

CICM Mentor Program

Workshop C - Wellbeing in the Mentoring Partnership

Facilitator Guide

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Runsheets: Workshop C - Wellbeing in the Mentoring Partnership

| TIME | TOPICS | RESOURCES |
|------|--|---|
| 65 | TOPIC 1: Emotional Intelligence and Self-Regulation <ul style="list-style-type: none"> 1.1. The Role of Emotional Intelligence in Wellbeing 1.2. Breathwork for Self-Regulation | Slides 5-14 Videos: <ul style="list-style-type: none"> Sudarshan Kriya Yoga (SKY) Breathing Cyclic Sighing Technique |
| 150 | TOPIC 2: Burnout <ul style="list-style-type: none"> 2.1. Understanding and Addressing Burnout in Intensive Care Doctors 2.2. Deliberate Calm | Slides 17-38 Videos: Preparation work from participants is required prior to the workshop for this topic. |

This workshop includes sensitive content around burnout. A trigger warning slide is provided in the presentation, and the content of this slide should be communicated to participants prior to the workshop.



TOPIC 1: Emotional Intelligence and Self-Regulation

Background

Emotional Intelligence and Wellbeing

Emotional intelligence (EI) plays a critical role in enhancing overall wellbeing by helping individuals manage their emotions, build strong relationships, and navigate challenges more effectively. It contributes to both mental and physical health, as well as personal and professional success.

Key ways Emotional Intelligence Supports Wellbeing

1. Self-Awareness:

- a. Emotional intelligence starts with understanding one's emotions. Self-awareness helps individuals recognise how they feel, why they feel that way, and how their emotions influence their behaviours and decisions.
- b. Being aware of emotional triggers allows people to respond thoughtfully rather than react impulsively, reducing stress and promoting emotional balance.

2. Self-Regulation:

- a. The ability to manage and control emotions helps reduce anxiety, anger, and frustration. Self-regulation enables individuals to stay calm under pressure and maintain a positive outlook, even in difficult situations.
- b. This emotional stability contributes to better decision-making and resilience in the face of challenges, directly impacting mental wellbeing.

3. Empathy:

- a. Empathy fosters understanding and connection by allowing individuals to sense and validate the emotions of others. This strengthens relationships, builds trust, and creates a sense of belonging.
- b. Supportive social connections are a cornerstone of emotional and psychological wellbeing, helping to buffer against stress and loneliness.

4. Social Skills:

- a. Strong interpersonal skills, a component of emotional intelligence, improve communication, collaboration, and conflict resolution. This helps create positive and harmonious environments, whether at work or in personal life.
- b. Healthy relationships enhance emotional wellbeing, while effective communication prevents misunderstandings and reduces tension.

5. Stress Management:

- a. Emotional intelligence provides tools to handle stress effectively, such as recognising when stress levels are rising and employing techniques like mindfulness, reframing, or seeking support.
- b. Managing stress contributes to better physical health, improved sleep, and a greater ability to focus and perform.

6. Resilience:

- a. EI helps individuals bounce back from setbacks and adapt to change. By managing emotions constructively and maintaining a positive mindset, emotionally intelligent individuals can navigate adversity more effectively.
- b. Resilience is key to maintaining mental health and thriving in challenging environments.

7. Promoting Positive Emotions:



- a. Emotional intelligence encourages optimism, gratitude, and mindfulness—qualities that are linked to increased happiness and satisfaction.
- b. Cultivating positive emotions improves overall wellbeing, boosts energy levels, and enhances creativity and productivity.

The Connection Between Emotional Intelligence and Physical Health

- High emotional intelligence is associated with lower levels of stress, which in turn reduces the risk of stress-related illnesses such as cardiovascular issues, high blood pressure, and weakened immunity.
- Managing emotions also supports healthier habits, like exercising regularly, eating well, and maintaining good sleep hygiene.

Emotional intelligence is essential for wellbeing because it equips individuals with the skills to understand and manage their emotions, foster meaningful connections, and navigate life's challenges with resilience. By enhancing emotional intelligence, people can improve their mental and physical health, achieve greater balance, and lead more fulfilling lives.

The Wheel of Life

The Wheel of Life activity is a self-assessment tool often used in coaching and personal development to help individuals evaluate and balance different areas of their lives. It provides a visual representation of how satisfied or fulfilled someone feels in various life domains, helping them identify areas for growth and improvement.

