

- **Building Resilience: The Journey of the Beginner Psychologists**
- *Presenters:*
- *Karan Lamb, PsyD*
- *Haomin (Ivy) Chen*
- *Gaelle El Helou*

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BUILDING RESILIENCE: THE JOURNEY OF THE BEGINNER PSYCHOLOGISTS



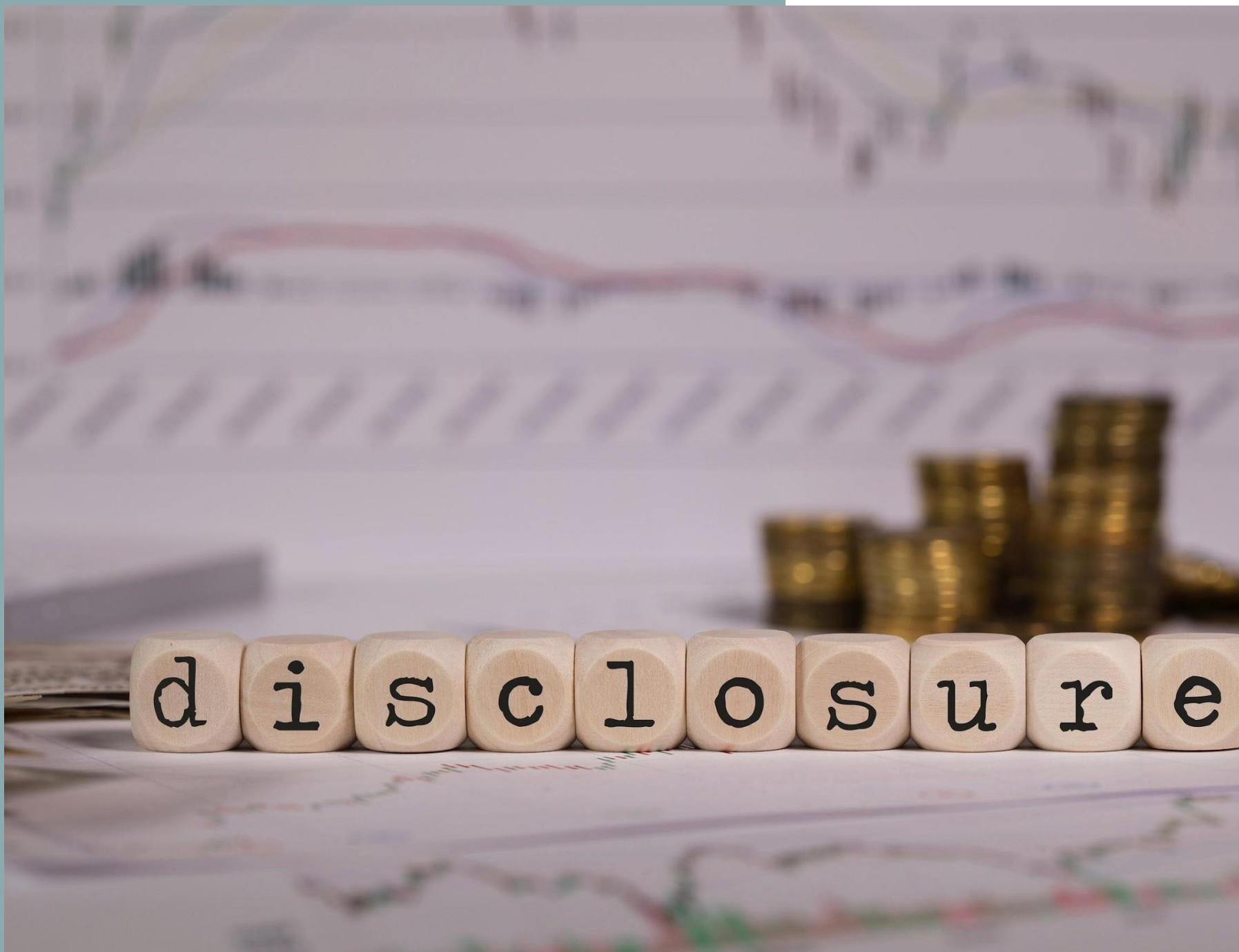
Haomin Ivy Chen

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NO CONFLICTS OF INTERESTS OR DISCLOSURES TO REPORT

LEARNING OBJECTIVES

Define cognitive flexibility and its role in psychological resilience

