

The Impact of Stress on Learning

and what we can do about it...



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What is stress ?

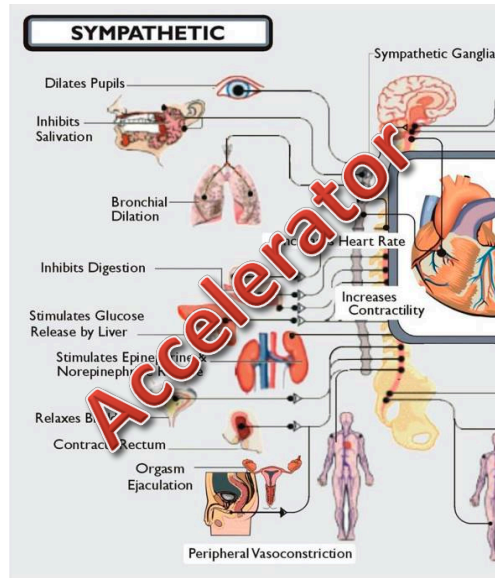


Response = Fight, Flight or Freeze



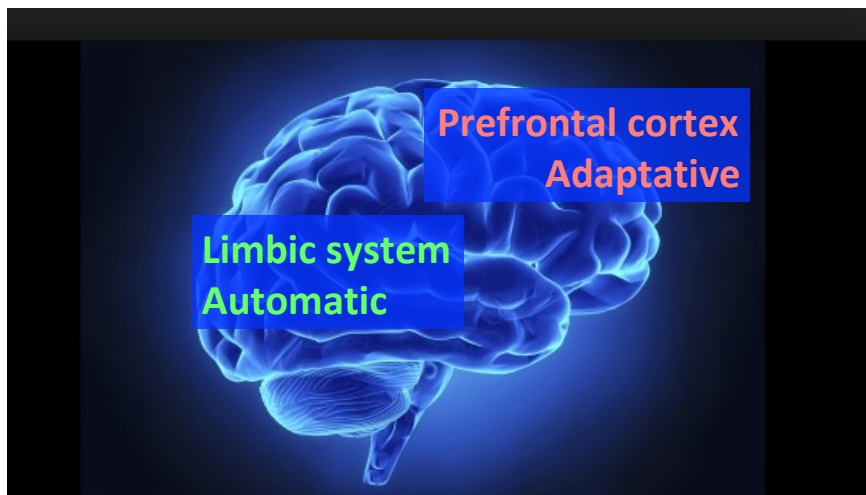
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Autonomic Nervous System