The Wheel Design

The wheel is divided into segments, each representing a key area of life. Common categories include:

- Career
- Health
- Finances
- Relationships
- Personal Growth
- Fun and Recreation
- Physical Environment
- Contribution or Spirituality

These categories can be customised to fit the individual's priorities.

- Rating Each Area:
 - Participants rate their satisfaction in each category on a scale (e.g., 1 to 10), with 1 being very dissatisfied and 10 being completely satisfied.
 - These ratings are marked on the corresponding segment of the wheel, with the centre representing a 0 and the outer edge representing a 10.
- Connecting the Dots:
 - Once all areas are rated, the participant connects the dots around the circle. This creates a visual "wheel" that may or may not be balanced.
- Reflection:
 - The completed wheel shows which areas of life are thriving and which may need more attention. Participants can reflect on:
 - Why certain areas scored lower.



- What actions they could take to improve specific areas.
- How imbalance in one area might affect others.
- Setting Goals:
 - Based on their reflections, participants identify actionable steps to improve areas that are less satisfying, helping them work toward a more balanced and fulfilling life.

Breathwork in the workplace

Breathwork in the Workplace: A Growing Solution for Stress Management

In recent years, breathwork has gained significant attention as a powerful tool for stress management in the workplace. As organisations increasingly recognise the impact of stress on employee wellbeing, productivity, and overall job satisfaction, breathwork offers a practical, accessible, and evidence-based solution. Rooted in ancient practices and supported by modern research, breathwork involves conscious control of breathing patterns to influence physical, emotional, and mental states.

The Science Behind Breathwork and Stress Reduction

The primary reason for the rise of breathwork in workplaces is its ability to regulate the autonomic nervous system, shifting individuals from the "fight, flight, or freeze" mode of the sympathetic nervous system to the "rest and digest" state of the parasympathetic nervous system. This physiological shift reduces the production of stress hormones like cortisol and adrenaline while promoting relaxation and mental clarity. Research has demonstrated that breathwork can lower blood pressure, improve heart rate variability, and decrease anxiety, making it a natural antidote to workplace stress.

By focusing on breath, employees can interrupt the stress response in real-time, improving their ability to handle challenges effectively. Techniques like diaphragmatic breathing, box breathing, and coherent breathing help individuals stay calm and composed during high-pressure situations, leading to better decision-making and enhanced emotional regulation.

Accessibility and Simplicity

One of the reasons breathwork is being embraced in workplaces is its simplicity and accessibility. Unlike other stress-reduction practices, such as yoga or meditation, breathwork requires no special equipment, significant time investment, or prior experience. It can be practiced anywhere—at a desk, in a meeting room, or even during a brief break. This makes it an ideal solution for busy professionals who need quick and effective tools to manage stress on the go.

Moreover, organisations are increasingly offering structured breathwork sessions, either in person or virtually, as part of their wellbeing programs. These sessions are often integrated into mindfulness or wellness initiatives, making breathwork an integral part of promoting a healthy workplace culture.



Supporting Workplace Productivity and Mental Health

Workplace stress has a well-documented impact on productivity, leading to burnout, absenteeism, and decreased job performance. Breathwork not only helps alleviate stress but also enhances focus, creativity, and emotional resilience. By fostering a calm and clear mental state, employees are better equipped to manage workloads, resolve conflicts, and collaborate effectively.

In addition to its benefits for individual employees, breathwork contributes to a more harmonious workplace environment. When employees are less stressed, they are more likely to engage in positive interactions with colleagues, improving team dynamics and organisational morale.

A Forward-Thinking Approach to Employee Wellness

As mental health becomes a growing priority in the workplace, organisations are exploring innovative approaches to address stress and enhance overall wellbeing. Breathwork aligns with these efforts by offering a practical and scientifically validated technique that promotes mental and physical health. Its rising popularity signals a shift in how workplaces view wellness—not just as a perk, but as a core component of organisational success.

By integrating breathwork into workplace wellness programs, companies demonstrate a commitment to their employees' wellbeing while fostering a culture of resilience and adaptability. In an increasingly demanding professional world, this focus on mindful practices is not just beneficial—it's essential.

Sudarshan Kriya Yoga (SKY) Breathing

The SKY breathing technique is a powerful practice known for its profound impact on stress reduction and mental clarity. This exercise uses a combination of rhythmic breathing patterns to harmonise the mind and body, stimulate the vagus nerve, and induce deep relaxation. The technique involves three main components—Ujjayi, Bhastrika, and the Sudarshan Kriya itself—each contributing uniquely to overall wellbeing.