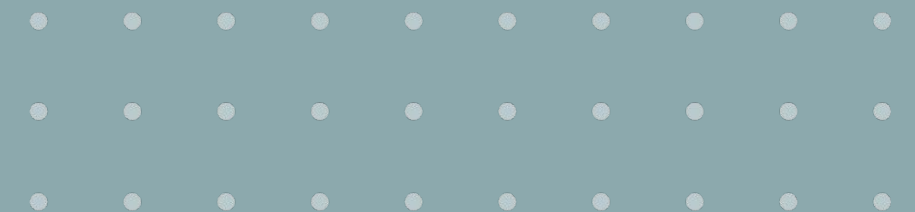
Analyze factors such as cultural differences, communication styles, and emotional disconnect that may hinder effective client engagement

Apply three strategies to overcome barriers, foster rapport, and enhance therapeutic relationships through adaptability and cognitive flexibility



COGNITIVE FLEXIBILITY

What is it and Why is it important to ALL Psychologists?

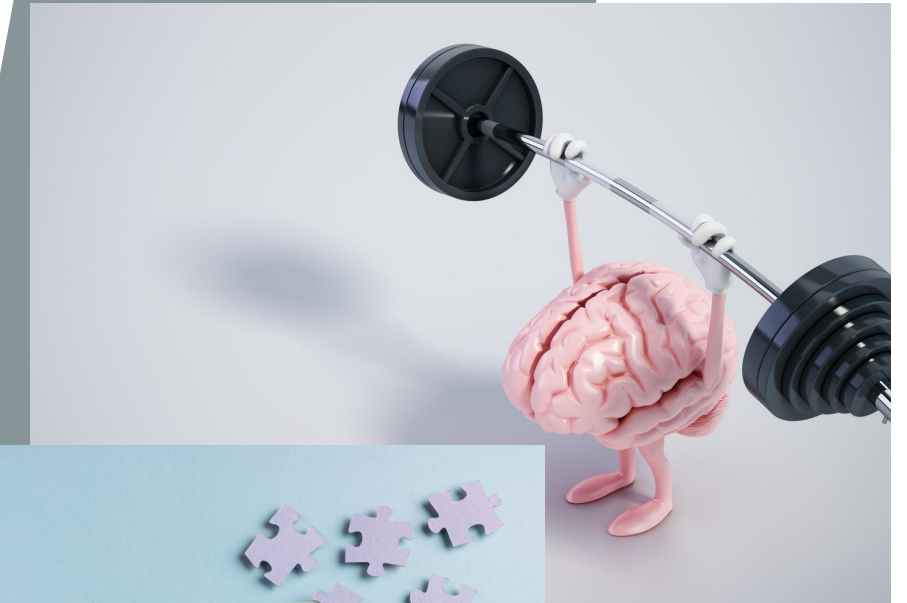
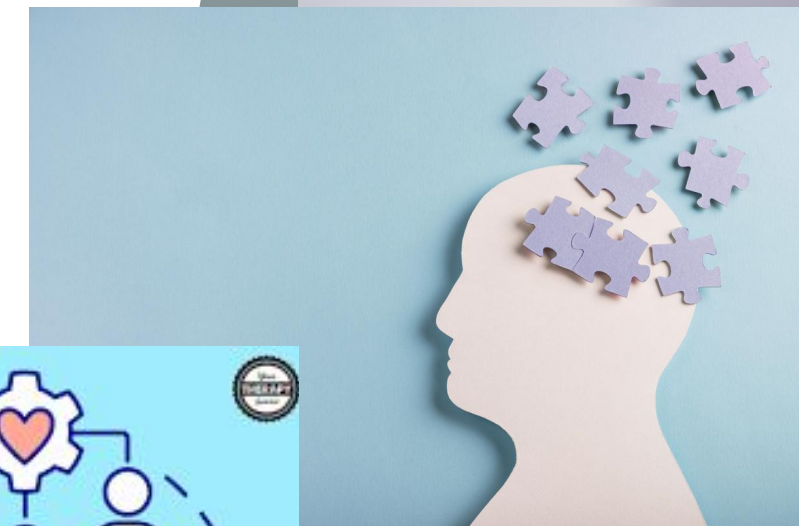
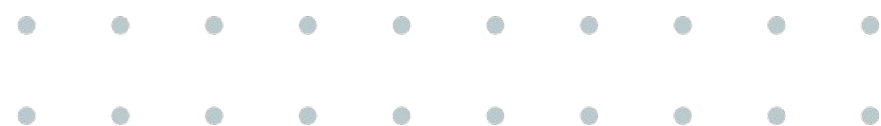


