Building resilience for the 21st Century:

Facilitator Guide

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Note: This guide has been adapted from the OLT project guide Facilitating and Coordinating the Interprofessional Education and Practice: Creating Leaders and Opportunities for Clinical Learning Programme by M Brewer, H Flavell & M Donaldson (2014).
Project overview

To support the enhancement of student resilience within the higher education sector, this Australian Technology Network (ATN) funded project has seen the creation of a change leadership program for Australian academic staff.

Project outcomes to date

The project outcomes at the three partner universities—Curtin University, Queensland University of Technology and University of South Australia—include:

- delivery of four pilots of the staff leadership program (twice at Curtin and once at QUT and UniSA);
- refinement of the program package based on participant feedback and the experience of conducting the pilots with diverse cohorts in different settings;
- delivery of half day (abbreviated) versions of the leadership program for Occupational Therapy staff at Curtin University on December 4, 2017 and the Australian Collaborative Education Network on February 14, 2018;
- creation of multiple action plans by program participants;
- presentations at three conferences: the Australia and New Zealand Association for Health Professional Educators conference in 2017 (11-14 July, Adelaide) and 2018 (1-4 July, Hobart), and the 2018 Teaching and Learning Forum (1-2 February, University of Notre Dame Australia, Fremantle, Western Australia).

Project outputs

Several products have been produced as part of the project, including:

- project dissemination website [www.enhancingresilience.com]
- the Enhancing Staff and Student Resilience program—seven modules with capacity for adaption to local contexts
• this guide to assist the implementation of the change leadership program
• a full suite of program materials including PowerPoints®, handouts, worksheets, resources to support resilience, and an advertising flyer for the program
• three stories of successful resilience initiatives from Curtin, QUT and UniSA.

Acknowledgements

The project team would like to thank the participants of the program pilots at Curtin, QUT and UniSA for their contribution and willingness to become champions for staff and student resilience. Without their involvement and generous feedback on the pilots, the project would not have been possible. We would also like to thank Dr Helen Flavell, the external evaluator for the project.

Key team members at Curtin University include Mandy Miller, the project’s instructional designer, and Sandie Pritchard, who provided excellent administrative support.

Thanks also go to the External Reference Group members for their insight and support of the project: Professor Ian Shochet, Nigel Gribble, Michelle Rogers, Dr Keri Moore, Dr Sue Beltman, Gillian Hatt, Dr Julie Howell, Dylan Heywood (Curtin Student Representative), Jordan Piggott (Curtin Student Representative), Evangeline Fenech (QUT Student Representative), Ali Dulfika (QUT Student Representative), Ellen Messenger (UniSA Student Representative) and Isobel Waters (UniSA Student Representative).

Finally we would like to acknowledge the contribution of our four research assistants Alice Carter (Curtin University), Millie Watson and Sarah Edney (University of South Australia), and Omar Abdelrahman (Queensland University of Technology).

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Definitions

Resilience | A dynamic process of positive adaptation in the face of adversity or challenge. This process involves the capacity to negotiate for and draw upon psychological, social, cultural and environmental resources.

Facilitating | A means of enabling or promoting; a help, boost, impetus towards attaining a particular goal or result (Harvey & Kitson, 2015 p. 3).

Facilitator(s) | A person or organisation assigned to facilitate progress towards a specific objective, especially on whose role is to foster communication or understanding within a group of people, or negotiations between various parties (Harvey & Kitson, 2015 p. 3).

Leader | Anyone who sees something that needs to change and takes the first steps to influence that situation (Wheatley, 2009, p.144)

Leadership | The process of influencing others to understand and agree about what needs to be done and how it can be done effectively (Willumsen, 2006, p. 404).

Sponsor | Individual or entity who organizes and is committed to the development of a product, program, or project (Business Dictionary).

Training | A process by which someone is taught the skills that are needed for an art, profession, or job (Merriam-Webster Dictionary).

List of abbreviations and acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATN</td>
<td>Australian Technology Network</td>
</tr>
<tr>
<td>QUT</td>
<td>Queensland University of Technology</td>
</tr>
<tr>
<td>UniSA</td>
<td>University of South Australia</td>
</tr>
<tr>
<td>MOOC</td>
<td>Massive Open Online Course</td>
</tr>
<tr>
<td>ICVF</td>
<td>Integrated Competing Values Framework</td>
</tr>
</tbody>
</table>
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1. Introduction and background to the project

In an environment of great student diversity including increased rural and remote, Indigenous, low socio-economic and international students, sustainable higher-education programs face challenges in relation to student wellbeing, success and retention. Resilience has been shown to reduce psychological distress, assist with managing academic demands, and enhance learning outcomes (Beltman, Mansfield, & Price, 2011; Howe, Smajdor, & Stockl, 2012; McAllister & McKinnon, 2009; Reyes et al., 2015; Sanderson & Brewer, 2017). Resilience is also critical in the workplace where change and disruption are constant (Cilliers & Flotman, 2016; Eley et al., 2016; Buyukgoze-Kavas, 2016). Building staff capacity to support and enhance student resilience will improve academic outcomes and graduate employability.

Resilience is defined as a dynamic process of positive adaptation in the face of adversity or challenge. This process involves the capacity to negotiate for and draw upon psychological, social, cultural and environmental resources. Figure 1 below shows the process of resilience in more detail.

**Figure 1—The Conceptualisation of Resilience**

This ATN-funded project aimed to provide a professional development program for academic and professional staff within the higher education sector. The program
adopts a multi-disciplinary approach to include elements from leadership, change management, peer coaching and mentoring.

