

The background of the slide features a large, faint watermark of the University of Delaware seal. The seal is circular and contains a shield with the words 'GRAMM', 'PHIOL', 'RHETOR', 'ETHICA' on the left and 'METAPH', 'LOGICA', 'MATHEM', 'PHYSICA' on the right. Below the shield is a banner with the year '1743'. The outer ring of the seal contains the text 'UNIVERSITY OF DELAWARE' and 'EST. 1743'.

# A Guide to Career Development and Work-life Balance

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# Disclosure

- The authors of this presentation, Drs. Jennifer Saylor, Jennifer Graber, Amy Johnson, and PhD student Leigh Ann DiFusco from the University of Delaware state that there are no conflicts of interest and there are no sponsorships or commercial support given to the authors regarding this presentation.

# 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, down-time
  - Support collaborative negotiation among colleagues
  - Set, track, maintain, and meet individual and inter-professional 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



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