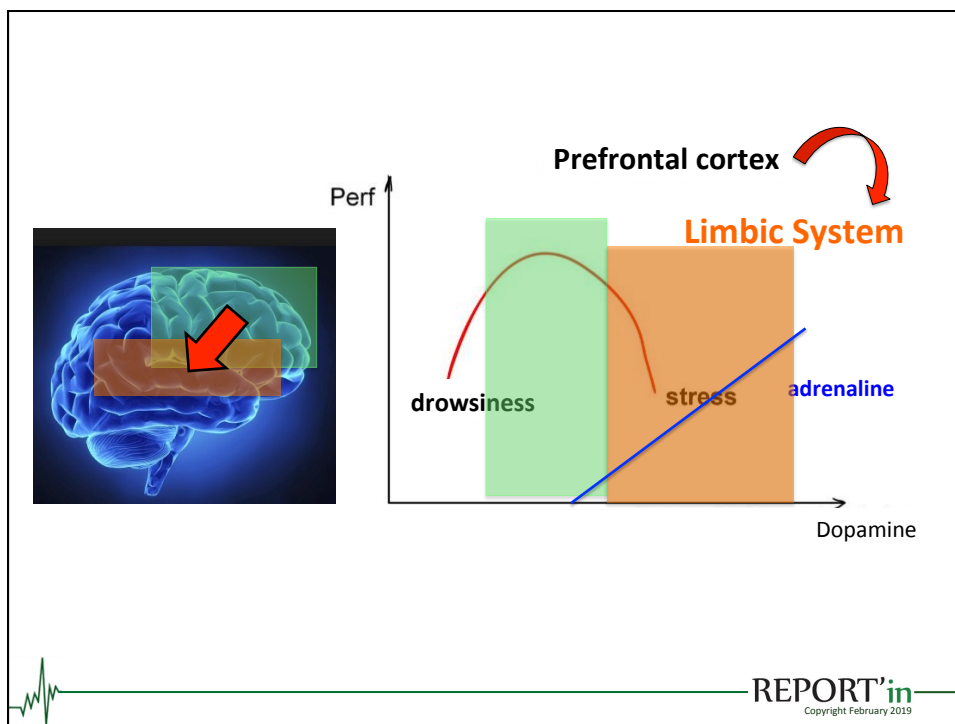
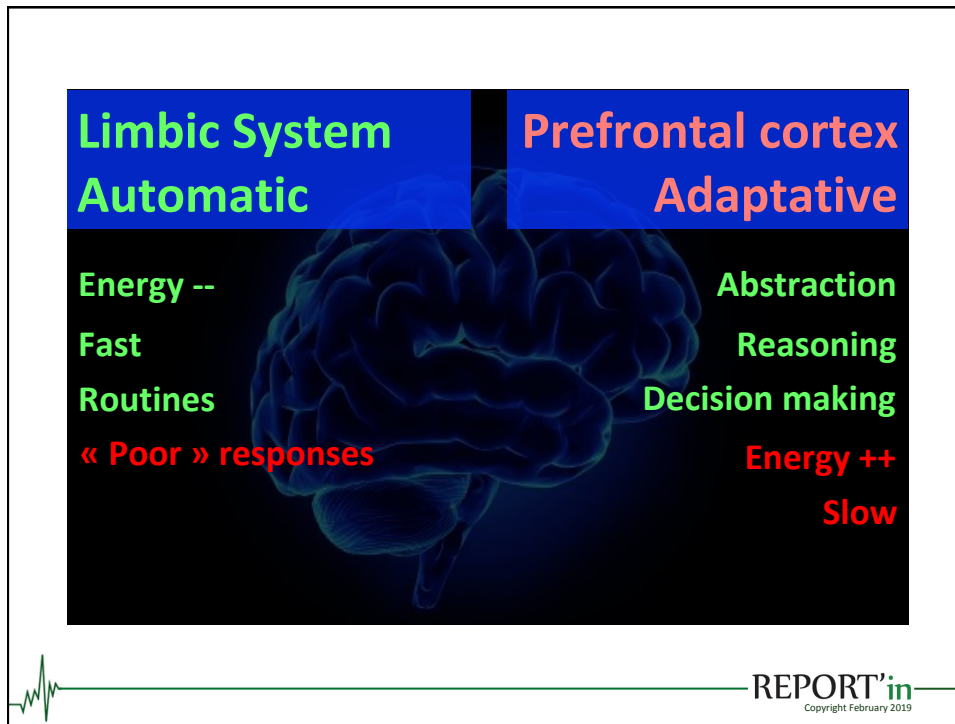