Others wishing to deliver this program should consider beginning by securing at least one key sponsor. This sponsor should be someone with a capacity to assist with securing the funding needed to deliver the program (e.g. printing, venue hire, catering) and/or with the promotion of the program, particularly to senior staff whose support will facilitate staff engagement. It is likely that you will need to provide the evidence base for resilience to gain support from this sponsor(s). The information within Module 2 provides useful evidence to begin the conversation with a potential sponsor(s) about why resilience is important to higher education.

2. Structure and purpose of this guide

This guide to Enhancing Resilience is designed to be read in conjunction with the information on the project website [www.enhancingresilience.com]. The website provides the program resources and additional resources related, either directly or indirectly, to resilience. This guide provides information relating to both the practical administration (coordination) of the program and its facilitation (delivery).

The guide has been divided into six main sections:

1. Introduction and background to the project
2. Structure of the program
3. Facilitation of the program
4. Coordination of the program
5. Module content.

As stated previously, the program resources are available from the project website [www.enhancingresilience.com] and are organised into three sections:

1. pre-program materials [www.enhancingresilience.com/#resilience-program] (e.g. documents needed prior to the program delivery, for example, the program flyer)
2. program materials [www.enhancingresilience.com/#resilience-program] (e.g. PowerPoint© slides and handouts for each module) containing five core modules and two optional modules

3. post-program materials [www.enhancingresilience.com/#resilience-program] (e.g. completion certificate).

3. Structure of the program

The overall program structure and aims are outlined in Table 1. The program components include this guide, a participant resource file, five core modules delivered face-to-face (plus two optional modules) and a commitment from participants to undertake an action plan to enhance student and/or staff resilience.

Modules 1 to 5 cover core material on enhancing resilience for any academic or non-academic setting. Module 6 is considered optional as it involves a scholarly project that is most useful to academic settings. However, we recommend that when delivering the program in other settings, participants would also benefit greatly from completing the scholarly project and may like to request support from their local academic institution, if appropriate. Module 7 focuses on mindset, one of the protective factors for resilience.

The face-to-face modules were initially developed for, and piloted, over a two-day intensive block. Modules 1 to 4 were delivered on Day 1 and Modules 5 and 6 on the subsequent day. Each module takes between 20 minutes and 2 hours to deliver and includes interactive group activities. Organisation of the program into seven modules allows for increased flexibility to suit local workplaces and schedules; for example, they may be spread over several weeks.
<table>
<thead>
<tr>
<th>Program component</th>
<th>Aims</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator Guide</td>
<td>• Provide clear guidelines for administration.</td>
</tr>
<tr>
<td></td>
<td>• Provide clear guidelines for facilitation and the knowledge, skills and experience required.</td>
</tr>
<tr>
<td>Participant resource file</td>
<td>• Provide a flexible repository for program materials.</td>
</tr>
<tr>
<td></td>
<td>• Provide a clearly organised resource for ongoing use (additional resources can be added in the future).</td>
</tr>
<tr>
<td>Modules 1–7 (face-to-face delivery)</td>
<td>• Inspire a passion for resilience.</td>
</tr>
<tr>
<td></td>
<td>• Build participants’ confidence and knowledge to lead resilience.</td>
</tr>
<tr>
<td></td>
<td>• Design an action plan to support change.</td>
</tr>
<tr>
<td></td>
<td>• Support networking and the development of a community of change agents to lead the expansion of resilience.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>• Gather information on the participants’ experience of the program</td>
</tr>
<tr>
<td>Participant commitment to change</td>
<td>• Through the action plan designed as part of the program, participants commit to leading change within their circle of influence.</td>
</tr>
<tr>
<td></td>
<td>• Support the participants beyond the program with their action plan though the use of coaching and mentoring.</td>
</tr>
</tbody>
</table>
3.1 Program benefits and learning outcomes

The program is designed to develop leaders who have the capabilities—knowledge, skills, attitudes and values—to enhance the resilience of students, themselves and fellow colleagues.

Program learning outcomes:

- Enhance participants’ understanding of resilience and leadership within the higher education context.
- Develop the capacity of students and participants to manage the complexities of the 21st Century workplace through enhancing resilience.
- Develop participants’ leadership capabilities to embed resilience enhancement strategies within the curriculum.
- Develop an action plan which targets embedding resilience for students.
- Apply scholarship to an action plan.

The learning outcomes for each of the seven modules are provided in Table 3.

Table 2  Program modules and their individual learning outcomes

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Overview of program and participants</td>
<td>• Understand the program aims and structure.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the role of the facilitator(s) and participants.</td>
</tr>
<tr>
<td>2.</td>
<td>Setting the scene</td>
<td>• Examine the contemporary higher education environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understand the drivers for resilience enhancement in the higher education context.</td>
</tr>
<tr>
<td>3.</td>
<td>Conceptualisation of resilience</td>
<td>• Reflect on your own conceptualisation of, and experience with, resilience.</td>
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<td></td>
<td></td>
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<td>---</td>
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</tr>
</tbody>
</table>
| 4. | Enhancing resilience | • Understand historical views of resilience.  
• Define resilience.  
• Critique contemporary resilience intervention research within the higher education context.  
• Understand key approaches to resilience enhancement within an ecological framework.  
• Critique resources related to resilience enhancement. |
| 5. | Leadership | • Reflect on your own conceptualisation of, and experience of, leadership.  
• Understand contemporary approaches to leadership within the higher education context.  
• Consider sustainable change supports including networking, peer coaching and mentoring.  
• Create an action plan to lead change in your context. |
| 6. | Optional Module 6—Scholarly project | • Develop a scholarly project |
| 7. | Optional Module 7—Mindset | • Consider mindset as a factor in enhancing or detracting from resilience. |
4. Facilitation of the program

Delivering the program effectively requires specific capabilities and experience that emphasise the importance of ‘facilitation’ rather than ‘training’. The Merriam-Webster dictionary defines training as “a process by which someone is taught the skills that are needed for an art, profession, or job”. Facilitating is defined by Harvey and Kitson (2015) as “a means of enabling or promoting; a help, boost, impetus towards attaining a particular goal or result” (p. 3). As these definitions suggest, training implies a hierarchical relationship in which content is delivered by the ‘knowledge expert’. In contrast, facilitating is a more flexible, supportive and collaborative partnership where the knowledge and experience of the participants is highly valued.

