

TMEC debate

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RESILIENCE



**FLEXIBILITY INTO
PLANNING**



**WITHSTAND
SHOCK**



**ADAPT TO
CHANGE**



**PURSUE YOUR
GOAL**



**ANTICIPATE
RISK**



**PROTECT WEAK
SPOTS**

Characteristics That Resilient People Embody



Having realistic sense of control over one's choices, and an understanding of limitations over such control.



Seeing change as an opportunity or challenge.



Secure attachments with others, and the ability to engage their support.



Personal goals.



A strong sense of humor.



Patience.



A high tolerance of negative affect.



An optimistic outlook.



A high level of adaptability.

Professions & Jobs



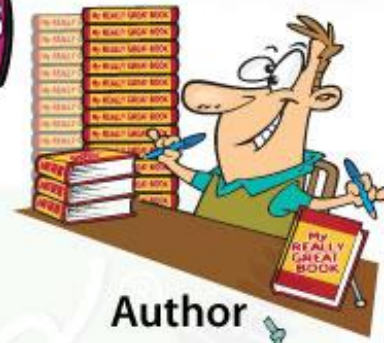
Accountant



Architect



Astronomer



Author



Baker



Butcher



Carpenter



Dentist



Doctor



Farmer



Firefighter



Judge



Mechanic



Nurse



Pilot



Plumber



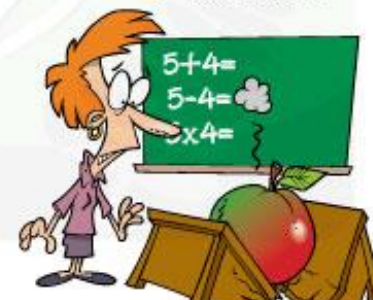
Police Officer



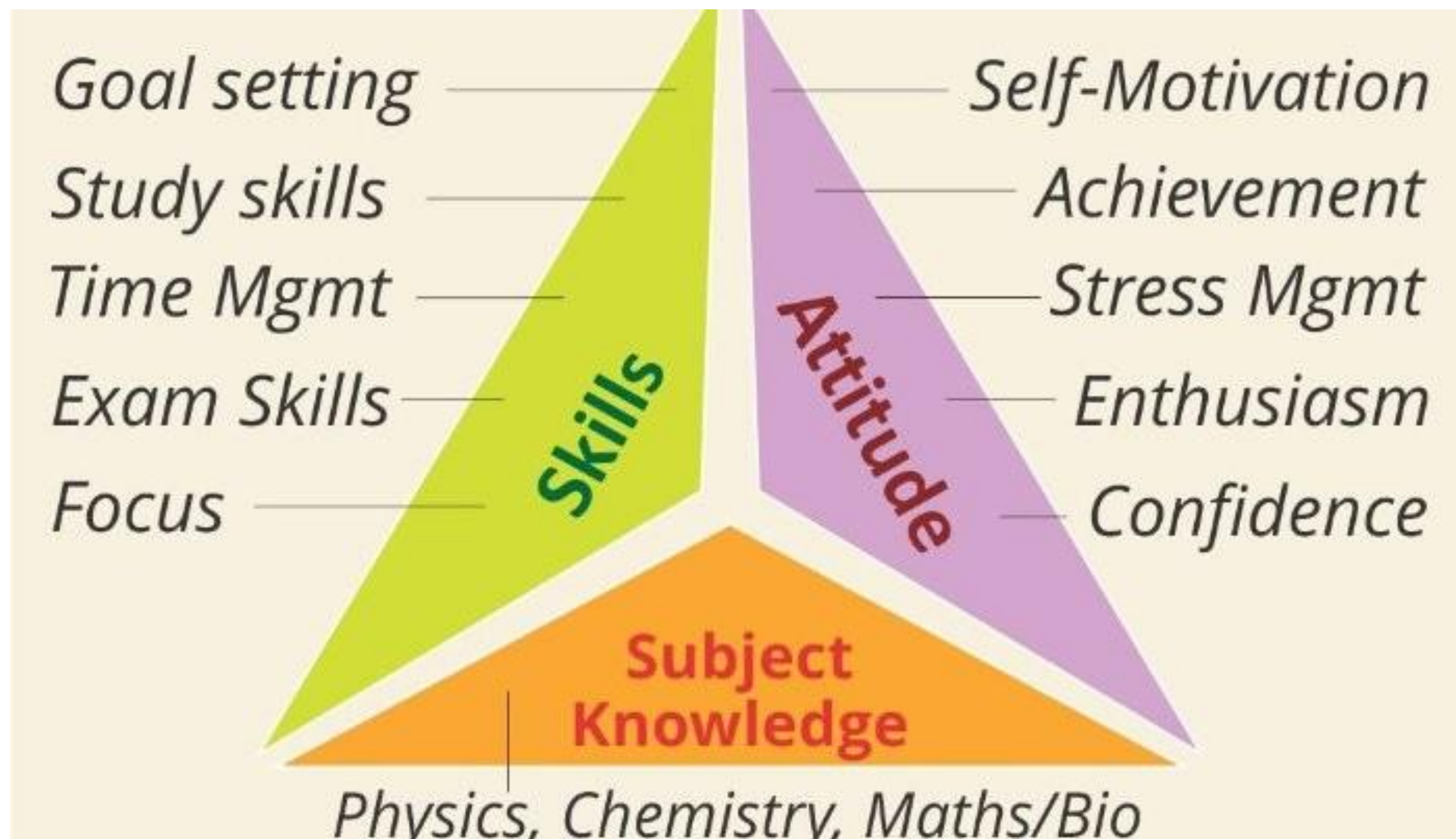
Psychiatrist



Surgeon



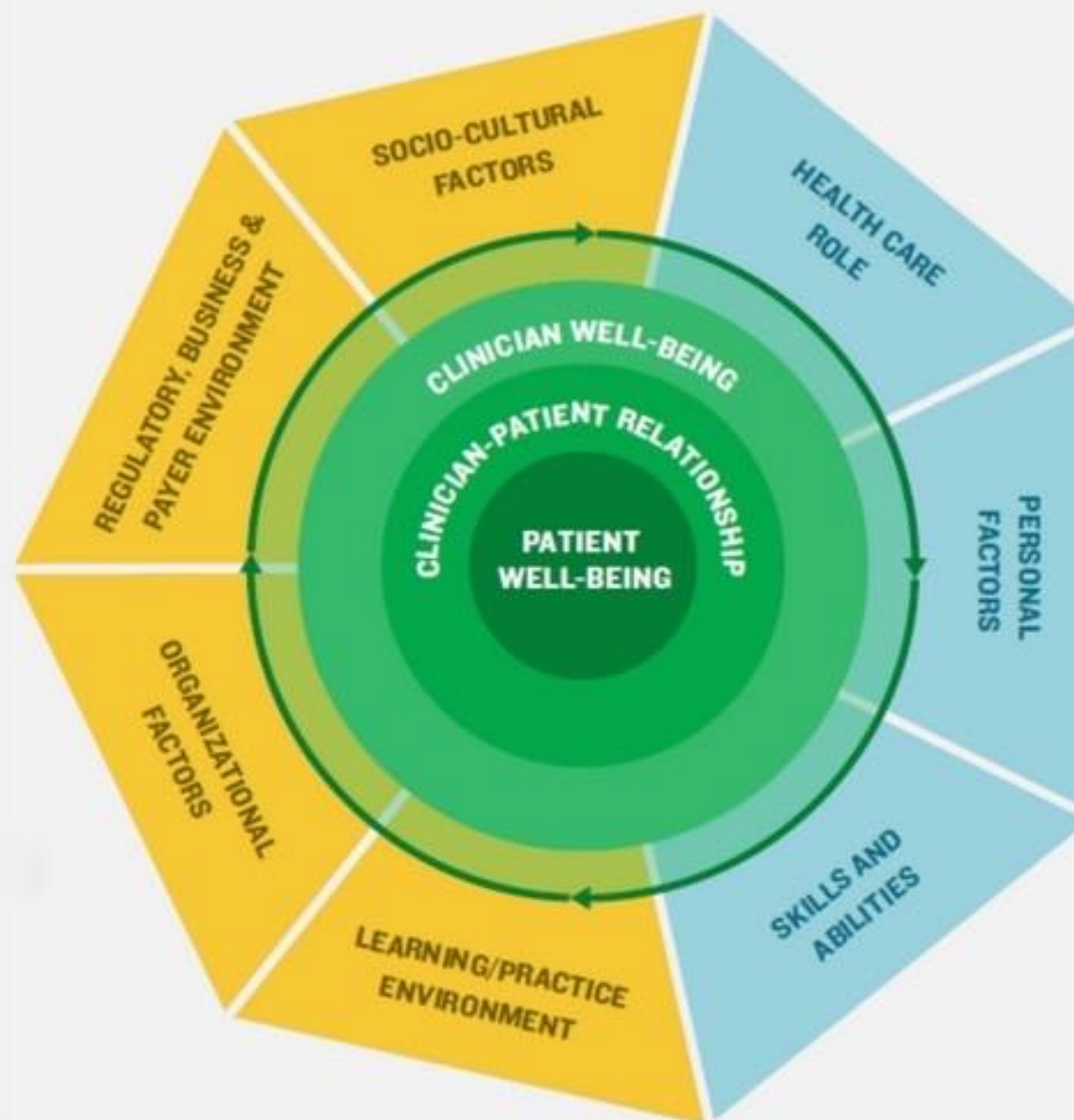
Teacher

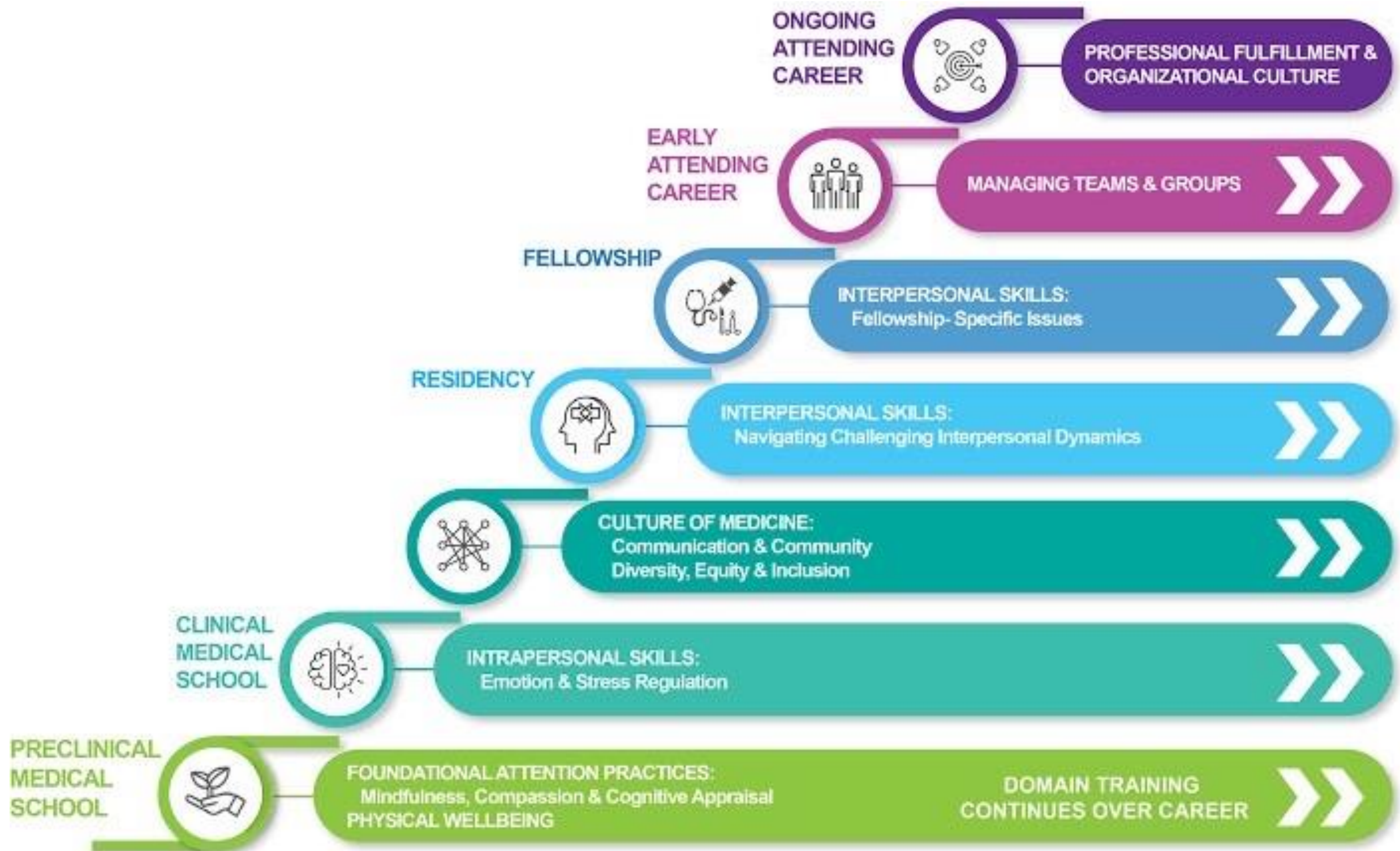


A Journey to Construct an All-Encompassing Conceptual Model of Factors Affecting Clinician Well-Being and Resilience