- Step 1: Ujjayi Breathing
 - Inhale slowly and deeply through your nose, slightly constricting the back of your throat to create a soft, wave-like sound.
 - Feel your belly expand as you take in air for a count of 4.
 - Exhale through your nose with the same slight constriction, releasing the breath steadily for a count of 4.
 - Repeat this cycle for several rounds, focusing on the calm rhythm and the soothing sound it creates.
- Step 2: Bhastrika (Active Breathing)
 - Sit up tall, take a full breath in, and exhale forcefully through your nose, using your diaphragm to create short, powerful breaths.
 - The rhythm is active: inhale, exhale, inhale, exhale—all through the nose.
 - Complete 20 cycles of Bhastrika, maintaining a steady rhythm.
- Step 3: Sudarshan Kriya (Rhythmic Breathing)
 - Start with slow, deep breaths: inhale for a count of 4, hold briefly, and exhale slowly for a count of 6.



- Transition to a medium-paced breathing cycle, followed by a faster-paced cycle.
 - The key is to follow the rhythm and allow your breath to guide you naturally.
- Final Step: Rest and Reflect
 - After completing the breathing cycles, close your eyes and sit in silence.
 - Notice the sensations in your body, the relaxation, and the calmness in your mind.

Benefits of SKY Breathing

Practicing SKY breathing regularly can enhance mental clarity, reduce stress, and balance your emotional state. Incorporating it into your daily routine can help you feel more centred and resilient, making it a valuable tool for overall wellbeing.

Cyclic Sighing Technique

The cyclic sighing technique is a simple yet powerful method for reducing stress and anxiety. Supported by research from neuroscientists at Stanford University, this practice focuses on extending exhalations to stimulate the parasympathetic nervous system, promoting a state of calm and relaxation. The main structure involves a double inhale through the nose followed by a long, extended exhale through the mouth.

How to Practice Cyclic Sighing

1. Get comfortable: Sit with your back straight and shoulders relaxed. Close your eyes if you'd like to enhance your focus.
2. Double inhale: Take a deep inhale through your nose, filling your lungs. Then, without pausing, take a second, shorter inhale to fully expand your chest.
3. Long exhale: Exhale slowly and fully through your mouth. Make the exhale long and steady, as if you're gently sighing out all the tension.
4. Repeat: Continue this pattern—double inhale, long exhale—for 5-10 cycles at a comfortable pace.

Why Cyclic Sighing Works

This breathing technique activates the vagus nerve, which shifts the body from a fight-or-flight state to a rest-and-digest mode. Each extended exhale reinforces this calming shift, helping to regulate your nervous system and reduce anxiety.

Instructions

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| WHAT | Define what emotional intelligence looks like in the workplace. |
| WHY | Understand the importance of emotional intelligence in wellbeing and its impact in the workplace, and how to reduce stress. |
| OUTCOMES | <ul style="list-style-type: none"> • Learning about the importance of emotional intelligence in the workplace • Learning specific breathwork techniques to reduce stress and support wellbeing. |
| PARTS | <ul style="list-style-type: none"> • 1.1. The Role of Emotional Intelligence in Wellbeing • 1.2. Breathwork for Self-Regulation |
| TYPE | <ul style="list-style-type: none"> • ACTIVITY • INDIVIDUAL REFLECTION • PLENARY FACILITATED DISCUSSIONS • PAIR FACILITATED DISCUSSION • TEACHING |
| TIME | 65 minutes for in person delivery – allow for about +20% of time for online delivery. |
| SLIDES | Slides 5-14 |
| WATCH | <ul style="list-style-type: none"> • Sudarshan Kriya Yoga (SKY) Breathing • Cyclic Sighing Technique |

| MIN | TEACHING | SLIDES |
|--|--|--------|
| PART 1.1. THE ROLE OF EMOTIONAL INTELLIGENCE IN WELLBEING | | |
| 5 | <p>PLENARY FACILITATED DISCUSSION</p> <p>Revisit what wellbeing means in the context of mentoring by prompting a group discussion around this question:</p> <ul style="list-style-type: none"> • Why is it important and how can mentoring be supported and affected by wellbeing? <div> <p>Online Facilitation (revised online time ~8 mins)</p> <p>For online facilitation, we recommend that the facilitator asks the question to one participant at a time to keep this section short and make sure that the person speaking is being heard. They may pick from participants raising their hands or choose someone at random.</p> </div> | 5 |
| 10 | TEACHING | 6 |