Note: Some elements of the program have significant content to be shared with the participants hence the focus at times is on sharing information (teaching) rather than facilitation per se.

The facilitator needs three key capabilities: (1) an understanding of resilience within the higher education context, (2) an understanding of leadership, and (3) facilitation experience.

The following section is adapted from The human rights education handbook developed by the Human Rights Resource Center (2000). The style of facilitation advocated focuses on empowering individuals to understand and exercise their basic rights as humans through collaborative, respectful and open communication.

4.1 What makes a good facilitator?

- Experience with facilitation of adult learning along with reflection to raise awareness of your facilitation skills.
- Sensitivity to the feelings of individuals: creating and maintaining an atmosphere of trust and respect requires awareness of how people are responding to both the topics under discussion and the opinions and reactions of others. Most people will not articulate their discomfort, hurt feelings, or even anger; instead, they silently withdraw from the discussion.
and often from the group. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.

- Sensitivity to the feeling of the group: in any group, the whole is greater than the sum of the parts, and group chemistry generally reflects shared feelings: eager, restless, angry, bored, enthusiastic, suspicious, or even silly. Perceiving and responding to the group's dynamic is essential to skilful facilitation.

- Ability to listen: the facilitator needs to pay attention to the feelings of individuals and the group by listening, both to the explicit meaning of words and to their tone and implicit meaning. As outlined previously, facilitators generally speak less often than anyone in the group; they focus their input on highlighting comments, linking key ideas, summing up and responding directly to what others have said.

- Ability to tell stories: good facilitators are good storytellers. The ability to draw on stories to illustrate points and infuse participants with a passion for resilience is essential.

- Tact: sometimes the facilitator must address awkward moments or challenge the group to achieve the desired outcome. The ability to do so carefully and responsively is critical. In addition, the subject matter of resilience can elicit strong personal feelings. The facilitator needs particular tact in dealing with emotional situations respectfully.

- A sense of timing: the facilitator needs to develop a sixth sense for time—when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time and when to let the silence continue a little longer. Trust in the group and the process is demonstrated through the ability to sit with silence.

- A sense of humour: as in most human endeavours, even the most serious, a facilitator's appreciation of life's ironies, an ability to laugh at oneself and to share the laughter of others enhances the experience for everyone.

- Resourcefulness and creativity: each group is as different as the people who make it. A good facilitator needs an overall program with clear goals but must also be able to adapt to fit changing conditions and expectations. The facilitator will call on the talents and experiences of people in the group and
the community, or participants may suggest resources. A good facilitator also identifies and utilises teachable moments.

4.2 Personal checklist for facilitators

☐ I have the required knowledge and understanding of resilience within higher education.
☐ I have a good understanding of leadership.
☐ I have read all of the program materials and key references.
☐ I have invested time in pre-planning with all stakeholders.
☐ I know how to create a comfortable learning environment for participants.
☐ I am very clear about my role: my behaviour more than my words will convey that I am not the teacher but a fellow learner.
☐ I am aware of my eyes: I maintain eye contact with participants.
☐ I am aware of my voice: I try not to talk too loudly, too softly, or too much.
☐ I am aware of my body language: I consider where I sit or stand and other ways in which I may unconsciously exercise inappropriate authority.
☐ I am aware of my responsibility: I make sure everyone has a chance to be heard and be treated equally, I encourage differences of opinion but discourage argument, I curb those who dominate, I draw in those who are hesitant.
☐ I am aware when structure is needed: I explain and summarise when necessary, I decide when to extend a discussion and when to go on to the next topic, I remind the group when they digress from the subject.
☐ I am aware of my power and share it: I ask others to take on responsibilities whenever possible (e.g. taking notes, keeping time, and, ideally, leading discussion).
4.3 Adapting the program

The program has been organised into five core modules and two optional modules to allow adaption to the local context. It is recommended that you do not change the order of the modules because they have been sequenced to tell a logical story and engage participants. Removal of sections is also not recommended. For example, there could be a temptation to focus on resilience at the cost of the modules relating to leadership and sustainability (Modules 5 and 6). These two modules are crucial—in the higher education context—to ensuring champions of resilience have the capabilities to lead change within their environment. You will need to make changes to the program materials if delivering this outside of a higher education context.

Tip: The materials and references will need checking and updating as part of the preparation to ensure that the program is as up to date as possible.

5. Coordination of the program

5.1 Scheduling the program

The first three program pilots at Curtin, QUT and UniSA were conducted over two intensive days. An additional pilot was conducted to test the delivery of the program in only one and a half days. We strongly recommend that the minimum length for the program be maintained at 1.5 days (10 hours) regardless of whether the program is delivered over two days or in modules over a longer period of time. Ideally the program includes face-to-face contact to enable staff to build effective working relationships with their peers (fellow leaders/agents of change).

