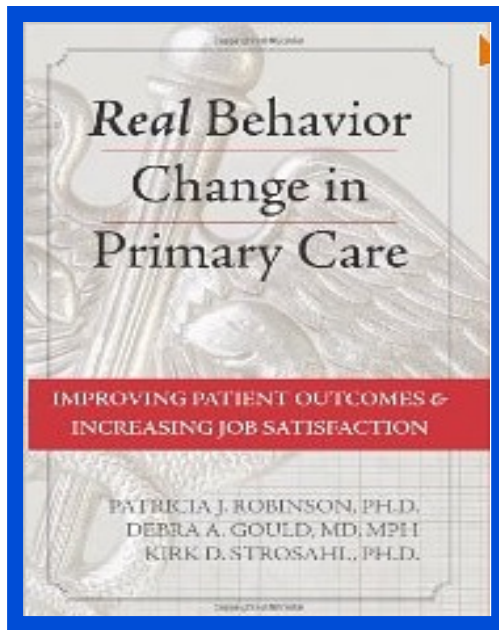


“The Psychologically Flexible Teacher”



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Disclosure



**New Harbinger Inc.
Publications**

Why? We want to be Great Teachers.....

- *Create Nurturing Learning Environment*
- *Be Effective*
- *Justice*



FM Milestone ?

PROF 1 – Completes a process of professionalization.....

- **Level 2 – Recognizes own conflicting personal and professional values.**
- **Level 3 – Recognizes that physicians have an obligation to self-discipline and to self-regulate.**

Goal: Psychological Flexibility

Objectives:

- Learn about Mindfulness & Values-based Action
- Use Tools for developing Mindfulness & Connecting with Teaching Values
- Develop Action Plan for dealing with “Difficult Trainees”



Case: Lydia - Second Year Resident



Complaints - Hospitalized patients complained she was rude. Offended nursing staff with classist comments

- **IMG - practiced a short time in home country**
- **Significant medical knowledge deficits**
- **Older resident**
- **Blames others for her poor performance.**
- **Has difficulty accepting feedback.**

What next?

ACT- (Acceptance and Commitment Training)



**mindfulness and acceptance
processes**

in the service of

**enhancing people's ability
to pursue personally valued
life goals and actions.**



Personal ACTion Plan



Teaching Values:

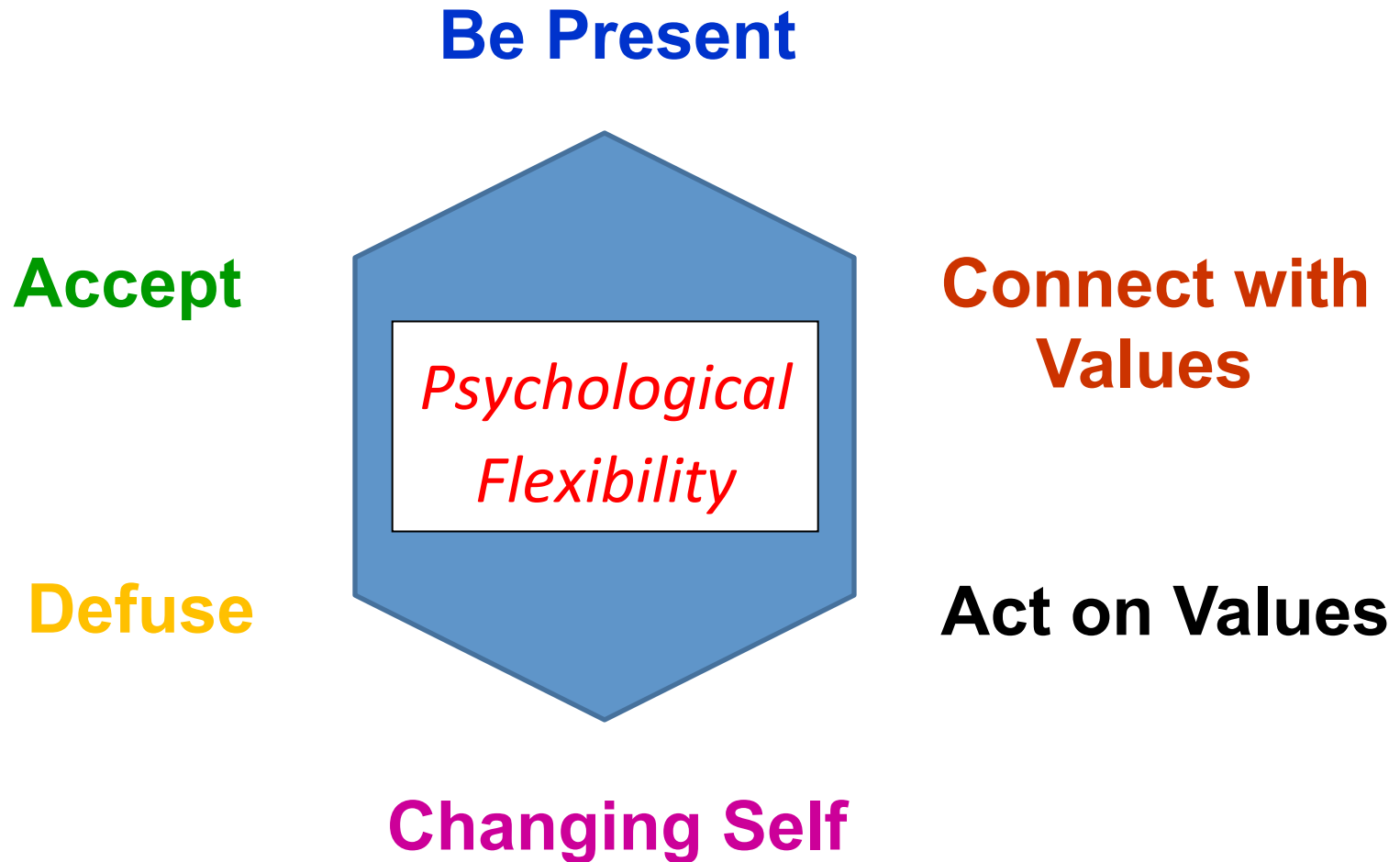
Action Steps:

1.

2.