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|-----------------------------|---|-----|
| | <p>Introduce the concept of emotional intelligence with wellbeing.</p> <div> Online Facilitation <p>For the teaching segments, there are no adjustments needed for an online delivery.</p> </div> | |
| 20 | <p>INDIVIDUAL REFLECTION & PAIR FACILITATED DISCUSSION</p> <p>Part 1 (5 minutes) Introduce the Wheel of Life activity by discussing the wheel's design.</p> <p>Part 2 (10 mins) Then, ask participants to complete the rating and join the dots individually.</p> <div> <div>NOTE</div> <p>The Wheel of Life and emotional intelligence are mutually reinforcing. The activity provides a framework for self-reflection and identifying areas for growth, while EI equips individuals with the tools to understand and manage their emotions, improve their relationships, and achieve greater balance. Together, they create a pathway to enhanced wellbeing and fulfilment.</p> </div> <p>Ask participants to specifically reflect on:</p> <ul style="list-style-type: none"> • Why certain areas scored lower. • What actions they could take to improve specific areas. • How imbalance in one area might affect others. <p>Part 3 (5 minutes) Once they have completed the questionnaire, have the participants share some insights with a partner.</p> <div> Online Facilitation (revised online time ~5 mins) <p>We recommend that the facilitator ONLY introduces the Wheel of Life activity (Part 1), but skips the activity itself when delivering online. The participants can instead be recommended to have this reflection on their own after the workshop.</p> </div> | 7-8 |
| PART 1.2. BREATHWORK | | |
| 5 | <p>TEACHING</p> <p>Provide an overview of why breathwork is being used in workplaces to manage stress.</p> <div> Online Facilitation </div> | 9 |



| | | |
|----|---|-------|
| | <div>For the teaching segments, there are no adjustments needed for an online delivery.</div> | |
| 5 | <div>PLENARY FACILITATED DISCUSSION</div> <p>Open the discussion about participants' experiences with breathwork.</p> <div>Online Facilitation (revised online time ~8 mins)<p>For online facilitation, we recommend that the facilitator invite one participant at a time to share their experience to keep this section short and make sure that the person speaking is being heard. They may pick from participants raising their hands or choose someone at random.</p></div> | 10 |
| 20 | <div>ACTIVITY & PLENARY FACILITATED DISCUSSION</div> <p>Play the two following videos and work through both breathwork exercises as a group:</p> <ul style="list-style-type: none">• Sudarshan Kriya Yoga (SKY) Breathing• Cyclic Sighing Technique <p>Open the discussion for reflection on how it feels and which technique the participants can see being integrated into their daily lives.</p> <div>Online Facilitation (revised online time ~25 mins)<ul style="list-style-type: none">• Activity: There are no adjustments needed for an online delivery.• Plenary facilitated discussion: We recommend that the facilitator asks one participant at a time for feedback to keep this section short and make sure that the person speaking is being heard. They may pick from participants raising their hands or choose someone at random.</div> | 11-14 |



TOPIC 2: Burnout

Background

In our mentoring partnership, we will no doubt discuss the positive aspects of wellbeing that enable us to function at our best as a doctor. However, sometimes darker aspects can emerge – such as Energy Crisis and Burnout - and there may be the need to raise and unpack them.

Energy Crisis

An energy crisis occurs when an individual feels physically, mentally, or emotionally drained, unable to sustain the demands of their daily responsibilities. Unlike simple fatigue, an energy crisis reflects a deeper depletion of the resources needed to stay focused, motivated, and productive. This state often results from prolonged stress, lack of self-care, or overcommitment, leaving individuals feeling overwhelmed and unable to recharge. Addressing an energy crisis requires recognising its signs early—such as constant exhaustion, irritability, or a sense of detachment—and taking deliberate steps to restore balance. Practices like prioritising rest, setting boundaries, engaging in restorative activities, and seeking support can help individuals regain their energy and resilience.