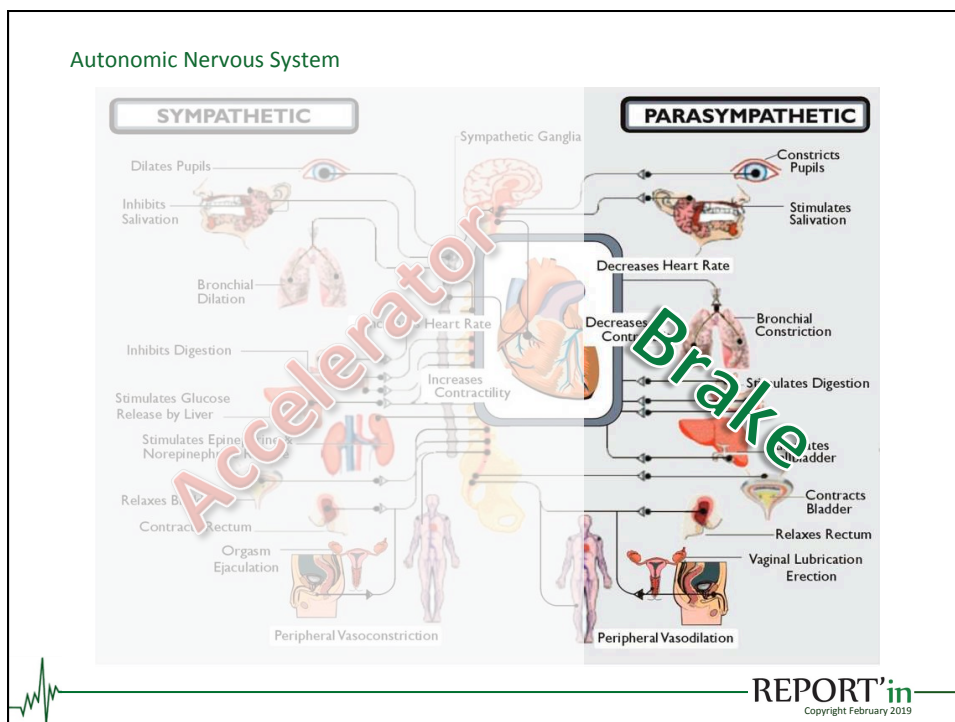
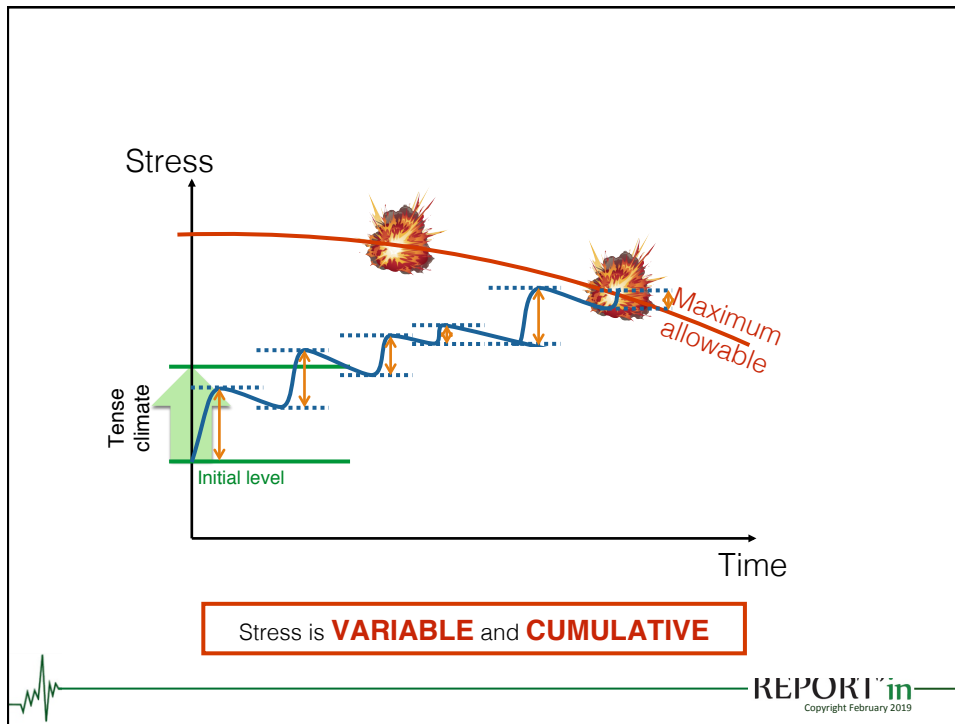
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Where it all takes place

