TAKING CARE OF YOURSELF SO YOU CAN TAKE CARE OF OTHERS; CULTIVATING RESILIENCE AMONG COUNSELING AND HEALTH SERVICE STAFF

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STRESS TOLERANCE: 94.2
CONSEQUENCE OF ERROR: 57.2
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3. EDUCATION ADMINISTRATORS

STRESS TOLERANCE: 94.2
CONSEQUENCE OF ERROR: 54
TIME PRESSURE: 53.8
INTRODUCTION

- MALE PHYSICIANS HAVE A 70% HIGHER SUICIDE RATE THAN MALES IN OTHER PROFESSIONS;
- FEMALE PHYSICIANS DIE BY SUICIDE AT A 400% HIGHER RATE THAN FEMALES IN OTHER PROFESSIONS.- AMERICAN FOUNDATION FOR SUICIDE PREVENTION
LIFE DOESN’T GET EASIER OR MORE FORGIVING, WE GET STRONGER AND MORE RESILIENT.”
— STEVE MARABOLI, LIFE, THE TRUTH, AND BEING FREE

“IF YOUR HEART IS BROKEN, MAKE ART WITH THE PIECES.”— SHANE KOYczAN

SHE HAD FOULED OFF OF THE CURVES THAT LIFE HAD THROWN AT HER.”
— W.P. KINSELLA, THE THRILL OF THE GRASS
DEFINITION OF RESILIENCE

• “RESILIENCE IS THE PROCESS OF ADAPTING WELL IN THE FACE OF ADVERSITY, TRAUMA, TRAGEDY, THREATS OR SIGNIFICANT SOURCES OF STRESS — SUCH AS FAMILY AND RELATIONSHIP PROBLEMS, SERIOUS HEALTH PROBLEMS OR WORKPLACE AND FINANCIAL STRESSORS. IT MEANS "BOUNCING BACK" FROM DIFFICULT EXPERIENCES.

• RESEARCH HAS SHOWN THAT RESILIENCE IS ORDINARY, NOT EXTRAORDINARY. PEOPLE COMMONLY DEMONSTRATE RESILIENCE.” —THE AMERICAN PSYCHOLOGICAL ASSOCIATION
DEFINITION OF RESILIANCE

• VALLIANT (2002) DESCRIBES RESILIENT INDIVIDUALS AS RESEMBLING “A TWIG WITH A FRESH GREEN LIVING CORE. WHEN TWISTED OUT OF SHAPE, SUCH A TWIG BENDS, BUT IT DOES NOT BREAK; INSTEAD, IT SPRINGS BACK AND CONTINUES GROWING.”

• RESILIENCE IS COMPLEX AND MULTIDIMENSIONAL. MOST PEOPLE ARE COMPETENT IN SOME AREAS AND NOT AS COMPETENT IN OTHERS.
DEFINITION OF RESILIENCE

- Resilience can be described by:
- Good outcomes despite high-risk status
- Competence under stress
- Recovery from trauma
- Using challenges for growth that makes future hardships more manageable.

- Only 10% of happiness predicted by external environment. 90% by individual processing.- Shawn Achor
IMPLICATIONS OF RESILIENCE SCIENCE FOR ALL OF US

• HOW CAN WE BE THE “GREEN LIVING CORE” THAT ALLOW US TO BOUNCE BACK FROM THE INEVITABLE TRAUMA AND STRESS WE ALL EXPERIENCE?

• HOW CAN WE USE WHAT WE KNOW FROM THE STUDY OF RESILIENCE AND APPLY IT DIRECTLY TO OUR DAY TO DAY WORK?
COMPONENTS OF RESILIENCE

• RESILIENCE IN THE FACE OF STRESS CAN BE TAUGHT.

• HEALTH SERVICES AT THEIR BEST BALANCE THIS DYNAMIC TENSION OF PROVIDING ENOUGH STRESS TO CHALLENGE AND MOTIVATE OUR STUDENTS AND OUR STAFFS WITHOUT OVERWHELMING THEM.

• TEACHING RESILIENCE AS PART OF THE PROCESS OF LEARNING CAN BECOME PART OF THE ENVIRONMENT.

• COMPONENTS OF RESILIENCE- SAVES
SOCIAL CONNECTION

• WE ARE SOCIAL CREATURES, PART OF THE SUPERORGANISM OF HUMAN SOCIETY.