Understanding and Addressing Burnout in Intensive Care Doctors

Burnout is a critical issue in the intensive care environment, where the relentless demands of patient care, high-stakes decision-making, and the emotional toll of the work can lead to significant mental and physical exhaustion. For intensivists, burnout doesn't necessarily manifest as challenges like failing exams but instead can emerge as emotional exhaustion, depersonalisation, and a diminished sense of accomplishment. Recognising and addressing these early signs within a mentoring context is essential to support the wellbeing of mentees and promote resilience in our profession. Equally it is important for mentors to recognise if they themselves are experiencing some of the signs of burnout and therefore not performing at their best in the role of mentor.

The Role of Mentors in Supporting Burnout Prevention

Mentors play a vital role in identifying and addressing burnout, particularly as partnerships can develop over many years. Their role is not to “fix” the mentee but to guide and support them in navigating these challenges.

Here's how mentors can provide meaningful support:

- **Early recognition:** Mentors should be actively on the lookout to recognise the early signs of burnout, such as withdrawal, increased irritability, a sense of hopelessness, or signs of disengagement. These cues can indicate that the mentee is struggling and may need additional resources or support.
- **Encouraging open conversations:** Creating a safe space where mentees feel comfortable discussing their feelings is crucial. Mentors can initiate discussions by asking questions like:
 - "How are you feeling about the demands of your role?"
 - "What's been most challenging for you recently?"



- "What support do you feel you need right now?"
- **Focusing on prevention by providing tools and resources:** Rather than offering solutions, mentors can help mentees explore tools for managing burnout. For mentees showing early signs of burnout, mentors can work with them to build a burnout prevention toolkit. This might include:
 - strategies to manage workload effectively,
 - encouraging self-care practices,
 - encouraging small, restorative habits like exercise or hobbies,
 - promoting reflection to recognise achievements and avoid feelings of futility,
 - stress management techniques (e.g., mindfulness, breathing exercises),
 - encouraging boundaries to protect personal time, and
 - referrals to professional support, such as counselling or peer support groups.

The Reality of Burnout in Intensive Care

The intensive care profession is at high risk for burnout, with many doctors facing long hours, emotionally charged cases, and a high-pressure environment. These challenges can contribute to suicide within the profession, making early intervention and support a matter of urgency.

Some mentees may already be experiencing burnout when they join the mentoring program, driven to seek help because of their struggles. In such cases, mentors can be a critical resource, offering not only guidance but also empathy and a structured plan for recovery.

The Power of Connection

Mentoring partnerships offer a unique opportunity to combat burnout by fostering connection, understanding, and support. Through open conversations, early recognition, and the use of practical tools, mentors can empower mentees to take proactive steps to address burnout and build resilience. This not only helps individual mentees but also strengthens the intensive care community as a whole, promoting a culture of wellness and mutual support.

Tools to Assist with the Darker Side and Restore Balance

What is Deliberate Calm?

Deliberate calm is a leadership concept that refers to the ability to maintain composure and clear thinking in high-stress, uncertain, or crisis situations. It is about intentionally regulating one's emotions and reactions, especially when circumstances are unpredictable and stakes are high. Leaders who practise deliberate calm are able to make thoughtful decisions, adapt quickly, and guide their teams through difficult situations without succumbing to panic or fear. Similarly, it is possible to consider leading oneself by applying deliberate calm.

Routine Emergency and Crisis of Uncertainty

There's a difference between a routine emergency and a crisis of uncertainty. It's useful to consider deliberate calm in both situations:

| Routine emergency | Crisis of uncertainty |
|---|--|
| A building fire is a situation where firefighters, despite the difficulty and danger, can rely on their training to manage the situation effectively. | A financial crisis is one of uncertainty as decision-makers can't rely solely on past financial crises for guidance. They have to respond to rapidly changing conditions, create new policies (such as bailout packages and stimulus plans), and collaborate globally to prevent further economic disaster. It requires a shift from a reactive mindset. |

Key Principles of Deliberate Calm

Staying Composed Under Pressure

Deliberate calm requires people to maintain emotional regulation, even when the situation is overwhelming. This means pausing, managing the immediate emotional response, and ensuring decisions are driven by logic and careful analysis, not reactive fear or anxiety.

Shifting Mindsets

People who practise deliberate calm often shift from a fixed mindset—where they rely solely on past experiences or routines—to a learning mindset, where they see the situation as an opportunity to adapt, evolve, and experiment. In a crisis of uncertainty, where familiar solutions don't apply, this mindset is crucial for effective problem-solving.

