

Resilient Researcher

Tools for the resilient EMCR

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@ResilResearcher



Welcome to the Tools for the resilient EMCR webinar

In the drop-down menu above where you type into chat, please select To: all panellists and attendees

- Then
 - Introduce yourself, research area, university
- Housekeeping
 - Chat is for general discussion
 - Q & A is for questions for facilitator to answer
 - Recording and slides will be emailed



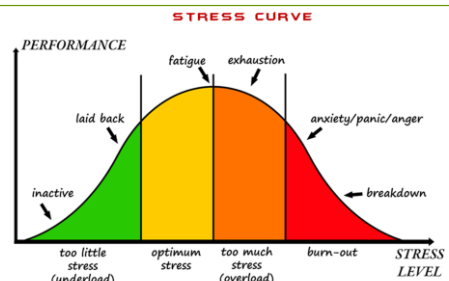
Today

- Managing stress and uncertainty
- Adjusting to working at home
- Communication tips

- Questions, discussion



Stress Curve



What is happening at present to cause stress?



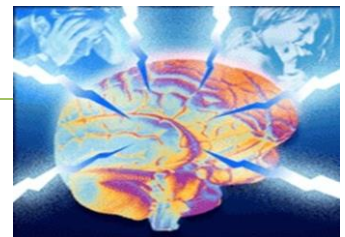
Brain attack

Physiological

- Tingling
- Sweating
- Rapid Breathing
- Fast heart beat
- Nausea, or 'Butterflies in stomach'

Behavioural

- Talking, walking fast
- Anger outbursts



Cognitive

- Difficulty focussing
- Inability to make decisions
- Procrastination
- Feeling overwhelmed



Strategies??



Breathe

Breathing: the one thing that relaxes our body even when most overwhelmed

1. Take a deep breath in for a count of 5.
2. Hold.
3. Breathe out for a count of 5.
4. Repeat this cycle 3 times and then return to breathing normally



Daily self-care

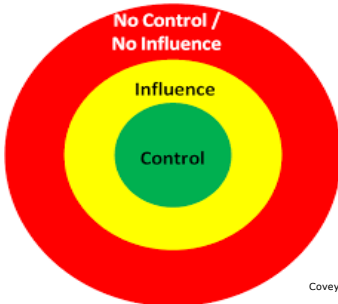
- Mindfulness
- Breathing cues
- Grounding objects/images
- Nature each day
 - Walk
 - Lunch in sunshine



Manage your information feed

- Pay attention to evidence not opinion
 - Quality information sources rather than alarmist social media feeds
- Consider what you can do rather than what you can't
- Acknowledge the situation, make allowances, recognise what you are doing

Focus on what you can control



Covey, S. R.

Working at home



Chat – what skills/strategies/actions are you finding helpful?

Create your work conditions

- Work hours
- Environment
 - Office space
 - Equipment
- Understand your entitlements
 - Sick days and leave
- Leaving research 'in the office'



Be realistic



- Research progression
 - Impact of COVID-19
- Level of distraction
- Cost/benefit of work tasks
- Job vs life
- Protect what is important to you – family, health
- Adjust expectations
 - What is reasonable in this situation?



The Matrix ...

- University
- Working at home

| | |
|-------------------------|-------------------------------|
| Research project 40% | Conference presentation 5% |
| Supervision 15% | Identifying funding 15% |
| Collaborators 10% | Miscellaneous 15% |

| | |
|-------------------------|-------------------------------|
| Research project 20% | Conference presentation 5% |
| Supervision 5% | Article preparation 15% |
| Monitoring kids 40% | Miscellaneous 15% |

Peter Bregman – 18 Minutes



Transition strategies

- From one environment/task to another (e.g., research to home)
 - Carry over list
 - What I'm leaving behind ...
 - Reconnection time – music, coffee ...
 - Expectations of the next environment
 - Who? What? How do I want to be?
- Changing hats



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Assertive communication steps

- **Before**
 - Identify the issue
 - Identify how you are feeling
 - Identify what you want to say
 - Prepare assertive messages – non-threatening
 - Consider the other person's response and how you will respond
- **During**
 - Defuse emotional reactions – stay non-judgemental
 - Focus on the topic and desired outcome
 - Use Active Listening
 - Stay calm – breathe throughout



Good conversations involve ...

- **Focussing** and paying attention
- **Paraphrasing** the message to the speaker in order to confirm your understanding
- **Questioning** for missing information
 - What, how avoid why
- **Checking your understanding** of any points that are unclear
- **Remembering** the important points of the message for future application

Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.

Sir Winston Churchill



Assertive messages

- Stick to **factual descriptions**, rather than labels or judgments.
 - **Inappropriate**: "You're so rude! You're not listening."
 - **Assertive**: "I've noticed you are distracted by ..."
- Describe the **effects** of the behaviour. Don't exaggerate, label or judge; just describe:
 - **Inappropriate**: "There's no point to us continuing to talk."
 - **Assertive**: "I'm finding it difficult to continue as I am unsure if you are understanding what I am saying"
- Offer a **suggestion** and a **benefit** to the other person
 - "Would it be possible for you to find a quiet space for our next meeting? That way we can get the meeting finished faster."



The 5 C's of communication

- **Clear** – easy to understand messages
- **Concise** – relevant and to the point
- **Collaborative** – working with the other person
- **Contextual** – understand and adapt as necessary
- **Considered** – preparation is the key to success



When you need information/support

- Employee Assistance Program
 - Counselling services/ Psychologist
 - GP
 - Peer support
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- Beyondblue <https://www.beyondblue.org.au>
 - Lifeline <https://www.lifeline.org.au/>
 - Mental Health First Aid <https://mhfa.com.au/>



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Resources

- | | |
|----------------|---|
| Peter Bregman | 18 Minutes - Find Your Focus, Master Distraction, and Get the Right Things Done |
| Stephen Covey | The 7 habits of highly effective people |
| Tim Ferriss | The 4 hour work week |
| Dr Adam Fraser | The third space |
| Mindtools | https://www.mindtools.com/ |
| Business balls | https://www.businessballs.com/ |



Poll and Q & A?

Thanks and all the best for the journey ahead.

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