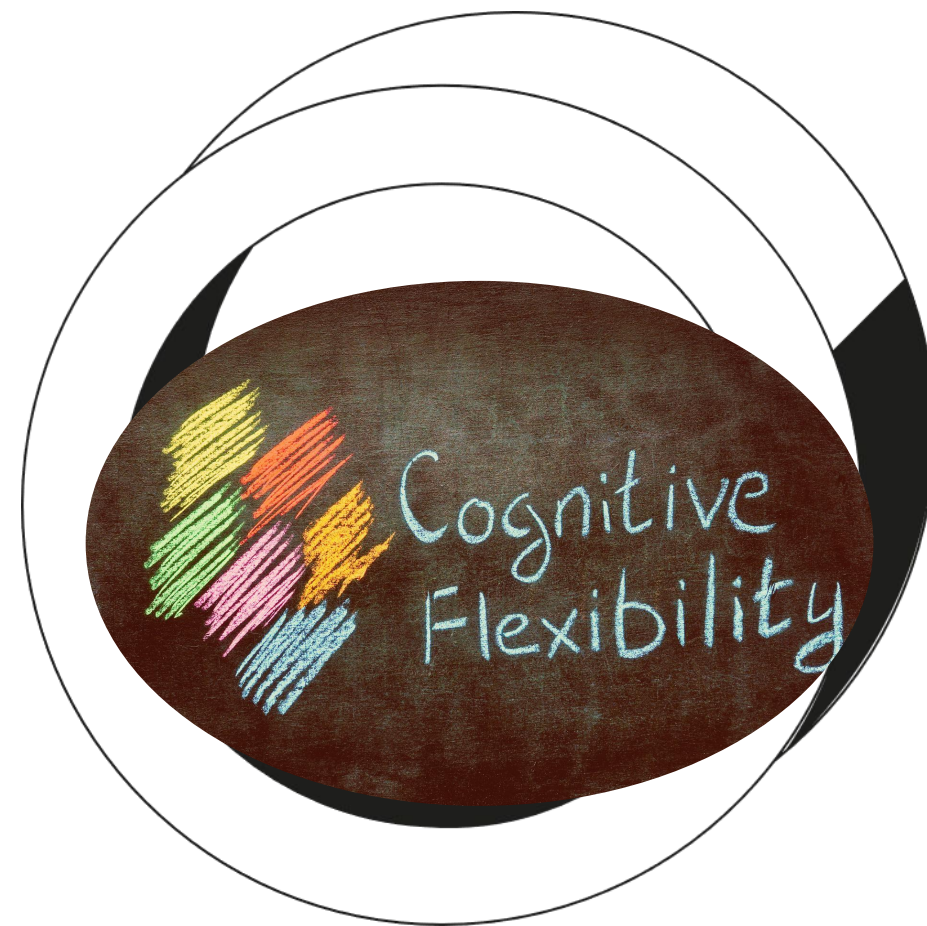
COGNITIVE FLEXIBILITY

Ability to “shift back and forth between multiple tasks” (Huizinga et al., 2006)