Balancing Dual Awareness

It's important to connect with your body, understanding that the brain is not isolated from the rest of the body. A holistic connection between mind and body enhances decision-making.

Deliberate calm involves balancing self-awareness (understanding your own emotional state and reactions) with situational awareness (assessing the external circumstances). This dual awareness helps us to act thoughtfully and with clarity, rather than relying on autopilot or ingrained habits:

- **Consider the situation:** What are its characteristics? Is it a known situation with familiar solutions, or is it new and different, requiring a different approach?
- **Reflect on self-awareness:** What are your normal habits and tendencies? Are your typical reactions appropriate for this situation, or do they need to be adjusted?

Navigating volatility and uncertainty almost always demands a higher level of dual awareness.



Controlling Emotional Contagion

In high-stress situations, emotions like anxiety, extreme frustration, fear or panic can quickly spread. It is easy to “riff off” other team members – including the mentoring partner. We can embody deliberate calm to potentially break this cycle by demonstrating confidence and clarity. This not only keeps the mentoring partnership grounded but also helps stabilise the partnership’s emotional response, promoting trust and focus.

Active Reflection and Structured Thinking for Deliberate Calm

People practising deliberate calm often ask themselves structured questions to understand their own responses and the situation. These questions may also be helpful for both parties at different times during the mentoring partnership – they can be asked of the mentee by the mentor or by the mentee and mentor of themselves:

- What am I feeling right now?
- How is my reaction impacting my judgement?
- What is the situation demanding of me, and how should I respond?

These reflective questions create space for more mindful, intentional decision-making and may be particularly helpful when unpacking some of the darker sides of wellbeing including burnout in the mentoring partnership.

Instructions

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|-----------|---|
| WHAT | Reframing the conversation about burnout in intensive care. |
| WHY | Acknowledging the reality of burnout in intensive care and providing tools for its prevention. |
| OUTCOMES | <ul style="list-style-type: none"> • Discuss how the mentoring partnership can prevent an energy crisis. • Explore the burnout prevention toolkit. • Apply the concepts of deliberate calm and dual awareness. |
| PARTS | <ul style="list-style-type: none"> • 2.1. Burnout • 2.2. Deliberate Calm |
| TYPE | <ul style="list-style-type: none"> • INDIVIDUAL REFLECTION • PLENARY FACILITATED DISCUSSIONS • PAIR & GROUP FACILITATED DISCUSSIONS • TEACHING |
| TIME | 150 minutes for in person delivery – allow for about +20% of time for online delivery. |
| SLIDES | Slides 17-38 |
| DOCUMENTS | <ul style="list-style-type: none"> • Are You Headed for an Energy Crisis? |
| NOTE | This topic requires the participants to come prepared with a professional non-clinical issue to share and discuss in a pair. |

| MIN | TEACHING | SLIDES |
|--------------------------|---|--------|
| PART 3.1. BURNOUT | | |
| 10 | <p>PLENARY FACILITATED DISCUSSION</p> <p>Open up with a plenary discussion using the following prompts:</p> <ul style="list-style-type: none"> • What does wellbeing look like to you? • What are the areas you think about when you think about wellbeing? • Which of these you think might come up in the mentoring conversation? • Which elements do you think can be raised within the mentoring partnership and which shouldn't? <div> <p>Online Facilitation (revised online time ~12 mins)</p> <p>For online facilitation, we recommend that the facilitator invite one participant at a time to share their experience to keep this section short and make sure that the person speaking is being heard. They may pick</p> </div> | 17-18 |



| | | |
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| | <div>from participants raising their hands or choose someone at random.</div> | |
| 15 | <p>TEACHING & GROUP FACILITATED DISCUSSION</p> <p>Introduce the concept of energy crisis.</p> <p>Split the participants into small groups and give them 10 minutes to discuss the following prompts:</p> <ul style="list-style-type: none">• Have you experienced an energy crisis?• How did you overcome it? <div>Online Facilitation (revised online time ~18 mins)<p>For the teaching segments, there are no adjustments needed for an online delivery.</p><p>For the group discussion, we recommend that the facilitator splits the group into break out rooms of 3 participants. Depending on the time allocated, the facilitator may decide for each or a few groups to pick one person to share their conclusion with the room afterwards.</p></div> | 19-20 |
| 30 | <p>PLENARY FACILITATED DISCUSSION</p> <p>Introduce the discussion about burnout highlighting that it can affect the performance of both mentor and mentee within the mentoring partnership.</p> <p>Prompt a plenary discussion with the following questions:</p> <ul style="list-style-type: none">• Have you seen burnout affect the performance of yourself or colleagues?• How might the issue manifest in a mentoring partnership?• What is the role of the mentor in supporting burnout prevention? <div>Online Facilitation (revised online time ~35 mins)<p>For online facilitation, we recommend that the facilitator invite one participant at a time to share their experience to keep this section short and make sure that the person speaking is being heard. They may pick from participants raising their hands or choose someone at random.</p></div> | 21 |
| 5 | <p>TEACHING</p> <p>Discuss the role of the mentor in supporting burnout prevention.</p> <div>Online Facilitation</div> | 22-23 |