Engaging with relevant senior staff to determine the best delivery schedule of the program is a very important aspect, as is adapting the material and connecting it to your local context.
5.2 Selecting and preparing participants

5.2.1 Registration

The recruitment method will depend on the target participant group and mechanisms for communication. A flyer has been developed for use in advertising the program and is available from the website under Pre-Program Materials. It is in a format (Microsoft Word®) that allows modification. The program is designed for academic and professional staff at a range of levels with an interest in resilience and is relevant for:

- university staff responsible for learning and teaching,
- professional staff who have direct contact with students, particularly at key transition points e.g. entry to higher education, commencement of work-place activities (fieldwork/clinical placements),
- staff who supervise students work-place activities (fieldwork/clinical placements).

The optimal number of registrants for the program is between 30 and 40 (for one to two facilitators), with an expectation that there will be some attrition prior to commencement. Effective administration of the initial contact, registration and follow-up is essential because it affects the overall experience for participants. When taking participants’ registrations, ensure that both their profession and their organisation/course affiliation are recorded. This information is used to assign participants to multi-disciplinary, cross-sector groups (tables) on the first day (first three+ modules).

5.2.2 Selecting participants

There are benefits in having a broad spectrum of participants to increase the cross-pollination of ideas. However, we highly recommend that preference be given to teams of two or more members from within an organisation/course as they will be in a stronger position to provide each other with ongoing support for their change initiative.
5.2.3 Working productively with participants

Participants are best supported in their learning through a well-organised and welcoming environment. This includes keeping them well informed and making sure there is sufficient parking, clear information on how to reach the venue (including a map) and good healthy food. Having enough people to greet participants as they arrive is an important element of the welcoming environment. Invite them to embrace the opportunity to quarantine time for reflection and their own personal development. Information specific to facilitation is provided in the next section (Section 6).

5.2.4 Working inclusively

Consideration should be given to the cultural and religious diversity of the group and include sensitivity to special dietary requirements in offering refreshments (this also extends to vegetarians, vegans and those with food allergies). The PowerPoint© for Slide 1, Module 1 includes an Acknowledgement of the Traditional Owners; this is an important component and should not be overlooked. It is also assumed that the program will be run in accordance with the principles of access and equity.

5.3 Room structure, equipment and materials

5.3.1 Venue choice and room structure

The venue needs to be a flat space of an appropriate size to accommodate participants arranged in small groups of approximately six per table. When taking registrations, their profession and organisation/course should be recorded to ensure there is a diversity of professions and work contexts at each table. On the first day encourage participants to sit with colleagues they have not met before or with whom they have had little contact. This approach will enhance cross-disciplinary sharing of experiences and ideas. On arrival, participants should be directed to their relevant table. On the second day (Module 5 and 6), participants should be encouraged to arrange themselves into organisational teams because they will work together to create an action plan. This plan does not need to be collaborative but the likelihood of success is increased if more than one person from an organisational area is leading the change. Mixed tables with participants from varying organisations can be
used for those not attending in teams. Ideally, these tables are comprised of people from similar contexts, for example, academic staff, professional staff, higher education, or workplaces.

5.3.2 Equipment and materials (general)

The following equipment and materials are required in the room:

Essential:

- data projector
- speakers/sound system
- internet access
- whiteboard and markers

Optional:

- lapel microphone
- slide advance
- easel to display large post-it-notes (if appropriate wall space is not available)

Checklists of materials and resources required for individual modules are provided in Section 6.

5.3.3 Participant resource file

The recommended resource file format is an A4 two display ring file with dividers to accommodate the seven modules. This system works well because it allows flexibility in adapting the materials as well as the ability to incorporate additional handouts. There are inserts for the front and spine of the ring binders designed to fit the recommended file as well as a template for the file divider system. Participants can use this folder as their resource for resilience and add to it as they wish.

5.3.4 Factors to consider in calculating the costs

The cost of running the program will vary depending on your local resources (e.g. access to a suitable venue) and usual practice within your context re the provision of catering for such events. The PowerPoint© slides for each module contain
photographic images that have been licensed from iStock. To ensure you are licensed to use these images, you must re-purchase each image (or replace with your own). A full list of images used is in Appendix 4.

As a general rule, costs will relate to the following:

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Black-and-white printing of materials for the resource file</td>
<td>• A4 display ring binder files for the program materials</td>
</tr>
<tr>
<td>• Pens</td>
<td>• Name badges/sticky labels</td>
</tr>
<tr>
<td>• Coloured markers for table activities</td>
<td>• Small Post-it notes for activities</td>
</tr>
<tr>
<td>• Large post-it-notes for recording</td>
<td>• Catering</td>
</tr>
<tr>
<td>• Blank A3 paper for group work</td>
<td>• Any other cost such as parking and administrative assistance</td>
</tr>
</tbody>
</table>

5.3.5 Evaluation tool

One evaluation tool has been provided as part of the project materials. This survey, adapted from Kirkpatrick and Partners hybrid course evaluation form, provides participants with an opportunity to provide feedback on the delivery of the program. This survey asks standard questions about the venue, value of content, facilitation, and so on. The information gathered is then used to adapt the delivery of the program. The evaluation form is available as Appendix 2, at the end of this Guide.

Ideally, a longitudinal study exploring the impact/outcomes of the action plans should be carried out. This is currently being explored with participants from the pilots conducted as part of this ATN project. Contact the project team [www.enhancingresilience.com/#contact-us] for more information or advice on evaluation.
6. **Module content**

This section has been provided to give an overview of the seven program modules, including the materials and resources required.

6.1 Module 1—Overview of program and participants

This first module aims to give the essential background to the program, as well as to start the participants forming into effective working groups. The main goal is to generate a sense of trust and safety and establish the needs of the participants by identifying their hopes for the participating in the program. The module also establishes participants’ expectations of the facilitator(s) and each other. The opportunity the program offers participants—to establish a new community of practice in which members support each other in their role as change leaders—should be highlighted. This module should be delivered at the same time as Module 2 as it is introductory only and hence has no core content.