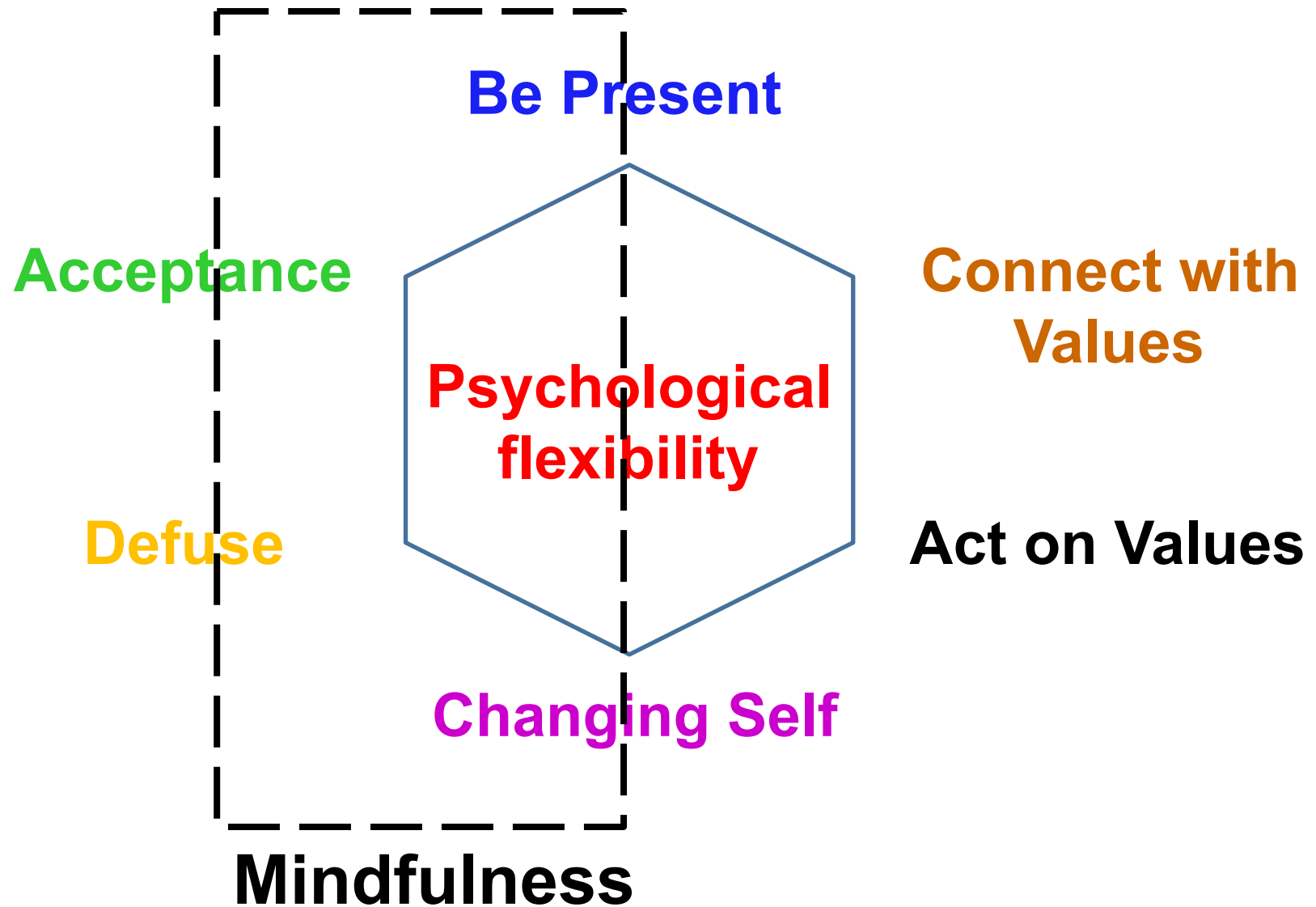
3.

