick) W. Klomp, MOB, MS, LPC, BCPC
EAP Counselor. Behavioral Scientist.
Certified Clinical Traumatologist

National Center for Fatality Review & Prevention
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By the conclusion of this presentation, participants will have greater awareness of:

- Kinds of typical stressors we encounter
- Resilience-Enhancing
  - Concepts
  - Processes
- Strategies to protect oneself and avoid burnout
- Obstacles to overcome to achieve these goals
Mental Health

Is a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity.

Mental Health: A Report of the Surgeon General, 1999
Things that Can Impact Our Mental Health

cnet.com

collegian.com

abcnews.com
Definition of Individual Trauma

"an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being."

https://www.samhsa.gov/trauma-violence
Targets For Intervention

- Withdrawal, isolation
- Loneliness, alienation
- Hopelessness
- Helplessness
- Fear
- Decreased concentration
- Mental disorders (e.g., ASD/PTSD, depression, traumatic grief)
- Fatigue
- Loss of team cohesion
- Anger, irritability
- Health risk behaviors
- Anxiousness

*(NOTE: Discussed in greater detail TODAY)*

Excerpted from CDC’s DSRT training
Individual Responses
Predictors of Psychiatric Disorders

- Threat to life
- Exposure to the dead or grotesque
- Surprise
- Intentional harm
- Exposure and illness to agent
- Loss of loved one

(Summary: “DIP” Duration, Intensity, Proximity)
Burnout—What does it look/sound like?

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Burnout/CF Risk Factors

- Professional isolation
- Exposure (remember: duration, intensity, proximity)
- Emotional/physical drain of continuous empathy
- Ambiguous success; Erosion of idealism
- Lack of expected rewards
- Helpers may also be survivors
- “Unresolved trauma” from the past
- Continuous vulnerability
- Victim comparisons to family members (children)
Definition of Resilience

The ability to **withstand**, **recover** and **grow** in the face of stressors and changing demands.
### Factors Associated with Resilience

<table>
<thead>
<tr>
<th>Factor</th>
<th>Enhances</th>
<th>Detracts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardiness</td>
<td>Commitment, control, challenge</td>
<td>Indecision, perceived lack of control</td>
</tr>
<tr>
<td>Self-enhancement</td>
<td>Positive self-bias/view</td>
<td>Low self-esteem</td>
</tr>
<tr>
<td>Cognitive appraisals</td>
<td>Harm/threat assessment and controllability, optimism</td>
<td>Overwhelmed by task, insecurity</td>
</tr>
<tr>
<td>Coping styles</td>
<td>Adaptive/flexible, make plans, self-control, proactive</td>
<td>Avoidant, confrontational</td>
</tr>
</tbody>
</table>

- Other factors:
  - Spirituality
  - Biological processes (plasticity, reactivity, neuroendocrine and immune systems)
Attributes of Resilient Communities

- Connectedness, Commitment, & Shared Values
- Participation
- Support and Nurturance
- Structure, Roles, and Responsibilities
- Resources
- Critical Reflection and Skill Building
- Communication
- Disaster Management

B. Pfefferbaum et al. (2007) and R. L. Pfefferbaum et al. (2008)
The Road to Resilience

1. Make connections
2. Avoid seeing crisis as insurmountable problem
3. Accept that change is a part of living
4. Move towards your goals
5. Take decisive actions
6. Look for opportunities for self-discovery
7. Nurture a positive view of yourself
8. Keep things in perspective
9. Maintain a hopeful outlook
10. Take care of yourself

Core Principle of Psychological First Aid

1. **Safety**: Making judgments about your safety and the safety of others

2. **Calming**: Skills to help minimize negative effects of arousal

3. **Connectedness**: Seeking and giving support

4. **Self-Efficacy**: Belief in one’s own capacity to achieve goals

5. **Hope/Optimism**: Expectation of a positive outcome

Stress Symptoms

- Headaches/neck aches
- Heartburn, stomach pain
- Cold hands or feet
- Sleeplessness
- Irritability, increased arguing
- Disorganization or difficulty concentrating
- Teeth grinding
- Increased smoking, alcohol consumption
- Binge eating
- Low libido
Change Can Be Stressful.
Which way do you look at it?

*Change* has a considerable psychological impact on the human mind. To the fearful it is *threatening* because it means that things may get worse. To the hopeful it is *encouraging* because things may get better. To the confident it is *inspiring* because the challenge exists to make things better.

King Whitney Jr.
Managing Stress at Work

- Do you take a break away from your desk?
- Do you ever go for a 10-20 minute walk?
- Do you take a break with a colleague?
- Do you call a friend?
- Do you ever eat lunch away from work?
- Do you take leave to recharge?
- Do you ever use your wellness benefits?
- Do you attend helpful seminars or webinars?
- Do you practice the useful information?
- Do you _________ to relax in a healthy way?
Managing Stress at Work

What additional things do you do to deal w/stress?

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What else have you seen that you’d like to try?

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What’s an Antidote to Stress?

The Relaxation Response!

- Deep breathing
- “PMR”
- Stretching

Others:
- Humor/Laughter
- Connection with others
- Meditation and/or prayer
Self Care

When should self care begin? How important is it? Does taking time for yourself detract from your work?

NO—IT’S ABSOLUTELY ESSENTIAL!!!

