A Guide to Career Development and Work-life Balance

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Disclosure

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Purpose

• Provide a guide for all Sigma members describing ways to improve work-life balance while being engaged in career development.
• Address stress management and healthy lifestyle behaviors.
Objectives

• The learner will be able to:
  – Describe three components of an institutional-based achievement program for career development and improved work-life balance.
  – Incorporate aspects of the achievement program into their own practice to improve work-life balance, career advancement, and engage in stress reduction and healthy lifestyle behaviors.
Stress in Today’s Healthcare Workforce

• Do you feel pressure at work?
• Lack of healthy behaviors and personal self care can lead to physical illness and emotional distress.
• Continuous work pressure, and stress may lead to a search for work-life balance.
• It is important for healthcare providers to have adaptive stress management techniques to help with healthy work-life balance.
Achieving a Work-Life Balance

• Guide to Career Development
  – Small Group Mentoring
  – Write-On-Site
  – Weekly Meetings for Accountability

• Healthy Lifestyle Behaviors
  – Stress Management and Stress Reduction
University of Delaware Faculty Achievement Program (UDFAP)

- Modeled with permission from the National Center for Faculty development and Diversity (NCFDD) developed by Kerry Roquemore
- Three Components
  - Small Groups
  - Weekly Meeting
  - Write-on-Site
UDFAP Elements

• Small Group Mentoring Program
  • Using NCFDD Resources face-to-face on campus

• Weekly Meeting

• “Write-On-Site”
  • Monday through Friday with varying times and places
  • Weekly Planning Face-to face or virtually

• Writing Retreats
UDFAP: Small Group Mentoring

• 4 participants and 1 mentor
• Goals:
  – provide a supportive, judgement-free environment
  – accountability for daily progress (30+ minutes) on highest priority goals
• Use NCFDD resources to develop a monthly plan and practice weekly planning
• Track highest priority work (M-F) on a Google Sheet shared with small groups
• Meet with the small group once/week for an hour to check in and mastermind/problem solve.
UDFAP: Weekly Planning Meeting

• Provides an opportunity to assess the demands of the upcoming week, schedule and prioritize writing goals, and ensure that the individual is meeting the highest priority tasks

• Face-to-face and Virtually via Zoom
  – Step #1: Create skeleton (5 minutes)
  – Step #2: Brain dump (10 minutes)
  – Step #3: Tasks meet calendar (15 Minutes)
  – Step #4: Decide how to handle what does not fit
UDFAP: “Write-On-Site”

• Increases productivity of those involved
• Providing accountability and a collective writing energy
• Way to encourage collaborative and supportive community among faculty, students, and clinical partners
• Protect and block off time for highest priority task even when the work day fills up with meetings and other commitments
Student Perspective

• Semester Plan

  – Prioritize the important things: Deadlines, downtime
  – Support collaborative negotiation among colleagues
  – Set, track, maintain, and meet individual and interprofessional goals (SMART goals)
Student Perspective

- Graduate Write-on-Site (WOS)- Spring, 2019
  - 5 sessions per week, 2 hosts per session, 15 participants

- “...challenging myself to show up and write has been beneficial for both my work and my stress levels!”
- “...benefited from listening to the Dissertation Success Training Modules which...allowed me to fully embrace the highs and lows of the dissertation writing process.”
- “...able to plan for what I would accomplish prior to the session...[prepared a grant proposal] from its original inception (week 3) to near completion (week 8)...would not have been possible otherwise”
Healthy Lifestyle Behaviors
(Sleep and Stress)

• What is stress?
  – Effects of stress on the body
  – Sources of stress

• What is relaxation?
  – Stress reduction
  – Stress management techniques
Stress Reduction Techniques

- Guided imagery
- Progressive muscle relaxation
- Mindfulness meditation
- Setting life priorities/goals
- Time management
- Saying “no” to others and “yes” to yourself
- Scheduling “me time”
Conclusion

• Incorporating work-life balance skills into your current Practice and/or Institution is a process, but can be done successfully

• A work-life balance program such as UDFAP is universal and beneficial to all career levels, clinical/academic areas, and years of experience
  – Includes clinical nurses on a clinical ladder who are moving towards the next promotion or educational level

• A consistent group with common goals can improve work-life balance, propel career development, decrease stress, and improve sleep
Sharing and Thoughts

Lessons Learned
References


References