Core Processes

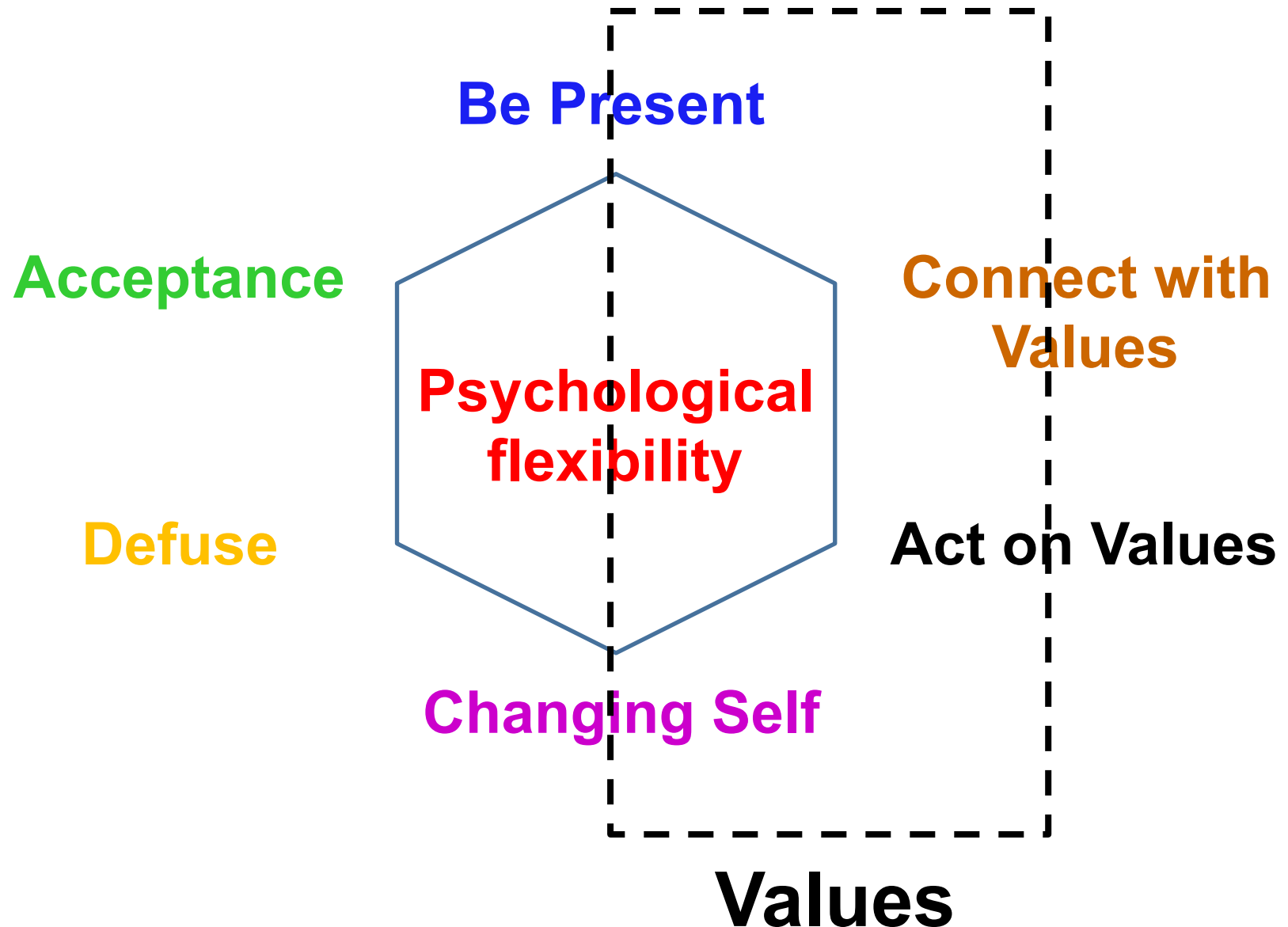


(A Practical Guide to Acceptance and Commitment Therapy, edited by Hayes, SC; Strosahl, KD. Springer, New York, NY, 2004.)

Resiliency Core Processes



Resiliency Core Processes



Values

- “Direction in life”
- Not a goal
- **What’s Important** to
you in how you live
your life as a teacher?



What are my Values as a Teacher?