• SOCIAL CONNECTION IS ONE OF THE MOST IMPORTANT COMPONENTS OF RESILIENCE AND IS PROTECTIVE AGAINST MENTAL ILLNESS.

• BIOLOGICALLY, ISOLATION IS TOXIC TO THE HUMAN NERVOUS SYSTEM.

• SOCIAL CONNECTION LEAD TO A RELEASE OF OXYTOCIN WHICH DAMPENS THE STRESS RESPONSE BY INHIBITING THE AMYGDALA.
SOCIAL CONNECTION

• OXYTOCIN IS THE “MORAL MOLECULE.” IT IS ESSENTIAL IN PROVIDING AND RECEIVING SOCIAL SUPPORT.

• ONE OF THE MOST NATURAL WAYS TO RELEASE OXYTOCIN IS TO GIVE AND RECEIVE A HUG.

• BEING HERE HELPS ME RELEASE OXYTOCIN AND IS LITERALLY AND FIGURATIVELY A “HUG.”
What can I do?

...you're doing it.
SOCIAL CONNECTION-ALTRUIISM

- Research in ethology-mental health and resilience are related to helping others.

- When we help others our brain is rewarded with an increase in dopamine.

- Harlow monkey experiments. The only way monkeys raised without nurturance could recover was to nurture younger monkeys.

- Service learning projects can work to help foster resilience among students and can be homework projects in therapy.

- Social justice work can be an important component of our work as well.
RESILIENT ROLE MODELS

• We need our own mentors and role models.
• One of the main benefits of any organization is that it provides a very structured environment to find amazing mentors.
• What is a good mentor?
RESILIENT ROLE MODELS

• MENTORING IS THE IMPARTING AND RECEIVING OF LIFE’S WISDOM.

• WORKING IN HEALTH SERVICES CAN BE VERY LONELY AND ISOLATING MAKING THE NEED FOR GOOD MENTORING EVEN MORE IMPORTANT.

• IT IS EASY TO MISS THE IMPORTANCE OF FINDING A MENTOR(S) AND BEING A MENTOR.

• ROBERT WICKS, SHARING WISDOM: THE PRACTICAL ART OF GIVING AND RECEIVING MENTORING.
RESILIENT ROLE MODELS

• **SAFETY** - WE NEED PEOPLE WE CAN TRUST TO BOTH LOVE AND CHALLENGE US TO WALK THROUGH LIFE’S DARK TIMES.
• **MAKE YOUR MENTORING RELATIONSHIPS SAFE ENOUGH FOR PEOPLE TO SHARE INTENSE FEELINGS.**
• **RESPECT** - MENTORS FOSTER SELF-EXPLORATION AND SELF-APPRECIATION. USE RESPECT AS THE LITMUS TEST IN SEEKING OR PROVIDING MENTORSHIP.
• **LISTENING** - OFFER A RECEPTIVE LISTENING SPACE WHERE PEOPLE CAN TELL THEIR STORIES (NOT THERAPY).
RESILIENT ROLE MODELS

- **QUESTIONING** - Don’t think you already have the answer. Be sure you don’t stop exploring issues too soon.

- **MODELING** - Encourage people not merely to speak about changing.

- “Tell me what you brag about and I’ll tell you what you lack.” - Spanish Proverb

- **RESPONSIBILITY** - Urge people to take responsibility for their behavior and to become more aware of the consequences of each of their actions.

- “Quality is a probabilistic function of quantity. The more successes there are, the more failures there are as well.” - Simonton
RESILIENT ROLE MODELS

GRATEFULNESS - Gratitude is an affirmation of the goodness in one’s life and the recognition that the sources of this goodness lie at least partially outside the self.

IDENTITY - Description and balance.

NONJUDGMENTAL - Foster intrigue about people’s behavior—both successes and failures—and excitement about the process of discovery that leads to clarity.
RESILIENT ROLE MODELS

• **POWER**- IN EVERY SITUATION HELP PEOPLE LOOK CAREFULLY FOR WHAT IS WITHIN THEIR CONTROL.

• **VALUING**- BE PROMPT, ATTENTIVE, AND RESPONSIVE ABOUT WHAT THEY ARE SHARING AND HOW THEY ARE PROGRESSING.