THREE assumptions of CF (Cañas et al., 2011):

- Can be **AQUIRED**
- Adaptation of cognitive **STRATEGIES**
- Adaptation in **RESPONSE** to conflicts or changes in the environment





- Resilience is defined as ‘the ability to adapt successfully in the face of stress and adversity’
- One important factor is cognitive flexibility → shifting the way we view situations
- Two main constructs: cognitive control (confidence to perceive difficult situations as controllable) and cognitive alternatives (ability to identify multiple solutions to a difficult situation)
- Can be acquired / enhanced through professional coaching, mindfulness, identifying cognitive hijacking...
- CF can help:
 - improve self-awareness and attention control
 - mitigate stress and increase job satisfaction
 - adapt quickly to situations
 - therapeutic benefits (e.g., improving empathy and interpersonal effectiveness)

FOR THE UNSEASONED, SEASONED AND SALTY PSYCHOLOGIST

MAINTAINING FIDELITY TO EVIDENCE-BASED PROTOCOLS....



VULNERABILITY - Self-doubt - did I say the wrong thing?

RELATABILITY -What is this experience the client is describing?

ATTENTION OVERLOAD: What other factors are going on in their life?

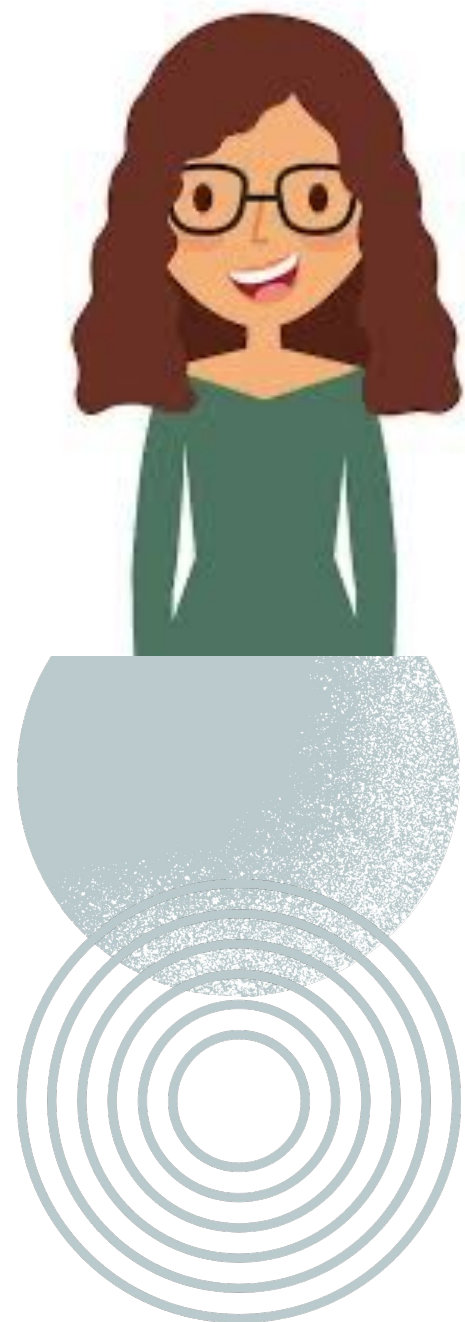
CONNECTION: Wait – why is their experience impacting me?

....AND NOT OVERFOCUS ON THE TREATMENT MODEL
THE THREAT OF COGNITIVE RIGIDITY

The background is a solid teal color. Overlaid on this are various geometric elements: a large, irregular shape composed of purple and black squares and rectangles, resembling a stylized 'E' or a cluster of blocks, positioned on the left side. A thick, solid black vertical bar is located to the right of this cluster. To the right of the black bar, there are several thin, horizontal purple lines. Further to the right, there are more purple and black geometric shapes, including a small cluster of squares. In the bottom left corner, there are several thin, white, curved lines that resemble a stylized 'U' or a series of concentric arcs. The text 'CASE 1' is centered in the upper half of the image, and 'Haomin Ivy Chen' is centered below it.