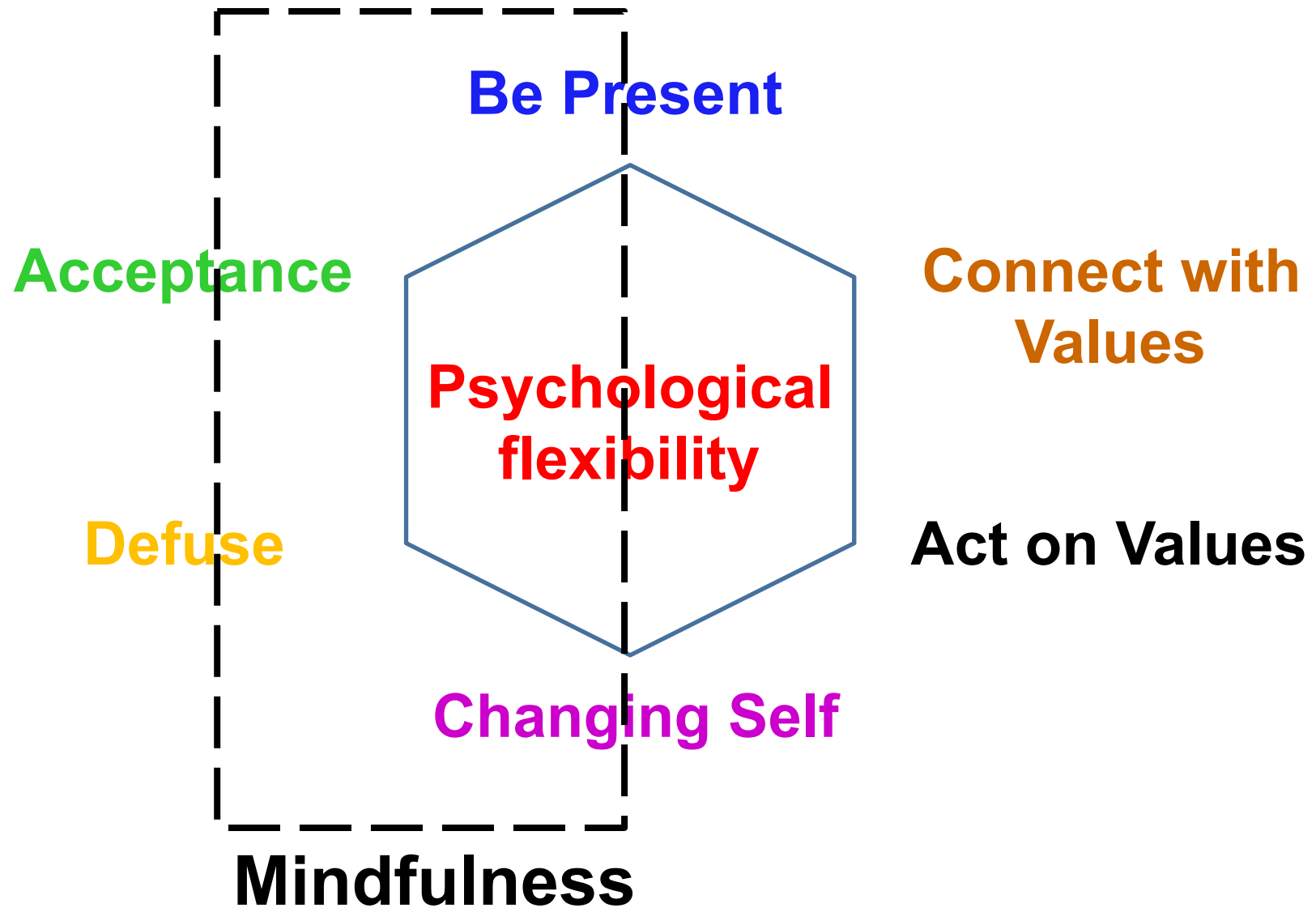
Teaching Values

As a Good Advisor I value being:

- **Open**
- **Active Listener**
- **Think of best interest of resident**
- **Think of best interest of patient**
- **Aware of my biases**
- **Fair**
- **Think of best interest of my program**



Resiliency - Core Processes



Mindfulness

TEAMS (Private Experience)



TEAMS Exercise

TEAMS Skill Training: *Sit in silence and think about some situation with a resident that troubles you..*

TEAMS Element	What comes up?
Thoughts	
Emotions	
Associations	
Memories	
Sensations	

TEAMS Skill Training: *Sit in silence and think about some situation with a resident that troubles you..*

TEAMS Element	What comes up?
Thoughts	<i>How could she be so insensitive? Who does she think she is?</i>
Emotions	<i>Angry, frustrated, embarrassed.</i>
Associations	<i>Doctors who treat people like diseases instead of human beings.</i>
Memories	<i>Feeling out of place in medical school.</i>
Sensations	<i>Tight jaw, Sigh.</i>

**What to do at next advisee
meeting with Lydia?**

Personal ACTion Plan



Teaching Value:

- *Open & Active Listener*
- *Think of best interest of resident, patient & staff*

Action Steps: (Specific, Doable, Self-generated, Accountable)

1. Call her and ask her to meet with me. (Acceptance)
2. Listen to her side of the story. (Be present)
3. Describe perceptions of staff and patients.
4. Give assignment from Crucial Conversations.