• **HOPE**- THROUGH PATIENCE AND AN APPRECIATION OF STEP-BY STEP SOLUTIONS.
RESILIENT ROLE MODELS

• **FREEDOM**- HELP PEOPLE BRING TO THE SURFACE, EXAMINE, AND DISCARD HIDDEN RULES THAT LIMIT THEIR FREEDOM AND ARE NO LONGER RELEVANT TO THEIR LIVES.

• **FRESHNESS**- USE YOUR EXPERIENCE TO HELP EDUCATE PEOPLE IN WAYS OF APPROACHING LIFE DIFFERENTLY.

• **LETTING GO**- HELP PEOPLE TURN NEGATIVE EXPERIENCES INTO LIFE LESSONS BY EXPERIENCING THEM FULLY, UNDERSTANDING THEM COMPLETELY AND LETTING THEM GO.
RESILIENT ROLE MODELS

• PATIENCE- A WAY TO LET PEOPLE AND SYSTEMS HEAL THEMSELVES. WHEN DEALING WITH DIFFICULT PEOPLE, HAVE LOW EXPECTATIONS AND HIGH HOPES.

• HUMILITY- BE ATTUNED TO YOUR FEELINGS SO YOU CAN RECOGNIZE WHEN YOUR OWN DENIALS, REPRESSIONS, OR INTERPERSONAL GAMES.

• DISTANCE- LIFE IS LIKE STEPPING INTO A BOAT THAT IS ABOUT TO GO OUT TO SEA AND SINK.” –ZEN SAYING

• MAINTAIN A REASONABLE DISTANCE FROM THE NEGATIVITY OF OTHERS AND MAINTAIN PERSPECTIVE.
MISTAKES

It could be that the purpose of your life is only to serve as a warning to others.
“The greatest discovery of any generation is that a human being can alter his life by altering his attitude.”

~ William James
ATTITUDE-LEARNED OPTIMISM

• **PERMANENCE**: NEGATIVE EVALUATIONS, STAFF ANGER AND DISSATISFACTION, STUDENT SUICIDES, ETC. THESE CONDITIONS COME AND GO. YOUR ABILITY AND EXPERIENCE AS A DIRECTOR AND THIS NETWORK CAN OFFER CONSIDERABLE STABILITY STABLE.

• **PERVASIVENESS**: ALLOW POSITIVE EVENTS (THIS CONFERENCE) IN YOUR ROLE TO BRIGHTEN YOUR ENTIRE EXPERIENCE RATHER THAN LETTING THE NEGATIVE EVENTS DARKEN THE OTHER AREAS.

• **PERSONALIZATION**: ACKNOWLEDGE THE CONTEXTUAL CAUSES OF DIFFICULT EVENTS AND YOUR OWN INTERNAL CONTRIBUTIONS TO POSITIVE EVENTS. (MY FIRST STAFF MEETING).
MINDSET

• **FIXED MINDSET** DEFINITION OF “SMART” –
• MAKE NO MISTAKES; FINISH TASKS QUICKLY; FIND TASKS EASY.
• POTENTIAL IS INNATE; “YOU’RE A NATURAL”; YOU ARE. HAVE TO BE.
• BEING SMART DEFINED AS SPECIAL, DIFFERENT FROM OTHERS, OR BETTER THAN OTHERS.
• FEEL URGENCY TO SUCCEED. FAILURE IS INTOLERABLE AND PROVIDES NO FUTURE DIRECTION.
MINDSET

• **GROWTH MINDSET** DEFINITION OF “SMART” –

• WHEN I FIGURE SOMETHING OUT; HARDER THE BETTER.

• POTENTIAL IS DEVELOPED OVER TIME; YOU BECOME.

• LUXURY OF BECOMING.

• BEING SMART DEFINED AS IMPROVING INDIVIDUALLY AND IS NO DIFFERENT THAN OTHERS. SUCCESS IS CULTIVATED.