**Table arrangement:** Multi-disciplinary groups

**Duration:** 20 minutes (approximately)

**Module learning outcomes:**

- Understand the program aims and structure.
- Understand the role of the facilitator(s) and participants.

**Table 3 Module 1 materials**

<table>
<thead>
<tr>
<th>Materials Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catering (if applicable)</td>
</tr>
<tr>
<td>Registration table</td>
</tr>
<tr>
<td>Attendance sheet</td>
</tr>
<tr>
<td>Participant files (prepared in advance)</td>
</tr>
<tr>
<td>Name badges</td>
</tr>
</tbody>
</table>
**Data projector**

**Easel OR whiteboard markers**

**Small Post-it notes and large Post-it notes**

**Internet connection**

**Lapel microphone (optional)**

**Slide advancer (optional)**

**Audio visual support (if needed)**

**PowerPoint© file for this module**

<table>
<thead>
<tr>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed PowerPoint© slides for Module 1 (handout version three slides per page with section for participant notes)</td>
</tr>
<tr>
<td>Agenda for the program (if delivering as intensive course - full days)</td>
</tr>
<tr>
<td>Resource file (e.g., A4 sized file or document wallet) for handouts and resources provided during the workshop</td>
</tr>
</tbody>
</table>

**Important Note:** You need to select slide 4 if you are delivering the program over 2 days and slide 5 if you are delivering the program as several modules over time.

### 6.2 Module 2—Setting the scene

The purpose of this module is to gain a shared understanding of the challenges of the contemporary workplace (particularly higher education) and the need for staff and student resilience.

**Table arrangement:** Multi-disciplinary groups

**Duration:** 50 minutes (approximately)

**Module learning outcomes:**

- Examine contemporary learning and work environments, particularly higher education.
- Understand the drivers for resilience enhancement in the higher education context.
6.3 Module 3—Conceptualisation of resilience

The purpose of this module is to gain a shared understanding of resilience. This module begins with an examination of participant’s conceptualisation of, and personal experience with, resilience. An overview of how resilience has been conceptualised in the literature and the project team’s view of resilience follows. The module concludes within a discussion on the potential role of university staff in enhancing student resilience.

**Table arrangement:** Multi-disciplinary groups

**Duration:** 50 minutes (approximately)

**Module learning outcomes:**

- Reflect on own conceptualisation of, and experience with, resilience.
- Understand historical views of resilience.
- Define/conceptualise resilience.

**Table 4 Module 2 materials**

<table>
<thead>
<tr>
<th>Materials Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data projector</td>
</tr>
<tr>
<td>Easel or whiteboard/markers</td>
</tr>
<tr>
<td>Lapel microphone (optional)</td>
</tr>
<tr>
<td>Slide advancer (optional)</td>
</tr>
<tr>
<td>PowerPoint© file for this module</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed PowerPoint© slides for Module 2 (handout version three slides per page with section for participant notes)</td>
</tr>
<tr>
<td>Module 2 Handout—Key Drivers for Resilience Enhancement</td>
</tr>
</tbody>
</table>

**Table 5 Module 3 materials**

<table>
<thead>
<tr>
<th>Materials Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data projector</td>
</tr>
</tbody>
</table>
Easel or whiteboard/marker
Lapel microphone (optional)
Slide advancer (optional)
Bluetac (to display the four posters around the walls of the room)
PowerPoint© file for this module
Module 3 Posters—Implicit Theory of Resilience (to be posted around the wall before session)

Handouts
Printed PowerPoint© slides for Module 3 (handout version three slides per page with section for participant notes)
Module 3 Handout—Resilience Definition and Conceptualisation
Module 3 Activity—Reflection on Personal Change

6.4 Module 4—Research on enhancing resilience

This module explores the peer reviewed literature and resources related either directly or indirectly to enhancing resilience.

Table arrangement: Multi-disciplinary groups OR organisational teams

Duration: 120 minutes (approximately)

Module learning outcomes:

- Critique contemporary resilience intervention research within the higher education context.
- Understand key approaches to resilience enhancement within an ecological framework.
- Critique resources related (directly or indirectly) to resilience enhancement.

Table 6 Module 4 materials

Materials Required
Data projector
Easel or whiteboard/ markers
Mobile device (phone or computer) with internet access for resilience resource review (at least one device per table group)

Lapel microphone

Slide advance

A3 blank sheets of paper and pens

Large post-it notes and textas

PowerPoint© file for this module

Resilience resources

4. Teacher resilience [https://www.brite.edu.au/](https://www.brite.edu.au/)
6. Information - Staying on Track YouTube video [https://www.youtube.com/watch?v=gEdMKH5zXuw](https://www.youtube.com/watch?v=gEdMKH5zXuw)

Note: There are other resources related directly or indirectly to resilience on the project website which you can use instead of those listed above or refer the program participants to the website for additional ideas they can utilise.

Handouts

Printed PowerPoint© slides for Module 4 (handout version three slides per page with section for participant notes)

Peer reviewed resilience intervention articles (a different article per group with one copy of the article per group member)

Module 4 Activity—Resilience Resource Review (you may wish to register for access to resources such as The Desk prior to module)

6.5 Module 5—Leadership

This module is aimed at developing participants’ knowledge of, and capacity for, leading change. Topics covered include approaches to leadership and current research on leadership within higher education. Participants reflect on what they have learnt through the program in relation to resilience and leadership to inform the implementation of their action plan within their circle of influence. Teaching staff participants are encouraged to consider this project as an opportunity to undertake scholarship of their teaching (see Module 6).
Table arrangement: Organisational teams

Duration: 120 minutes (approximately) Note: Most participants will need additional time to continue to work on their action plans separate to the workshop. This additional time may include working collaboratively with other members of their local area/course team to design, implement and evaluate the project. It may also include time with a peer coaching group or a mentor if one is made available to them through this program or another means.