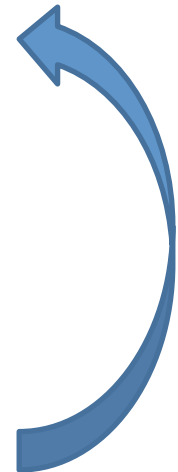
ACT builds Resiliency

Mindfulness

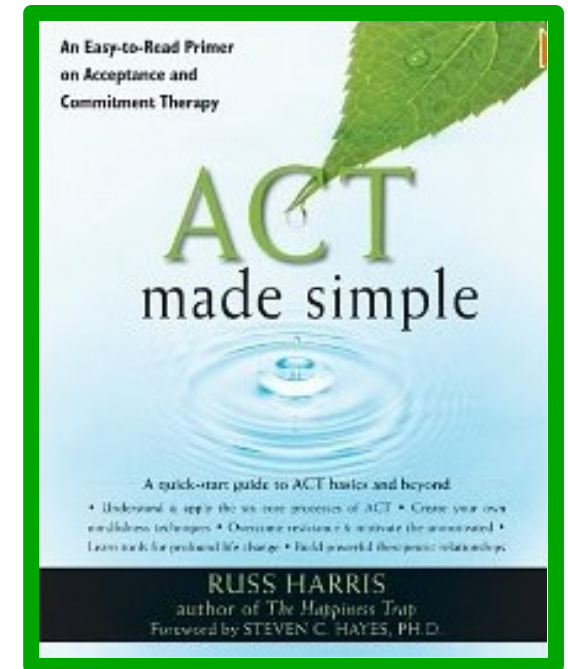
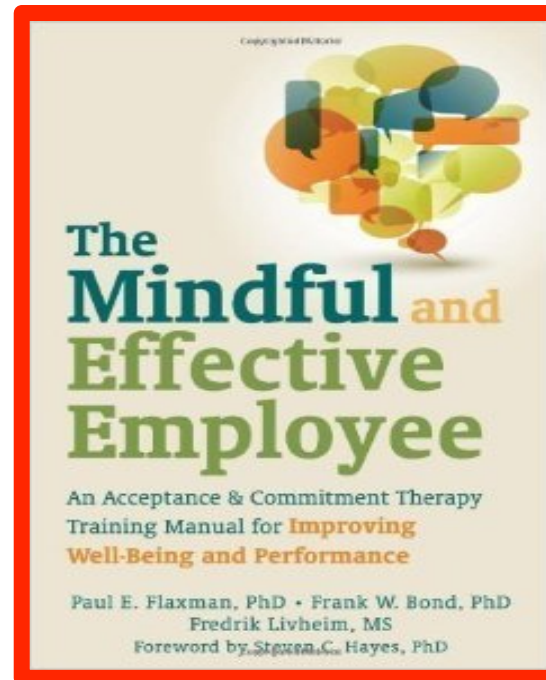
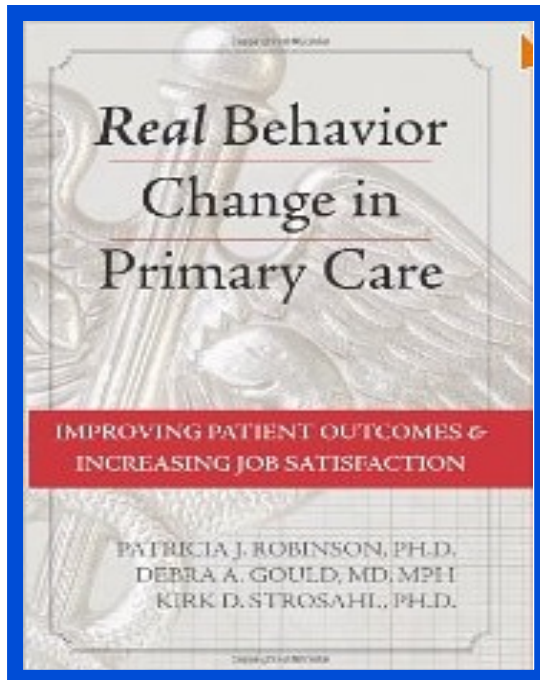
- Present moment awareness
- Noticing and untangling from internal barriers
- Strengthening your resilient self

Values-based Action

- Defining your values
- Mindfully engaging in values-based action
- Using values as a guide to goals and daily behaviors



ACT Resources



- Association for Contextual Behavioral Science www.contextualpsychology.org/
- New Harbinger Publications www.newharbinger.com