| | | |
|----------------------------------|---|-------|
| | <div>For the teaching segments, there are no adjustments needed for an online delivery.</div> | |
| 20 | <div>GROUP FACILITATED DISCUSSION & TEACHING</div> <p>Split the participants into small groups and give them 15 minutes to reflect on what a burnout prevention toolkit could look like using the following prompts:</p> <ul style="list-style-type: none">• What would your toolkit for helping to prevent burnout look like?• What would it include? <p>Following the group discussions, introduce the different elements of the burnout prevention toolkit.</p> <div>Online Facilitation (revised online time ~22 mins)<p>For the teaching segments, there are no adjustments needed for an online delivery.</p><p>For the group discussion, we recommend that the facilitator splits the group into break out rooms of 3 participants. Depending on the time allocated, the facilitator may decide for each or a few groups to pick one person to share their conclusion with the room afterwards.</p></div> | 24-25 |
| 5 | <div>TEACHING</div> <p>Discuss the reality of burnout in intensive care and the power of connection through the mentoring partnership.</p> <div>Online Facilitation<p>For the teaching segments, there are no adjustments needed for an online delivery.</p></div> | 26-29 |
| PART 3.2. DELIBERATE CALM | | |
| 5 | <div>TEACHING</div> <p>Introduce the concept of deliberate calm.</p> <div>Online Facilitation<p>For the teaching segments, there are no adjustments needed for an online delivery.</p></div> | 30-32 |



| | | |
|----|---|-------|
| 20 | <p>TEACHING & GROUP FACILITATED DISCUSSION</p> <p>Introduce the concepts of routine emergency versus crisis of uncertainty.</p> <p>Split the participants into small groups and give them 15 minutes to reflect on what a burnout prevention toolkit could look like using the following prompt:</p> <ul style="list-style-type: none">• Can you think of examples in our professional world where deliberate calm can be applied in both the routine emergency and crisis of uncertainty? <div><p>Online Facilitation (revised online time ~22 mins)</p><p>For the teaching segments, there are no adjustments needed for an online delivery.</p><p>For the group discussion, we recommend that the facilitator splits the group into break out rooms of 3 participants. Depending on the time allocated, the facilitator may decide for each or a few groups to pick one person to share their conclusion with the room afterwards.</p></div> | 33-34 |
| 10 | <p>TEACHING</p> <p>Introduce the key principles of deliberate calm, focusing especially on balancing dual awareness.</p> <div><p>Online Facilitation</p><p>For the teaching segments, there are no adjustments needed for an online delivery.</p></div> | 35-37 |
| 30 | <p>PAIR FACILITATED DISCUSSION</p> <p>In pairs, ask the participants to discuss the professional non-clinical issue that they came prepared to discuss, focussing on applying the principles of deliberate calm and dual awareness. Guide the exercise by giving them the following prompts:</p> <ul style="list-style-type: none">• What am I feeling right now?• How is my reaction impacting my judgement?• What is the situation demanding of me, and how should I respond?• Is it a known situation or new?• Can I shift my mindset from fixed to learning? <p>Each participant gets 15 minutes to share while the other one listens.</p> | 38 |



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| NOTE | Workshop preparation: Participants need to be informed <u>PRIOR</u> to the workshop that they will have to come prepared with a professional non-clinical issue to share and discuss in a pair. |
| Online Facilitation For online facilitation: <ul style="list-style-type: none">● For large groups (over 8 people): we recommend that the facilitator use breakout rooms for random pairs and give them 20 minutes to discuss. (revised online time ~20 mins)● For a smaller group: the facilitator may decide to ask for a few volunteers to share their professional issue and listen as a group. (revised online time ~30 mins) | |