Module learning outcomes:

- Reflect on own conceptualisation of, and experience with, leadership.
- Understand contemporary approaches to leadership within the higher education context.
- Create an action plan to lead change in your context.
- Consider key factors for sustainable change including networking, peer coaching and mentoring.

Table 7 Module 5 materials

<table>
<thead>
<tr>
<th>Materials Required</th>
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<tbody>
<tr>
<td>Data projector</td>
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<td>Easel or whiteboard/markers</td>
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<td>Lapel microphone</td>
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<tr>
<td>Internet connection</td>
</tr>
<tr>
<td>Slide advance</td>
</tr>
<tr>
<td>Large post-it notes and textas</td>
</tr>
<tr>
<td>Bluetac (to display several posters around the walls of the room)</td>
</tr>
<tr>
<td>PowerPoint© file for this module</td>
</tr>
<tr>
<td>Large Post-it notes with common group hopes created by participants in Module 1 (if final module)</td>
</tr>
<tr>
<td>Module 5 Posters—Implicit Theory of Leadership</td>
</tr>
<tr>
<td>Handouts</td>
</tr>
<tr>
<td>Printed PowerPoint© slides for Module 6 (handout version three slides per page with section for participant notes)</td>
</tr>
</tbody>
</table>
6.6 Optional Module 6—Scholarly project

In this module, participants undertake scholarship of their teaching by developing their action plan into a scholarly project.

**Table arrangement:** Organisational teams

**Duration:** 120 minutes (approximately). Note: Most participants will need additional time to continue to work on their scholarly projects separate to the workshop. This additional time may include working collaboratively with other members of their local area/course team to design, implement and evaluate the project. It may also include time with a peer coaching group or a mentor if one is made available to them through this program or another means.

**Module learning outcomes:**

- Create a scholarly project related to leading change in your context.

**Table 7 Optional Module 6 materials**

<table>
<thead>
<tr>
<th>Materials Required</th>
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</thead>
<tbody>
<tr>
<td>Data projector</td>
</tr>
<tr>
<td>Lapel microphone</td>
</tr>
<tr>
<td>Slide advancer</td>
</tr>
<tr>
<td>Large Post-it notes with common group hopes created by participants in Module 1 (if final module)</td>
</tr>
<tr>
<td>PowerPoint® file for this module</td>
</tr>
</tbody>
</table>

**Handouts**

- Printed PowerPoint® slides for Module 6 (handout version three slides per page with section for participant notes)
Module 6 Activity – Planning your Scholarly Project

6.7 Optional Module 7—Mindset

As stated earlier, this short module provides an introduction to mindset (growth and fixed) which has been identified as key contributor to, or protective factor for, resilience. No specific table arrangement is required.

**Duration:** 20 minutes (approximately)

**Table 8**  Optional Module 7 materials

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>Lapel microphone</td>
</tr>
<tr>
<td>Internet connection</td>
</tr>
<tr>
<td>Slide advancer</td>
</tr>
<tr>
<td>Large Post-it notes with common group hopes created by participants in Module 1 (if final module)</td>
</tr>
<tr>
<td>PowerPoint© file for this module</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed PowerPoint© slides for Module 7 (handout version three slides per page with section for participant notes)</td>
</tr>
<tr>
<td>Module 7 Activity – Mindset check</td>
</tr>
</tbody>
</table>
7. Guide references


Business dictionary http://www.businessdictionary.com/definition/training.html


Merriam-Webster Learners’ Dictionary
http://www.learnersdictionary.com/definition/training


Appendix 1—Program references


**Appendix 2—Staff post-program evaluation**

**Instructions:** Thinking about the program you just completed, please indicate to what degree you agree with each statement. Please provide comments along with your rating to help us to improve this course in the future.

<table>
<thead>
<tr>
<th>Learning Environment</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The workshop environment helped me to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>There were no major distractions in the environment that interfered with my learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

[Add comments box]

<table>
<thead>
<tr>
<th>Course materials</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understood the learning objectives</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I was able to relate each of the learning objectives to the learning I achieved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I found the course materials easy to navigate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I was appropriately challenged by the material</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The program material will be helpful for my success in the future</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

[Add comments box]

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be able to immediately use what I learned</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

[Add comments box]
### Delivery

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was well engaged with what was going on during the program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>The activities and exercises aided in my learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I was given adequate opportunity to demonstrate what I was learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My learning was enhanced by the knowledge of the facilitators</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>My learning was enhanced by the experiences shared by the facilitators</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I was comfortable with the pace of the program</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I was comfortable with the duration of the session</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I was given adequate opportunity to interact with others and build networks</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

[Add comments box]

### Overall

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program met my expectations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I am clear on how to apply what I learned on the job</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I would recommend this program to my colleagues</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

[Add comments box]

**Energy for Change**

How *confident* are you that you will be able to apply what you have learned back on the job? (Circle one rating)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not confident at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Extremely confident
If you circled 6 or lower, please answer the following question. Circle all that apply.

My confidence is not high because:

a. I do not have the necessary knowledge and skills
b. I do not have a clear picture of what is expected of me
c. I have other higher priorities
d. I do not have the necessary resources to do it
e. I do not have the human support to do it
f. Other (please explain):
____________________________________

How committed are you to applying what you learned to your work? (Circle one rating)

1  2  3  4  5  6  7  8  9  10
Not confident at all                      Extremely confident

If you circled 6 or lower, please answer the following question. Circle all that apply.