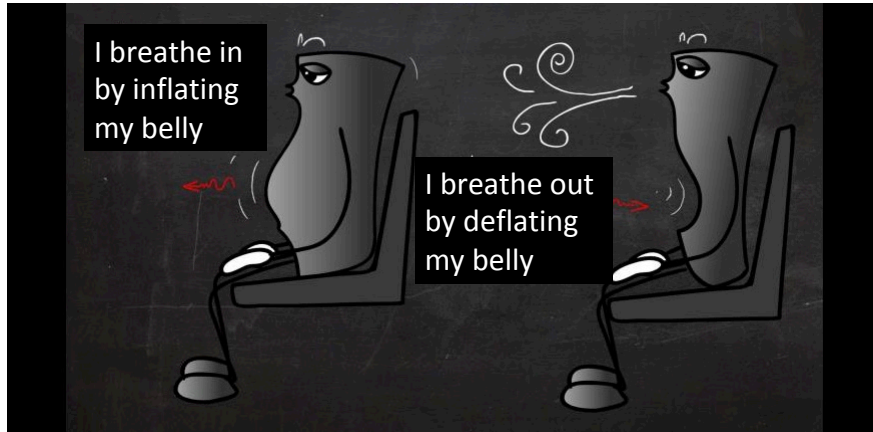


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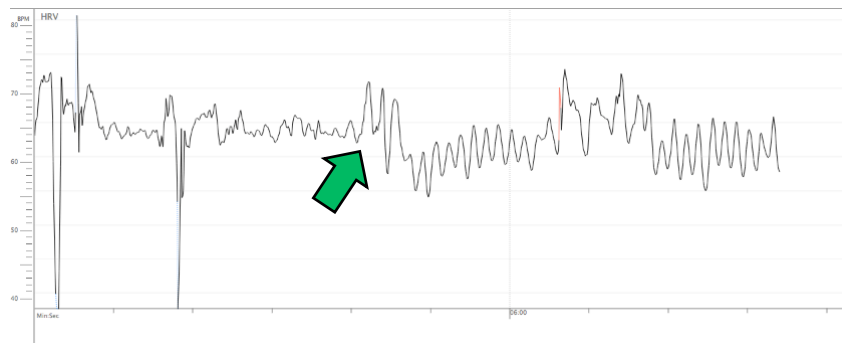




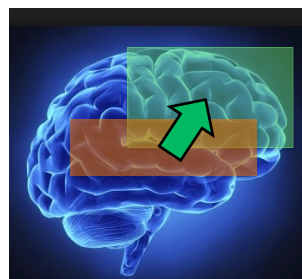
Abdominal breathing



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Abdominal breathing enables rapid reconnection of the prefrontal cortex (cardiac coherence)



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Stressed people demonstrate stress signals

Psychological

Tendency to jump to conclusions

Time dilution

Physiological

Increase in speech rate

Tunnel vision

Audition is impaired

Sweaty palms

Behavioural

Flight into action

Agressivity

Decrease in or lack of communication

Freeze – lack of reaction

Hand in hair or neck



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BEFORE THE SESSION

- **Knowing** what to expect decreases stress
 - → Enable student to **build up knowledge** with guided home study on :
 1. Theoretical subjects (KNOW)
 2. Practical aspects (SKILLS)
 3. Human Factors (BEHAVIOR)
- Feeling **prepared** decreases stress



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DURING THE BRIEFING

- **Benevolent attitude** of the instructor is paramount
- Explain that participants are here to **make mistakes** and to **learn from them**
- Define **simples objectives** for the session and explain them clearly
- Review the session's **key points**
- **Q&A** (Q - students, A - instructor) base on home preparation
- Suggest **abdominal breathing** if deemed useful (at any time, even during the session)



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DURING SIMULATION SESSIONS

- Adapt level, tempo and number of exercises to the level of the group (skip exercises if needed)
- According to the learning outcomes, define type of sim session :
 - **EXERCISE type** : A review of known / home prepared subjects
The instructor, when necessary, should :
 - Freeze the session if necessary to put the back trainees "on track"
 - Explain
 - Demonstrate
 - Let them repeat an exercise
 - **H.O.S.T. type** : Hospital Oriented Simulation Session
The instructor, when necessary, should :
 - Let the team work without your help
 - Challenge their creativity in finding solution to the unexpected /unprepared
 - Stop / adapt the session before stress rises too much
- If possible, end every session on a successful action



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DURING DEBRIEFING

- Encourage **self debriefing** in order to let the trainees relieve any tension
- Address **group performance** instead of personal behaviour
- Use the **Why, What, How** things happened concept so that students figure out their own solutions
- End debriefing with a **maximum of 3 key points**



Thank you for your attention

