

MODULE IX - UNIT 6



# CLINICIAN WELLBEING: SELF-CARE IN THE HEARING CLINIC DEBRIEFING TOOLKIT

INSTRUCTOR'S GUIDE

Estimated time for this unit: The time will be dependent on the number of activities selected, as well as the time allocated to the activities.

For a more content-only focus, allow 60 minutes per lecture. If activities are included, two hours are recommended.

### **1. Learning objectives**

1. To understand the need and processes of debriefing.
2. To increase knowledge in the appropriate timing, confidentiality requirements, duration, formats and focus areas of debriefing.
3. To gain experience in selecting and implementing appropriate tools from the debriefing toolkit.
4. To develop a sustainable debriefing and overall wellness strategy to process difficult encounters and emotional reactivity.

### **2. Concepts to master**

There are three concepts to master in this final lecture. It is important to note that these will be viewed from the perspective of clinical selfcare.

- Compassion
- Self-compassion
- Limited-impact disclosure

### **3. Reading and preparation**

Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and identity*, 2(2), 85-101.

Singer, T., & Klimecki, O. M. (2014). Empathy and compassion. *Current Biology*, 24(18), R875-R878.

Infographic on how the brain works:

<https://www.nicabm.com/brain-a-quick-and-simple-way-to-think-about-the-brain/?qwk=homepageinfographics>

TEDx Talk about self-compassion by Dr Kristen Neff:

<https://youtu.be/lvtZBUSplr4>

### **4. Lecture**

Debriefing toolkit

In the final lecture of this series, we will focus on selecting and implementing appropriate tools from the debriefing toolkit

and developing a sustainable debriefing and overall wellness strategy to process difficult encounters and emotional reactivity.

Parts of Lecture 6 are supported by video material:

Slides 21-28: <https://vimeo.com/530761929/8790588ff1>

## 5. Activity

### Activity 1: Three facets of self-compassion

(slide 15, 10 minutes)

Think about a clinical scenario where you felt you did not do your best, or where you made a big mistake. Write down a summary of what happened.

Reflect on how you could apply the three elements of the self-compassion practice to this situation.

- How could you apply self-kindness?
- How could you apply common humanity?
- How could you apply mindfulness?
- Write yourself a note with at least three phrases that represent the three elements of the practice.

If comfortable, share with the small or larger group. This is very powerful. If the group is willing, allow for a bit more time than indicated.

### Activity 2: Self-compassion versus self-esteem

(slide 18, 15-30 minutes)

Use the self-created review of the Neff (2003) paper to answer the following question in small groups:

What do you consider the major benefits of focusing on self-compassion instead of self-esteem to be for the hearing health care professional in clinical practice?

Bring the discussion back to the larger group.

### Activity 3: Limited-impact disclosure

(slide 29, 20-30 minutes)

Following the lecture and demonstration, ask participants to engage in a role-play of a limited-impact disclosure with a colleague.

The person debriefing:

1. Follow the steps of Limited-Impact disclosure
2. Use the elements of the debriefing appointment to discuss the case

The person who debriefs (e.g., in the role of the supervisor):

3. Provide consent
4. State your time and content limits
5. Participant in the debriefing appointment to provide feedback

Return to the larger group and ask participants to name one learning from the experience. Do not expect this to be perfect, but rather an introduction to a new way of approaching clinical practice.

### **Homework**

- Review lectures and activities
- Create a limited-impact disclosure script
- Identify one debriefing strategy for immediate application in clinical practice. Reflect on how it may impact your clinical skill and confidence in the setting

This could result in me trying too hard – risk for compassion fatigue. Or, this could result in me disengaging from the client, becoming more cynical, dreading seeing them and creating opportunities for mistakes.

#### **Activity 4: Take stock**

(slide 18, 5 minutes)

Print out a blank workweek page and ask participants to note all the ways in which they formally and informally debriefed or discussed cases, or where they would have benefitted from formally or informally debriefing.