My commitment isn’t high because:

a. I do not have the necessary knowledge and skills
b. I do not have a clear picture of what is expected of me
c. I have other higher priorities
d. I do not have the necessary resources to do it
e. I do not have the human support to do it
f. I am not required to do this
g. I am not rewarded or recognised for doing this
h. Other (please explain):
____________________________________
What barriers do you anticipate that might prevent you from applying what you learned?

[Add comments box]

What might help to overcome those barriers?

[Add comments box]

What outcomes are you hoping to achieve as a result of your efforts?

[Add comments box]

What ultimate impact do you think you might contribute to the organisation as you successfully apply what you learned?

[Add comments box]
Appendix 3—Research paper summary notes

Burton, Pakenham & Brown (2010) describe a group of psychosocial resilience training programs implemented at the University of Queensland. The program targets five key resilience protective factors identified from the literature: positive emotions, cognitive flexibility (e.g. acceptance), life meaning, social support and active coping strategies (including physical activity). The interventions are based on acceptance and commitment therapy, a type of cognitive behavioural therapy. The program has 11 modules which focus on psychoeducation, discussion and experiential exercises. Session topics include an introduction to the READY resilience model, physical activity, mindfulness, life values, social connectedness, relaxation and pleasant activities, activating and troubleshooting strategies. Participants received a detailed workbook which included a CD with guided exercises, written notes, sections were critical reflection and structured learning activities to complete. 11 sessions, each of two-hour duration, were run over 13 weeks at the University. These sessions were held from 5 to 7 PM and were led by clinical and health psychologists. The average participation for sessions was 81%. Feedback was very positive in relation to the program’s usefulness and the frequency and duration of the sessions. The results indicated large significantly effects on measures of acceptance, environmental mastery, positive emotions, mindfulness and personal growth. Moderate affects were also found on measures of stress, self acceptance, valued living and autonomy.

Delaney et al (2015) describe a resilience program for physiotherapy students at an Australian University consisting of a combination of positive psychology, CBT and performance psychology. The authors describe a small pilot involving six students. The program was 4 x90 minute evening sessions. Positive psychology introduced strengths based on goal-based strategies, CBT focused on building cognitive awareness and skills to reduce distress and learn to use cognitive control/behaviour to optimise learning, and performance psychology which looked at strategies to improve learning. The facilitator was a clinical psychologist. The program ran during
eight weeks of a final physiotherapy placement. While students found the timing of this program onerous given the commitments of their final placement the researchers reported increased levels of confidence and cognitive control in areas students had previously identified as stressful. The program helped students understand their own triggers and responses, and to plan and implement specific and targeted behavioural changes. The authors suggested the finding affirms the need for those involved in fieldwork to go beyond changes to curriculum and structural organisation of learning to more personalised approaches that support students in shifting their perceptions and responses to workplace learning challenges. The suggested approaches include implementing effective relaxation techniques, focusing on successes and strengths, and teaching specific positive coping strategies.

**Gerson & Fernandez (2013)** describe a controlled study with 28 undergraduate students undertaking the PATH program for accelerated thriving and health in a US university. The program was designed to promote a healthy mindset in a nonclinical population. The program involved three 60 to 90 minute sessions spaced over three weeks. The purpose was to teach undergraduates an adaptive explanatory style in order to promote thriving on resilience. The three dimensions of an explanatory style were translated into a three-step process. Step one focused on getting perspective on stressful events. Step two focused on considering the changeable aspects of oneself or our behaviour which may have been to blame in that event or could be changed for the future. Step three focused on realising that bad things do not last forever so it's important to know when to let go. Each meeting presented a scripted lecture about the relevance and components of pessimistic, optimistic and personal control explanatory styles. This was interspersed with small group discussions. The researchers found the PATH program was successful in increasing resilience with a large effect size. The authors describe PATH as easy to implement with minimal training and cost-effective as it was a group intervention.

**Kreitzer & Klatt (2017)** describe a number of interventions across several US universities all designed to building student resilience. The one we have chosen to feature here is Ohio University’s mindful resilience course. The course began with an exploration of what gives meaning and purpose to life and how one sense of meaning is related to being resilient. The major focus of the course is on how this is
played out both on the individual and organisational level. Reflective mindfulness practices were essential to the course. Students explored scholarly evidence behind mindfulness and other reflective practices in addition to learning from experience with health professionals sharing their own resilience strategies that sustained them through their educational and professional career. These stories focused very much on the importance of self-care and the interplay between individual action and organisational culture. In addition to these invited guest speakers each student interviewed two healthcare professionals from the area of practice they intended to enter post-qualification. Students explored specific challenges that the practising professionals faced, approaches to resiliency that they considered to be essential skills, and the potential application of mindfulness to the specific organisation they worked for. Students then highlighted key learnings from these interviews within the larger class and developed a resiliency plan for their final presentation. Each presentation looked at ways to deal with the challenges of coming and being a healthcare professional.

McAllister & McKinnon (2009) provide a critique of the literature on resilience within the health professions. They make a number of recommendations which, in summary:

- Include discussion of resiliency in all courses
- Build positive professional relationships
- Maintain positivity
- Life balance & spirituality
- Reflect on & learn from self & others.

