**Survive and thrive Resilience Framework**

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**VTS half day**- CLANG/PERMA/3Cs/Energy Quadrants/Provide evidence

**ST1**

**Self-awareness**

**Small Group every 2 months**

**HEE Induction**

Further resources:

Values, VIA, Coaching

Set the culture

Provide the evidence

Illustrate – from LEET/First 5

Introduce Key concepts

**ST2**

**Self-awareness**

**Relationships**

Revisiting concepts and using tools to explore experiences in training.

**Small group every 2 months**

**HEE day**

MBTI principles

Negotiating

Coaching

**ST3**

**Self-awareness**

**Relationships**

**Organisation**

**Small Group every 2 months**

 Build in creativity

Organisational culture/The dysfunctional practice/adaptability/formalised practice swops/life after VTS – maintaining momentum

**Aim:**

**1 Aim**

To have trainees that are capable of maintaining high performance and positive well-being that is sustained as they form part of the General Practice workforce

* They have developed personal characteristics and skills that enable them to sustain successful performance and positive well-being in the face of adverse conditions and recover or adjust easily to misfortune or change.

*[From Seligman - Resilience – or the ability to withstand, recover, and grow in the face of stressors and changing demands]*

**2 Key themes**

1. ‘Survive and Thrive’ is about supporting and strengthening our trainees because they matter. This is NOT because they can’t do the job.
2. ‘Resilience’ is a process not an event – it depends on personal characteristics and skills. It can be learnt. It involves an understanding of ways to develop personal resilience and having the space to reflect and build on these
3. This requires a CULTURE CHANGE [we have Senior Management Team support]
4. This should be integrated into everything we do – it is not a stand-alone activity
5. This is an ongoing developmental process that should be a thread through the VTS scheme
6. We are looking to introduce a uniform framework that can then be padded and filled in in slightly different ways across the patch
7. Whatever we introduce should be transferable to other trainees in different specialities
8. It needs to be supported by meaningful research

 A resilient trainee does the job, does it well, enjoys it, finds it rewarding and stays in the job, even in adverse conditions being able to recover and adapt as needed.

**3 The Framework**

**Principles:**

1. Builds over the three years of Vocational Training
2. Key themes are revisited regularly and new concepts/tools etc. introduced [Spiral Curriculum]
3. The aim is to develop trainees that are self-aware, confident, adaptable, have purpose and professional and social support [outcome measures]
4. Foundation of framework is the development of self-awareness
5. ST1 interventions focus on the development of self-awareness
6. ST2 interventions focus on the trainee and their nearest relationships
7. ST3 interventions focus on interactions with organisations
8. Key concepts and tools will be introduced at the start of each year. In ST1/2 these will be in the form of South West Peninsula HEE-wide days. In ST3 concepts will be addressed at patch level
9. 2-monthly VTS based small group work will enable trainees to reflect on the concepts and apply the tools to their daily experiences. Further tools and concepts will be introduced in these patch based sessions
10. Concepts should be revisited during time with GP Trainers - GP trainers need to understand the ‘Framework’ and build skills to see how the tools can help trainees to develop – support reflection on ideas introduced during practice time
11. A programme of ‘masterclasses’ enabling trainees to explore and develop concepts at a deeper level will run on a rolling programme. These will be open to other specialty trainees, trainers etc.
12. An evaluation will be running throughout the framework development. This will be run in conjunction with CAMERA [Collaboration for the Advancement of Medical Education Research and Assessment] at Plymouth University.