

Psychological Resilience and Cognitive Flexibility

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Reasons for interest

- Clinical work
- UK Cognitive therapy training
- University role - train clinical psychologists
- Book feedback
- Workplace groups





WHEELS
AND
GAMES

Sweet-Bix

YOU ?

PUSH PLAY

Cognitive flexibility

- Model developed from CBT (Padesky) and Seligman – realistic optimism
- Meaning or interpretation of events, self, body sensations and emotions
- Role of meta-cognition



Cognitive flexibility in action

- Is this thinking helpful for me (helping me stay resilient)?
- Alternative perspectives
- Mood thinking check
- Continuum and middle ground



Teaching Cognitive Flexibility

- Explain model,
- Provide examples,
- Practice others,
- Practice self
- Practice
- Review and follow up



Measuring effectiveness

- Improved mood
- Reduced anxiety
- Reduced avoidance
- Increase in experience of positive emotions



Psychometric measures

- Attributional Style Questionnaire (ASQ)
- Stait-Trait Emotion Measure
- Positive Affect Negative Affect Scale (PANAS).



Training groups

- Maximum 15 participants
- 35 groups to date (approx 500)
- Facilitated by Clinical Psychologists
- Variety of roles
- Different organisations



Participants

- Government departments
- Legal groups
- Health professionals
- PHO clients
- Aged Concern
- Marae groups
- Teachers
- Entrepreneurs
- Open groups



Training modules 1-4

- Stress – mind-emotion-body responses
- Resilience – from psychological research
- Physical wellbeing
- **Flexible thinking**



Training modules 5-8

- **Optimism**
- Strong relationships
- Emotion regulation
- Tools from Positive Psychology



Qualitative feedback

- “Tools helpful in my relationship with partner and kids”
- “Great strategies to adjust thinking”
- “Learnt strategies to cope better at home and work
- “This has made a big impression on my life and health”
- “I ran up 5 flights of stairs today for the first time in 2 ½ years”.



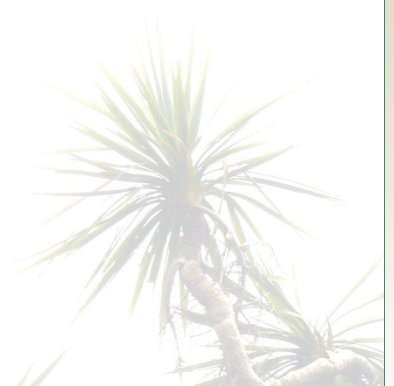
Our observations

- Therapeutic group effect
- Road map for change
- Broaden and Build in action
- Request for more follow up
- Helpful to understand science behind tools



Proposed study

- Pre, post and follow up
- To assess learning (theory) and practice of skills
- Which skills predict change?



Advice welcome!



