The effects of Compassionate Mind Training on student psychotherapists

Beaumont, EA, Rayner, GC, Durkin, M and Bowling, G

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<tr>
<td>Published Date</td>
<td>2017</td>
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</tbody>
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Figure 1: Compassionate Mind Training Model for Healthcare Practitioners and Educators

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**Potential Intervention**

- Healthcare practitioner training
- Academic/educational
- Client work
- Placement/organisational
- Personal

**Demands**

- Academic/educational
- Client work
- Placement/organisational
- Personal

**Threat System Activated**

- As a result, cognitive, behavioural, emotional and physical symptoms may be experienced including: Self-criticism, shame, blame, guilt, anger, sadness, headaches, cynicism, depersonalisation, exhaustion, low energy, feeling underappreciated/overworked, disillusioned, overwhelmed, reduced empathy, loss of meaning and hope, pre-occupation with another's trauma, concentration problems, easily startled, irritability, difficulty sleeping, intrusive images, helplessness, social withdrawal, diminished sense of safety, addictive behaviour, excessive emotional numbing, lack of self-care, leave job

**Empathic distress fatigue; burnout; compassion fatigue**

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Psycho-education regarding the warning signs of stress, burnout and fatigue.

**Compassionate Mind Training (Gilbert, 2009):** Introduction to the theoretical elements of the model. Exploration of how our sense of self is created through an interaction between our genes, social experiences and our emotion regulation systems.

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**Gilbert's (2009) Compassionate Mind Interventions include:** Mindfulness and focused attention, soothing rhythm breathing, compassion focused imagery, creating a safe place, compassion as a flow, developing the compassionate self and ideal compassionate other, using compassion to explore and relate to different parts - multi-self, using compassion to engage with self-criticism, compassionate letter writing

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**Professional quality of life; wellbeing; resilience; enhanced compassion**

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