CASE 1

Haomin Ivy Chen



BARRIERS

- Client:
Emotion dysregulation
- Inconsistent reporting
- Therapist:
Competing treatment goals
between therapist and client
- Fear client would be
frustrated/disappointed with
treatment

LEARNING TO BE FLEXIBLE

- Flexibility with case
conceptualization
- Act as an anchor for client
- focus on the process and
emotions rather than the
words she reported
- Reframe client frustration →
she feel not heard

FACTORS OF RESILIENCE

01

Support from group supervision.
Important support from peer therapists



02

Stay authentic and aware of
counter-transference (from unrelatable
experiences, differences in
communication patterns, current
situation, emotional disconnection)

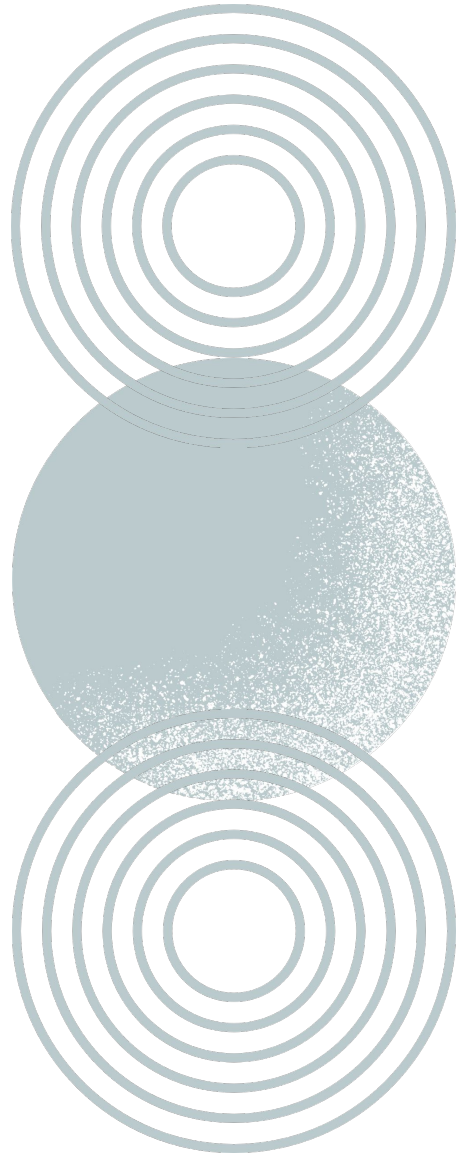




CASE 2

Gaelle El Helou





BARRIERS

→
Client:

- High expectations of fast therapy outcomes / solutions
- Constant testing / challenging of therapist limits
- Inconsistency and poor communication
- Social anxiety symptoms interfering with therapeutic rapport (lack of eye contact, holding back / restricted openness about emotions and experiences)

Therapist:

- Worries about cultural and age difference
- Expectations of client presentation not met
- Self-doubt and higher self-consciousness during