• FAILURE HURTS BUT ISN’T DEFINING.
MINDSET

• COLLEGE STUDENTS, AFTER DOING POORLY ON A TEST, WERE GIVEN THE CHANCE TO LOOK AT TESTS OF OTHER STUDENTS. THOSE IN THE GROWTH MINDSET LOOKED AT THE TESTS OF THOSE WHO HAD DONE BETTER THAN THEY HAD TO CORRECT THEIR DEFICIENCY. STUDENTS IN THE FIXED MINDSET CHOSE TO LOOK AT THE TESTS OF PEOPLE WHO HAD DONE REALLY POORLY. (NUSSBAUM & DWECK, 2008)

• WHEN CHALLENGED WITH DIFFICULT MATERIAL, STUDENTS WITH GROWTH MINDSET EXPLORED ALTERNATIVE LEARNING STRATEGIES, THOSE WITH A FIXED MINDSET CONTINUED TO RE-READ MATERIAL AND EVENTUALLY STOPPED TRYING AS MATERIAL WAS DEEMED TOO DIFFICULT. (GRANT & DWECK, 2003)
“Gee dad... you’re fantastic!”
VALUES-SPIRITUALITY

• ABOUT BALANCING CONTRASTS AND UNDEFINABLE EXPERIENCES. MUST BE ACKNOWLEDGED AND WELCOMED.

• “KEEP TWO TRUTHS IN YOUR POCKET AND TAKE THEM OUT ACCORDING TO THE NEED OF THE MOMENT. LET ONE BE “FOR MY SAKE THE WORLD WAS CREATED.” AND THE OTHER: “ I AM DUST AND ASHES.”

-RABBI SIMCHA BUNAM
VALUES-THE NEED FOR A MORAL COMPASS

• “TO BE NOBODY BUT YOURSELF IN A WORLD WHICH IS DOING ITS BEST, NIGHT AND DAY, TO MAKE YOU EVERYBODY ELSE-MEANS TO FIGHT THE HARDEST BATTLE ANY HUMAN BEING CAN FIGHT, AND NEVER STOP FIGHTING.” E.E. CUMMINGS

•
ALL GROUPS WHOSE MEMBERS ARE TRYING TO WORK TOGETHER TO ACHIEVE COMMON GOALS ARE FACED WITH A COMMON SET OF PROBLEMS.

• COORDINATE APPROPRIATE ACTION FOR THE TASK AT HAND.

• SUPPRESS DISRUPTIVE SELF-SERVING BEHAVIORS WITHIN THE GROUP.

• AVOID INTERFERENCE AND CULTIVATE APPROPRIATE RELATIONS WITH OTHER GROUPS.

THIS IS TRUE FOR ALL SOCIAL SPECIES, NOT JUST HUMANS.
ELINOR OSTROM RECEIVED NOBEL PRIZE IN ECONOMICS IN 2009 FOR SHOWING THAT GROUPS ARE CAPABLE OF GOVERNING THEMSELVES—BUT ONLY IF THEY POSSESS CERTAIN DESIGN PRINCIPLES.
CORE DESIGN PRINCIPLES DERIVED BY ELINOR OSTROM FOR COMMON-POOL RESOURCE GROUPS

1) STRONG GROUP IDENTITY AND PURPOSE
2) PROPORTIONAL EQUIVALENCE OF COSTS AND BENEFITS
3) CONSENSUS DECISION MAKING
4) MONITORING
5) GRADUATED SANCTIONS
6) FAST, FAIR CONFLICT RESOLUTION
7) LOCAL AUTONOMY
8) POLYCENTRIC GOVERNANCE AMONG GROUPS
GENERALIZING THE CORE DESIGN
PRINCIPLES

1) STRONG GROUP IDENTITY AND PURPOSE
2) PROPORTIONAL EQUIVALENCE OF COSTS AND BENEFITS
3) CONSENSUS DECISION MAKING
4) MONITORING
5) GRADUATED SANCTIONS
6) FAST, FAIR CONFLICT RESOLUTION
7) LOCAL AUTONOMY
8) POLYCENTRIC GOVERNANCE AMONG GROUPS

• COORDINATE APPROPRIATE ACTION FOR THE TASK AT HAND (1,3).
• SUPPRESS DISRUPTIVE SELF-SERVING BEHAVIORS WITHIN THE GROUP (2-6).
• AVOID INTERFERENCE AND CULTIVATE APPROPRIATE RELATIONS WITH OTHER GROUPS (7-8).
OBSERVATIONS

• PRINCIPLES ARE INTUITIVE.
• SOME GROUPS ADOPT THEM WITHOUT REQUIRING COACHING.
• SOME CHANGE METHODS HAVE CONVERGED UPON THEM.
• LACKING FROM MANY GROUPS AND CHANGE METHODS.
• EACH DESIGN PRINCIPLE CAN BE IMPLEMENTED IN MANY WAYS.
• THE BEST IMPLEMENTATION IS HIGHLY CONTEXTUAL.
• THE DESIGN PRINCIPLES CANNOT BE IMPLEMENTED IN A COOKIE-CUTTER FASHION.
EMOTIONS—WHAT TRAPS US