A National Academy of Medicine Discussion Paper

Factors Affecting Clinician Well-Being and Resilience Conceptual Model





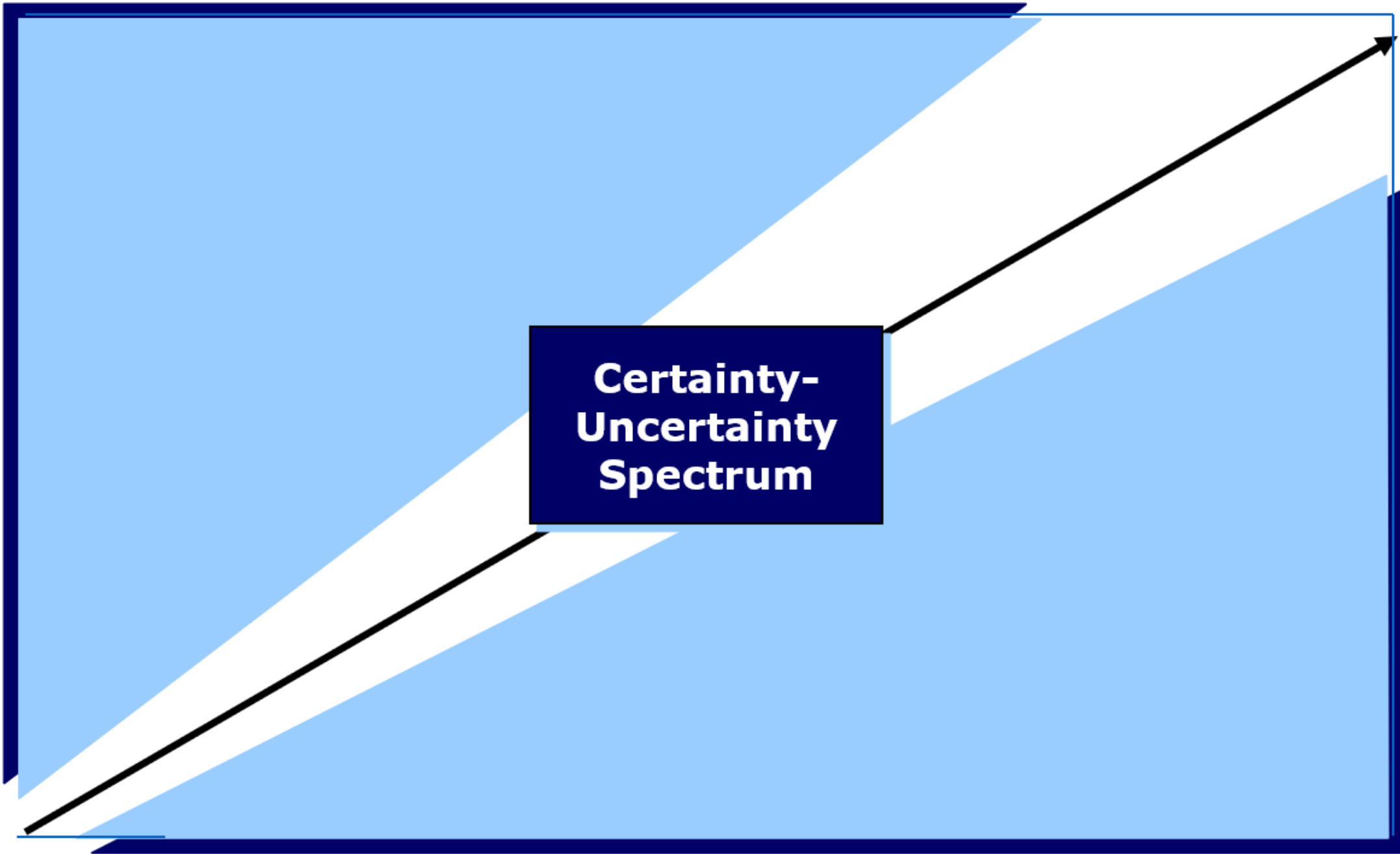




**Far from
Predictability
and Control**



**Close to
Predictability
and Control**





**Close to
Certainty**



**Far from
Certainty**

 OPEN ACCESS | September 30, 2020

A Curriculum to Teach Resilience Skills to Medical Students During Clinical Training

Amber Bird, MD  , Oana Tomescu, MD, PhD, Sonia Oyola, MD, Jennifer Houpy, MD, Irsk Anderson, MD, Amber Pincavage, MD

https://doi.org/10.15766/mep_2374-8265.10975

 Sections

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Abstract

Introduction: Burnout in medical students is extensive and a critical issue. It is associated with increased rates of depression, suicide, and poor perception of the educational environment. Enhancing resilience, the ability to adapt well in the face of adversity, is a potential tool to mitigate burnout and improve medical student wellness. **Methods:** Our resilience curriculum consisted of facilitated workshops to cultivate resilience in medical students during their core clerkship rotations. This curriculum served as an introduction to the concept of resilience and taught skills to cultivate resilience and promote wellness. The sessions allowed for identification of and reflection on stressors in the clinical learning environment, including straining team dynamics, disappointment, and uncertainty. Educational sessions included