Much of our work is more marathon than sprint

- **Physical**  Nutrition, exercise, sports, sleep, reduce caffeine
- **Emotional**  Family, friends, social support, relaxation, music
- **Cognitive**  Training, reading, perspective, expectations
- **Behavioral**  Personal/family preparedness, Civic involvement,
- **Spiritual**  Meditate, pray, fellowship, volunteer, Tai Chi

Exercise is our FRIEND!

- Positive impact on resting heart rate, blood pressure, cholesterol, cardiorespiratory function
- ↑ Energy expenditure → weight loss or maintenance
- Improves fitness
- ↓ Risk of cardiovascular disease and stroke
- ↑ Energy levels
- Improves sleep habits
- ↑ Mood- endorphins are FREE!
Reducing the Effects of Sleep Deprivation

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Connor-Davidson Resilience Scale 10

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<table>
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<tbody>
<tr>
<td></td>
<td>not true at all 0</td>
</tr>
<tr>
<td>1.</td>
<td>I am able to adapt when changes occur</td>
</tr>
<tr>
<td>2.</td>
<td>I can deal with whatever comes my way</td>
</tr>
<tr>
<td>3.</td>
<td>I try to see the humorous side of things when I am faced with problems</td>
</tr>
<tr>
<td>4.</td>
<td>Having to cope with stress can make me stronger</td>
</tr>
<tr>
<td>5.</td>
<td>I tend to bounce back after illness, injury or other hardships</td>
</tr>
<tr>
<td>6.</td>
<td>I believe I can achieve my goals, even if there are obstacles</td>
</tr>
<tr>
<td>7.</td>
<td>Under pressure, I stay focused and think clearly</td>
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<tr>
<td>8.</td>
<td>I am not easily discouraged by failure</td>
</tr>
<tr>
<td>9.</td>
<td>I think of myself as a strong person when dealing with life's challenges and difficulties</td>
</tr>
<tr>
<td>10.</td>
<td>I am able to handle unpleasant or painful feelings like sadness, fear and anger</td>
</tr>
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</table>
What Implications/Applications Do you See Based on the Connor-Davidson Resilience Scale 10?

- (“able to adapt” “deal with” “humorous...”)

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Is your Work/Life Balanced?
What percent of your day is devoted to:

- Sleep
- Commute
- Work
- Family
- Relaxing
- Exercise
- Other
"Integrating a relaxation response-based curriculum into a public high school in Massachusetts."

Academic and societal pressures result in U.S. high school students feeling stressed. **Stress management and relaxation interventions may help** students increase resiliency to stress and overall well-being. The objectives of this study were to examine the feasibility (enrollment, participation and acceptability) and potential effectiveness (changes in perceived stress, anxiety, self-esteem, health-promoting behaviors, and locus of control) of a relaxation response (RR)-based curriculum integrated into the school day for high school students. The curriculum included **didactic instruction, relaxation exercises, positive psychology, and cognitive restructuring**. The intervention group showed significantly greater improvements in levels of perceived stress, state anxiety, and health-promoting behaviors when compared to the wait list control group. The intervention appeared most useful for girls in the intervention group. The results suggest that several modifications may increase the feasibility of using this potentially effective intervention in high schools. (C) 2011 The Foundation for Professionals in Services for Adolescents. Published by Elsevier Ltd. All rights reserved.
Objectives. We evaluated the Families Over Coming Under Stress program, which provides resiliency training designed to enhance family psychological health in US military families affected by combat- and deployment-related stress. Methods. We performed a secondary analysis of Families Over Coming Under Stress program evaluation data that was collected between July 2008 and February 2010 at 11 military installations in the United States and Japan. We present data at baseline for 488 unique families (742 parents and 873 children) and pre-post outcomes for 331 families. Results. Family members reported high levels of satisfaction with the program and positive impact on parent child indicators. Psychological distress levels were elevated for service members, civilian parents, and children at program entry compared with community norms. Change scores showed significant improvements across all measures for service member and civilian parents and their children (P<.001). Conclusions. Evaluation data provided preliminary support for a strength-based, trauma-informed military family prevention program to promote resiliency and mitigate the impact of wartime deployment stress.
Sample of Online Resources

NOTE: CDC is not affiliated with and is not endorsing or recommending these sites, but is simply highlighting a few potentially-relevant sources of information to consider.

- [https://www.helpguide.org/articles/stress/stress-management.htm](https://www.helpguide.org/articles/stress/stress-management.htm)
- [http://www.compassionfatigue.org/pages/reading.html](http://www.compassionfatigue.org/pages/reading.html)
- [https://www.samhsa.gov/samhsaNewsletter/Volume_22_Number_2/preventing_suicide/preventing_compassion_fatigue.html](https://www.samhsa.gov/samhsaNewsletter/Volume_22_Number_2/preventing_suicide/preventing_compassion_fatigue.html)
- [https://www.forbes.com/sites/vanessaloder/2015/01/30/how-to-prevent-burnout-13-signs-youre-on-the-edge/#7c848f1a4e3d](https://www.forbes.com/sites/vanessaloder/2015/01/30/how-to-prevent-burnout-13-signs-youre-on-the-edge/#7c848f1a4e3d)
- [https://www.psychologytoday.com/blog/pressure-proof/201306/7-strategies-prevent-burnout](https://www.psychologytoday.com/blog/pressure-proof/201306/7-strategies-prevent-burnout)
- [https://psychcentral.com/blog/archives/2012/04/30/5-ways-to-prevent-job-burnout/](https://psychcentral.com/blog/archives/2012/04/30/5-ways-to-prevent-job-burnout/)
For more information, contact CDC
1-800-CDC-INFO (232-4636)

The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.