Mansfield et al (2016) conducted a review of 48 papers, 23 of which made recommendations for preservice teacher education curriculum related to resilience. Recommendations included: proactively educating teachers on coping resources, time management, stress management techniques, problem-solving, social skills, emotional regulation, assertiveness training, empathy, reframing and reflection. Other recommendations related to preparation for the context of education including teaching in rural and remote areas. Scenarios, videos and classroom observations were suggested to enhance student preparation for the real world of teaching.
Encouraging early teachers to develop strong supportive networks inside and outside of the school was also highly recommended. In response to these findings the authors developed the BRITE framework in teacher education, a series of learning modules which can be delivered online or in blended format (https://www.brite.edu.au/). The five modules are:

1. Building resilience: what is resilience and why is it important for teachers?
2. Relationships: building and maintaining relationships
4. Taking initiative: building a resilient classroom, reflection and ongoing learning
5. Emotions: emotional awareness, management and optimism

**Pines et al (2014)** This US study involved 60 post graduate nursing students. There was a strong focus on coping with the complex healthcare environment. Four modules were delivered over two semesters. The first three modules were delivered within weekly classes which were 3 hours in length. A scenario was provided in each session so students had an opportunity to role-play the use of problem solving and coping skills. Module one focused on the principles of resiliency and behaviours of resilient nurses. Module two engaged students in professional empowerment and disempowerment strategies in the workplace. Module three focused on analysing the advantages and disadvantages of the five conflict management styles of Killman and Thomas (1977) as seen on this slide. Five simulated scenarios then provided students with the opportunity to apply the knowledge and skills learned to manage conflict with colleagues and patients. Each simulation lasted for 45 minutes (30 minute simulation and 10 minute debrief). The fourth module used content from TEAM Stepps, an evidence-based teamwork training system. Unfortunately little to no significant changes in empowerment and stress resiliency were demonstrated after training prior to the course. This study is a good reminder that is not sufficient to prepare students with some simple strategies they need to employ in today’s very complex healthcare environment, instead we need supportive learning environments where students can practice managing the intimidating and destructive behaviours of others in realistic situations. The authors recommend universities continue to foster students development of an understanding of the way healthcare providers respond
to conflict and how they can work collaboratively with each other and communicate positively.

Steinhardt & Dolbier (2008) describe their resilience intervention ‘transforming lives through resilience education’. The program is comprised of 4 x 2 hour classroom sessions. The first transforming stress into resilience. The second taking responsibility. The third focusing on interpretations and the fourth creating meaningful connections. A modified version of this resilience curriculum is available online and in the resource package provided. These researchers focused on stress management programs for higher education students which they incorporated within the four themes you can see here

- Relaxation techniques e.g. diaphragmatic breathing, muscle relaxation, imagery, meditation, biofeedback designed to manage the psychological stress response.
- Cognitive behavioural strategies focus on identifying and changing maladaptive thinking (e.g. all or none, perfectionistic, over generalisation, catastrophising, self punishing) and also behaviour (e.g. alcohol use, smoking, drug use) that can create stress and exacerbate its negative effects.
- Social support by providing an empathic, safe environment where individuals are encouraged to share their experiences, thoughts and feelings; social support is often referred to as a buffer against the negative effects of stress.
- Psychoeducation to increase personal knowledge about the causes of any contributors to distress and the cognitive, emotional, behavioural and psychological effects of stress.

Stephens & Gunter (2016) described the use of twitter with 70 millennial nursing students during their clinical course. Students received educational messages or tweets each week that were loosely based on than US National Centre for Victims of Crimes resilience project. Week one focused on social support, week two on positive emotions, week three humour, week four knowledge of health behaviours, week five self-knowledge, and week six effective coping. Some tweets asked students to reflect on or respond to questions while others gave information about that week’s
theme. Several participants in the experimental group noted the tweets helped them to handle stress. The researchers described twitter as a convenient, cost-effective and enjoyable means of delivering a resilience intervention.

Wald et al (2015) from McGill University's Faculty of Medicine describe an approach based on reflective writing. Of particular interest is a description of how to foster resilience within the early stages of medical education in relation to adverse challenges students will be required to respond to. The program has been running since 2007. Staff have developed brief, emotionally confronting and ethically challenging scenarios based on real events reported by Faculty. Examples include being verbally abused by a physician in authority, being put under pressure to perform and ethically questionable procedure on a patient, and having a conversation with an angry family about a seriously ill family member. An in-depth description of one of the scenarios is provided in the article as supplementary material. Medical students engage with the scenarios with standardised patients in their University Simulation Centre for six afternoon sessions throughout the year. Each student plays a role in one scenario and observes two other scenarios. Each session consists of five separate sections from pre-briefing for the staff through to debriefing for staff. These sessions are based on Satir and colleagues work on congruent relating and Kabat-Zinn and colleagues work on coping with stress mindfully. Based on Satir's work the program stresses the importance of remaining present to self, to other and to the context in stressful situations, and developing the self-awareness needed to catch oneself when taking an unhelpful stance such as placating or blaming. Based on Kabat-Zinn’s work the program emphasises the difference between reacting to stress and responding to stress. Lectures are not provided on the topic; rather staff use what emerges in the session to highlight relevant points focusing primarily on students ability to remain congruent and mindful in their responses to a stressful scenario. The second module focuses on mindful clinical practice which involves seven consecutive 90 minute small group triad’s of didactics learning, contemplative practice (e.g. meditation) and narrative medicine. Topics include developing situational awareness (by developing students capacities for noticing and discernment), strengthening self-monitoring and metacognition, learning how to recognise common cognitive traps and biases that lead to errors in
decision making, working mindfully in teams, understanding time management, addressing the cognitive and emotional challenges of working with uncertainty, understanding the connection between cultivating compassion for self and compassion for others, and responding to loss and grief.
Appendix 4—iStock images

All images used in the PowerPoint® slides and handouts for this program have been licensed from iStock. In order to run this program yourselves, you will need to re-license the images under your own name. A full list of images and their locations is listed below.

Table 8  iStock images used in the program materials

<table>
<thead>
<tr>
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