- CULTURE SANCTIFIES LANGUAGE AND TELLS US:
- PSYCHOLOGICAL PROBLEMS CAN BE DEFINED AS THE PRESENCE OF UNPLEASANT FEELINGS, THOUGHTS, MEMORIES, BODILY SENSATIONS, ETC.
- UNDESIRABLE EXPERIENCES ARE SIGNALS THAT SOMETHING IS WRONG AND HAS TO CHANGE.
- HEALTHY LIVING CANNOT OCCUR UNTIL NEGATIVE EXPERIENCES ARE ELIMINATED.
EMOTIONAL ACCEPTANCE

• ALTERNATIVE TO AVOIDANCE

• ACTIVE AND AWARE EMBRACE OF WHAT'S GOING ON INSIDE

• WITHOUT TRYING TO CHANGE THINGS, ESPECIALLY IF ATTEMPTING TO CHANGE CAUSES PSYCHOLOGICAL HARM

• “CREATIVE HOPELESSNESS”- ENGENDERING A POSTURE OF GIVING UP STRATEGIES WHEN GIVING UP IS WHAT IS CALLED FOR IN THE SERVICE OF LARGER GOALS.
SILLINESS-HUMOR

“WE ARE ALL HERE ON EARTH TO HELP OTHERS; WHAT ON EARTH THE OTHERS ARE HERE FOR I DON’T KNOW.”

W.H. AUDEN

“HUMOR IS THE ANESTHESIA FOR LIVING.”

G. EELLS
HEALTH SERVICE WORK CAN BE FUNNY

DOING A GOOD JOB HERE
Is Like Wetting Your Pants
In A Dark Suit
YOU GET A WARM FEELING
BUT NO ONE ELSE NOTICES
HEALTH SERVICE WORK CAN BE FUNNY

INGENUITY

Don't just get a leg up on the competition, get 'em both up.
SOMETIMES WE GET IN OUR OWN WAY

Oh Shit! was that today?
Just because I don't care doesn't mean I don't understand.

- Homer Simpson
DON’T TAKE YOURSELF TOO SERIOUSLY
Which of the following is the largest?

- A: A Peanut
- B: An Elephant
- C: The Moon
- D: A Kettle

ELEPHANTS
Larger than the moon
SILLINESS-HUMOR

• HUMOR ALLOWS US TO INTEGRATE OPPOSING PERSPECTIVES AND MAKE MEANING OF SUFFERING.

• STUDIES HAVE SHOWN THAT LAUGHTER HELPS RELIEVE PAIN, INCREASE HAPPINESS RATINGS AND STRENGTHEN THE IMMUNE RESPONSE.

• OUR WORK MUST INCLUDES COMPONENTS OF HUMOR.

• OUR WORK IS INCREDIBLY SERIOUS AND SAD IN SO MANY DIFFERENT WAYS.

• STORIES?
“The thing is, you have to really want to change.”
TRAINING

- MILITARY EXAMPLE:
- ACQUIRE INFORMATION ABOUT WHAT IS FEARED.
- LEARN SKILLS TO MOVE THROUGH FEAR.
- DEVELOP A PLAN AND A BACK-UP PLAN.
- CONFRONT THE FEAR WITH A TRUSTED COLLEAGUE.
- PRACTICE, PRACTICE, PRACTICE
- VYGOTSKY-ZONE OF PROXIMAL DEVELOPMENT
TRAINING

Zone of proximal development
(Learner can do with guidance)

Learner can do unaided

Learner cannot do
TRAINING

• OUR GOAL IS TO PREPARE OURSELVES AND OUR STAFFS FOR FUTURE SETBACKS AND CHALLENGES BY PROVIDING EXPERIENCES THAT ARE IN THE RANGE OF THE ZPD.

• USE DEPENDENT NEUROPLASTICITY- THE MORE A SKILL IS REHEARSED THE MORE SPACE AND WIRING THE BRAIN DEVOTES TO THE NEW SKILL.

• PRACTICE MUST BE THE CORRECT SKILL. IDEALLY A MIX OF DIDACTIC AND EXPERIENTIAL LEARNING.