LEARNING TO BE FLEXIBLE



Shifting / accelerating the therapeutic approach

Seeking supervision

Establishing a comfortable and safe space and strengthening rapport

Addressing communication issues both in and out of therapy

Brainstorming barriers against
commitment to therapy with client to



RESILIENCE FACTORS

Support through supervision

Boundary setting / trusting the process

Focus on the case conceptualization as
an anchor



SUPERVISOR RELATIONSHIP

Karan Lamb





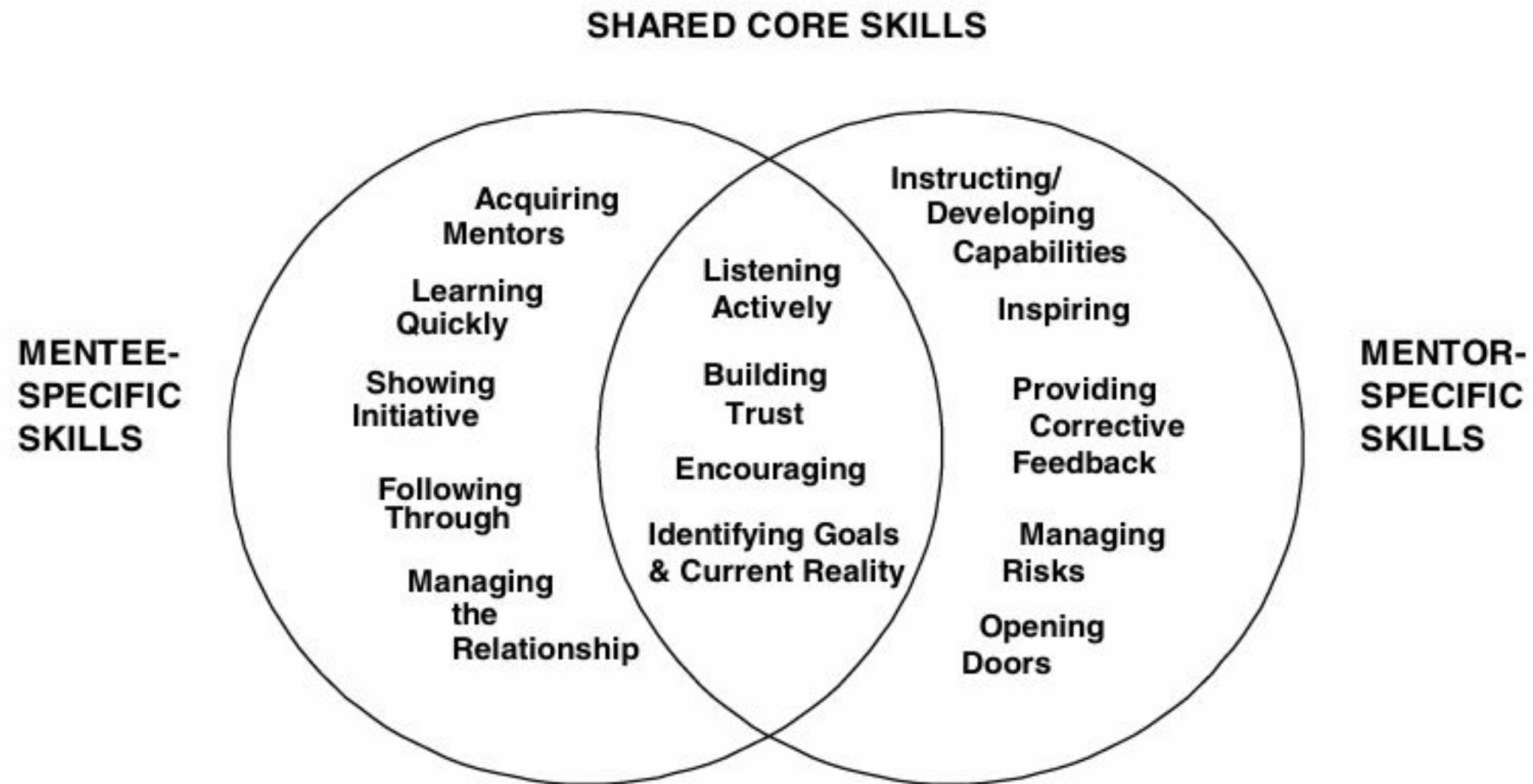
“JUST KEEP MOVING FORWARD.”



