



HEALTH AND WELLBEING

HCPC Guidelines

- **Specific standards:**

- Registrants must:

 - understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practise

 - develop and adopt clear strategies for physical and mental self-care and self-awareness, to maintain a high standard of professional effectiveness and a safe working environment

Burnout

In 2019, 'burnout' was recognised by the World Health Organisation (WHO) as an 'occupational phenomenon'. As lockdowns have drastically affected our work-life balance and working environments, we've conducted regular research to ascertain the public's perceptions of burnout and the contributing factors, considering the pandemic.

Burnout is a state of physical and emotional exhaustion. It can occur when you experience long-term stress in your job, or when you have worked in a physically or emotionally draining role for a long time.

Common signs of burnout:

- Feeling tired or drained most of the time
- Feeling helpless, trapped and/or defeated
- Feeling detached/alone in the world
- Having a cynical/negative outlook
- Self-doubt
- Procrastinating and taking longer to get things done
- Feeling overwhelmed

What can we do

Offer some time out

Students and staff can benefit from some time out. This can be a ten minute walk for some fresh air after a complex patient, or a change of scene and a cup of tea after a distressing consultation. Students are processing lots of new information and experiences and often need some down time to reflect and process what they have seen or learned.

Encourage a student to voice their concerns

they may feel out of their depth and unable to say. Students are often preoccupied with the fear of failing placement. They often don't want to raise any concerns through fear of this going against them at their final assessment. Create an environment of open communication. Perhaps you can direct a student to another member of staff they feel more comfortable to open up to. It is important they know we want to hear any concerns before any small issues become bigger problems.

Encourage reflection

Remember a student may not yet be comfortable on a ward or other clinical setting. They may need time to process what they've witnessed e.g. seeing vulnerable, sick people, intimidating ward staff, angry relatives, medical procedures, wounds/dressings. Even some diagnoses can be triggering

What can students do

- Communicate
 - Please inform your supervising dietitian if you are finding anything difficult
 - Early intervention and awareness is crucial for making reasonable adjustments and supporting you through placement
- Peer support
 - Make use of your fellow students
 - Arrange to do some clinical burden sharing

Feedback

- Feedback will be given throughout your placement
 - This may be from your named co-ordinator, supervising dietitian, or practice placement lead
 - This may be formal or informal
 - This should always be given in a safe environment when you both have enough time to speak together
 - It should be a two way discussion held in a positive manner with constructive advice
 - All feedback should be specific and a solution should always be offered
 - The focus should be on the situation and not the person
 - Students have a responsibility to engage in feedback discussions
 - Some feedback may be uncomfortable or difficult to accept
 - If you have concerns regarding feedback this must be dealt with in a professional and appropriate manner

Handling negative feedback

- Don't rush to react
- We can often feel defensive, angry and self-conscious
- It can feel natural to want to respond with counter-claims
- It can feel natural to take it as a personal criticism
- Assess it factually and consider the reasons why the person is giving you feedback
- The feedback may feel unpleasant by there may be elements of truth in the content
- Remember this feedback may help you improve your performance

Concerns

- You may have concerns about how you are treated on placement
 - Students can often worry about reporting these concerns and wonder if this may negatively impact on the outcome of their placement
- All concerns should be taken seriously and handled sensitively and confidentially

Expectations

- Professionalism
 - E.g. adhering to local policies with working hours, uniforms, working from home
 - Being prepared for each clinical speciality – this involves making contact with new team each week in advance
 - Mobile phone use in clinical areas and in work time
 - Social media posts
- Working hours
 - Any appointments within working hours such as GP, dentist must be cleared with supervisor
 - Any time off for exceptional circumstances must be discussed with your supervisor in advance

Respect

- Your supervising dietitian will have a full clinical caseload and non-clinical commitments each week
 - Be considerate of their time
 - Leave adequate time for them to review any paperwork/evidence
- Work with honesty and integrity
 - Ensure all professional communication with peers and supervising dietitians is transparent and honest

Feeling lonely

Can you recognise the signs of loneliness?

- Having less contact with their family or friends
- Low energy levels
- Not sleeping properly
- Not eating / reduced appetite
- Feeling rejected or worthless
- Saying they feel sad, empty or are withdrawn

Glasgow Helps – offers free confidential support, information and advice. Phone **0141 276 1185** or visit glasgowhelps.org

Glasgow Life – support to access culture, sport and physical activity opportunities across the city. Freephone **0808 175 1956** or visit www.glasgowlife.org.uk/about-us/what-we-do-for-glasgow/reducing-loneliness-and-isolation

Volunteer Glasgow – for range of volunteering opportunities within the city. Phone **0141 226 3431** or visit volunteerglasgow.org

GCHSCP Carer's Information Line – information and advice service for carers which is delivered by Glasgow Association for Mental Health. Phone **0141 353 6504**

ALISS – to find out about resources, services, groups and supports within local communities and online visit aliss.org

British Red Cross – provides local support services, workshops and resources to help deal with and overcome loneliness. Visit www.redcross.org.uk/get-help/get-help-with-loneliness

Marmalade Trust – dedicated to raising awareness of loneliness, visit: marmaladetrust.org

Your Support Your Way Glasgow – provides information, advice and guidance about local services, groups and sources of help. Visit: yoursupportglasgow.org

Loneliness and social isolation

Although they are connected loneliness and social isolation are not the same. Loneliness is feeling alone no matter how many connections you have. Whereas, social isolation is the lack of social relationships / connections (in terms of both quality and quantity).

Anyone can experience social isolation and loneliness and it can occur at any point in our lives. There are many triggers such as ill health, relationship breakdown, low self-esteem, being a carer, bereavement, or no known reason.

Both social isolation and loneliness can have an impact on our health and wellbeing, potentially increasing the risk of heart disease, stroke, anxiety, depression and it is comparable to smoking 15 cigarettes a day.

Equality, diversity and inclusion

- [Equality, diversity and inclusion | \(hcpc-uk.org\)](https://www.hcpc-uk.org/equality-diversity-and-inclusion)
- Our responsibilities to support students
 - We must recognise the impact of culture, equality and diversity on practice and practise in a non-discriminatory and inclusive manner with students
 - - please make us aware if any adjustments are required

- [Downloadable resources - Mental Health UK \(mentalhealth-uk.org\)](http://mentalhealth-uk.org)