• WE CAN DEVOTE MORE OF OUR COLLECTIVE BRAIN’S TO HOW WE RESPOND TO THE EVER-INCREASINGLY COMPLEX CHALLENGES WE FACE.
TRAINING

• THE ROLE OF ENGAGED LEARNING AND RESEARCH.

• DEVELOP A CULTURE AT THE CENTER THAT CHANGES THE ADMINISTRATIVE PARADIGM FROM AN OBJECTIVIST MODEL TO THE “COMMUNITY OF TRUTH” MODEL.

• FOCUSES ON MANY ASPECTS OF THE CONCEPT OF RESILIENCE WHILE ENGAGING STAFF IN IMPORTANT CONNECTIONS.

• THE WORK OF PARKER PALMER
“WE HAVE PLACES OF FEAR INSIDE OF US, BUT WE HAVE OTHER PLACES AS WELL-PLACES WITH NAMES LIKE TRUST AND HOPE AND FAITH. WE CAN CHOOSE TO LEAD FROM ONE OF THOSE PLACES, TO STAND ON GROUND THAT IS NOT RIDDLED WITH THE FAULT LINES OF FEAR, TO MOVE TOWARD OTHERS FROM A PLACE OF PROMISE INSTEAD OF ANXIETY. AS WE STAND IN ONE OF THOSE PLACES, FEAR MAY REMAIN CLOSE AT HAND AND OUR SPIRITS MAY STILL TREMBLE. BUT NOW WE STAND ON GROUND THAT WILL SUPPORT US, GROUND FROM WHICH WE CAN LEAD OTHERS TOWARD A MORE TRUSTWORTHY, MORE HOPEFUL, MORE FAITHFUL WAY OF BEING IN THE WORLD.”

PARKER PALMER IN LET YOUR LIFE SPEAK: LISTENING FOR THE VOICE OF VOCATION (2000)
THRIVE (DON’T JUST SURVIVE!)@CORNELL

- The key to thriving is balance. Regularly engaging in thought patterns and behaviors that replenish physical, mental and emotional reserves will help you maintain balance.
- Increase awareness of your thoughts & feelings
- Form & maintain strong relationships
- Cultivate optimism
- Learn from experience
- Take care of yourself
THRIVE (DON’T JUST SURVIVE!) @ CORNELL

- Practice these activities to thrive!
- Reflect
- Meet a variety of people
- Express your gratitude every day
- Get out of your comfort zone
- Take purposeful breaks
- Resources for faculty and students
- www.GANNETT/CORNELL.EDU/RESILIENCE
CONCLUSION

• WE ALL FACE MANY PERCEIVED THREATS.

• THREAT CAN BE DEFINED AS THE BELIEF THAT THE DEMANDS OF A SITUATION EXCEEDS OUR PERSONAL CAPABILITIES AND RESOURCES.

• CHALLENGE CAN BE DEFINED AS THE BELIEF THAT WE HAVE THE ABILITY TO RESPOND EFFECTIVELY.
CONCLUSION

• OUR JOB IS TO FOSTER THE BELIEF IN OURSELVES, OUR COLLEAGUES THAT MORE OF OUR EXPERIENCES ARE CHALLENGES AND OPPORTUNITIES RATHER THAN THREATS.

• GET OUT THERE; MAKE ART WITH THE PIECES AND FOUL OFF THE CURVE BALLS.
RESOURCES

- AMERICAN PSYCHOLOGICAL ASSOCIATION HELP CENTER: HTTP://WWW.APA.ORG/HELPCENTER/ROAD-RESILIENCE.ASPX
- WWW.ACCEPTANCEANDCOMMITMENTTHERAPY.COM
- WWW.CONTEXTUALPSYCHOLOGY.ORG
- HAYES, STROSAHL & WILSON (1999) ACCEPTANCE AND COMMITMENT THERAPY: AN EXPERIENTIAL APPROACH TO BEHAVIOR CHANGE.
- HAYES & SMITH (2005) GET OUT OF YOUR MIND AND INTO YOUR LIFE.
RESOURCES

• WHY ZEBRAS DON’T GET ULCERS SAPOLSKY (1994)
• ROBERT WICKS, SHARING WISDOM: THE PRACTICAL ART OF GIVING AND RECEIVING MENTORING.
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