FOSTERING RESILIENCE

- Structured Guidance & Preparation
 - See where the student is going and support them to get there.
- Intentional support systems to foster growth, readiness, and engagement.
- Opportunities for Reflection
- Targeted video content to explore session themes and clinical techniques.
- Peer Collaboration & Mentorship
- Creating space for shared insight, feedback, and skill-building across disciplines.
- Slowing down process through pivotal experiences to deepen self-awareness and session effectiveness.
- Emotional Regulation & Stress Management
- Integrating actionable strategies for

THE MENTORING SKILLS MODEL



Phillips-Jones, L. (2003). Skills for successful mentoring: Competencies of outstanding mentors and mentees. The Mentoring Group. University of Delaware
[Skills_for_Sucessful_Mentoring.pdf](#)

SUPERVISORS

Active Listening

Building Trust

Encouraging

Clear Expectations

Collaborate with Treatment Formulations, Goals

Providing Corrective Feedback

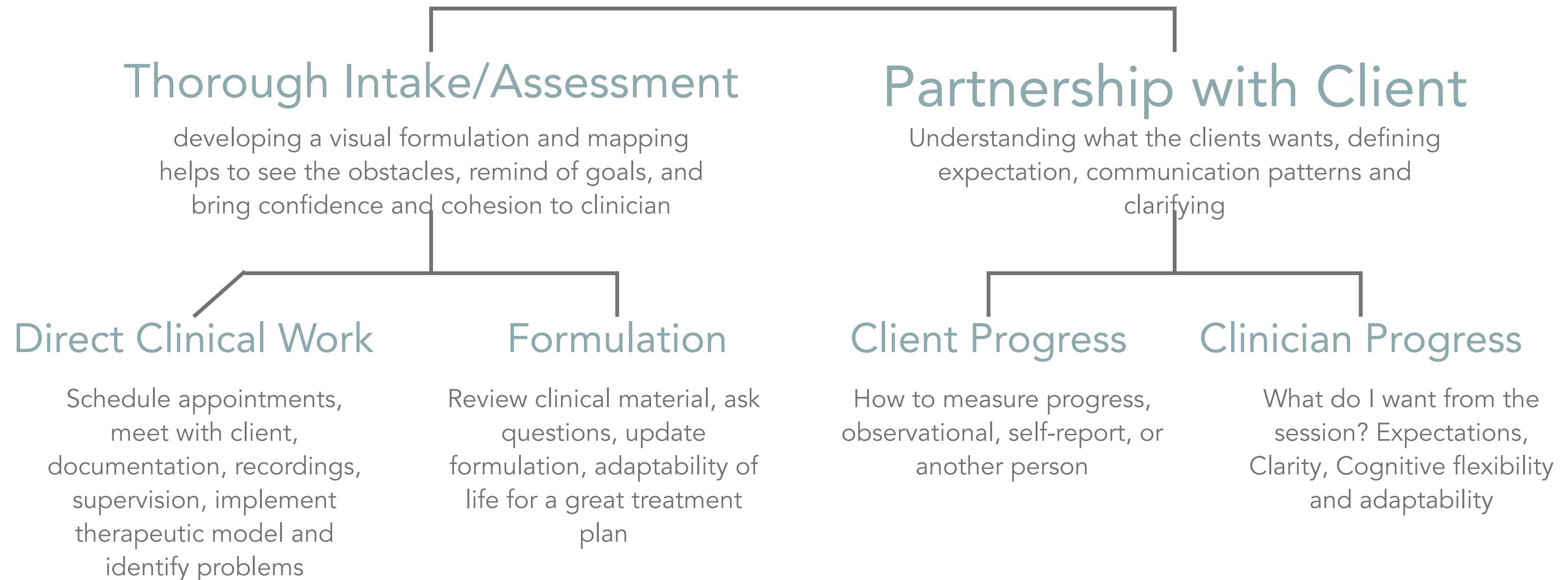
Encouraging reflection and openness

Inspire and Shared Experiences



UTILIZING COGNITIVE FLEXIBILITY

Step by Step



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THANK YOU

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(preferred)

OR

You can fill out the evaluation sheet by hand and give it to a staff member or the moderator of the session.

You need to fill this form out to receive full credit for the session.

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