Addressing Wellness and Resilience of Residents in Your Residency Program

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Learning Objectives

• Define wellness and resilience activity in the healthcare professions
• Compare and contrast previous happiness work and it’s relationship and importance in residency training.
• Apply character strengths to admission processes to admit residents with predetermined zest and grit.
• Design activities to use during residency training that enhance both preceptor and resident experience.
• Formulate a plan to address a situation with resident wellness and resilience.
It’s a Residency for Pete’s Sake!

• It’s only ONE (TWO) year(s)!
• I was trained this way and so will you...get over it!
• Get use to it – this is the practice/work world!
• You are not in pharmacy school anymore – welcome to healthcare!
• Its hard work and there is no room for:
  • Happiness
  • Fulfillment
  • Fun
• Pull up your boot straps and get on with it
Wellbeing and Resilience

• New buzz words??

• Wellbeing defined by WHO:
  • “the state in which an individual realizes his or her own abilities, can cope with normal stresses of life, can work productively, and is able to make a contribution to his or her own community”. **Wellbeing** involves having positive self image and esteem.
    • Two key elements
      • Feeling good
      • Functioning well

• Resilience defined by the American Psychological Association
  • “the process of adapting well in the face of adversity, trauma, tragedy, threats or even significant sources of stress”
    • Complex and can be viewed as trait, a process, a tool, or an outcome
    • Changes over time
Triple Aim Tenants: Institute Healthcare Improvement

• Improve the patient experience
  ▪ Access to care
  ▪ Satisfaction

• Reduce costs
  ▪ Bundled payments
  ▪ Pay for outcomes
  ▪ Decreased payment for services and products

• Improve population health
  ▪ Population management
  ▪ Health and wellness
  ▪ Integrated care models
Team-based Care

• Shared Goals
• Clear Roles
• Mutual Trust
• Effective Communication
• Measurable processes and outcomes
• Standard 3
  • Residents function and work as a member of the health care team

• Standard 6
  • Collaborate, document, and communicate with physicians, other pharmacists, patients, and other health care professionals as a member of an interprofessional team in the provision of safe, effective, and coordinated patient-centered care
Clinician Wellbeing

- Essential for safe, high-quality care
  - Improved patient-clinician relationships
  - A high-functioning care team
  - An engaged and effective workforce

- When we invest in clinician well-being, everyone wins
More than 130 organizations have committed to improving clinician well-being.

Read their statements: nam.edu/ClinicianWellBeing
APhA recognizes that the well-being and resiliency of pharmacists and pharmacy personnel are preserved, and the delivery of their services is optimized when ...

- they are enabled to be effective healthcare providers who are valued, respected, and supported by payers, patients, policy-makers, employers, and members of the healthcare team;
- they can fully utilize their education, knowledge and training to positively impact patients’ lives and the effectiveness of the healthcare team;
- administrative burdens are decreased and/or manageable by appropriate support from management/employers;
• APhA recognizes that the well-being and resiliency of pharmacists and pharmacy personnel are preserved, and the delivery of their services is optimized when ...

• they can practice in supportive environments with adequate resources (including sufficient staff) to perform their patient care services;
• coverage for the medication use process supports and encourages the provision of quality patient care services;
• they can regularly engage in their profession and establish collegial relationships with pharmacists outside of their own practice site; and,
• they are empowered to identify and achieve their work-life balance by aligning personal and well-being goals with their chosen workplace.
Perspective On Burnout Syndrome Amongst Pharmacists

Burnout syndrome is not well studied within the pharmacy profession, yet it is likely something many pharmacists have experienced on some level. In this interview two pharmacists who recently published an article on burnout syndrome discuss the topic.
What Does Happiness Have to Do with Residency Training?

• Happiness is not simply feeling good
• Inclusive of collection of experience
  • Enjoyment
  • Excitement
  • Pleasure
  • Overall sense of well-being
• Links to attitudes and behaviors (i.e. calling, empathy)
• Growing body of literature of positive emotions
• Residency vs. life balance...
What Does Happiness Have to Do with Residency Training?

• It’s life...
## Rates of Depression in Pharmacy Residents

<table>
<thead>
<tr>
<th>Indicator (PHQ-9)</th>
<th>September 2015</th>
<th>December 2015</th>
<th>March 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not depressed</td>
<td>33.8%</td>
<td>27.3%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Mild depression</td>
<td>32.2%</td>
<td>36.9%</td>
<td>33.8%</td>
</tr>
<tr>
<td>Moderate depression</td>
<td>23.2%</td>
<td>21.2%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Moderately severe depression</td>
<td>7.6%</td>
<td>10%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Severe depression</td>
<td>3.2%</td>
<td>4.6%</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

Happiness at work is...
deep and abiding enjoyment of daily activities fueled by:

-- a passion for meaningful purpose;
-- a hopeful view of the future; and
-- true friendships

Annie McKee
Work Myth and/or Happiness Trap Applied

Myths
• Residencies must be grueling
• How residents feel during residency training does not matter
• Residents should not ask for more of work beyond what is outlined
• Residency is merely the means to gain 3-5 years experience rapidly

Traps
• Overworked
• Ambition
• Should (Judgment)
• Helplessness

What is your role as residency director/preceptor to help?

- Enhance self-awareness around beliefs about the work of residency training
- Determine whether work myths or ‘happiness traps’ exist for you
- Adopt a whole person approach to resident training
- Employ ‘curious learner’ (vs. judgmental knower) tactics
- Leverage coaching techniques
- Create practice environment that fosters comraderie, mutual respect, and sustainable success

Leader Development Operating System. Pharmacy Leadership and Education Institute.
Residency Program, Practice Site and Preceptors

• Practice Environment
• Coaching
• Modeling
  • Grit
  • Zest
• Culture and attitudes
  • Expectations

Preceptor Development

- Preceptor Plans
- Continuing Professional Development
  - APhA Advance
- Yearly Self-Assessment
  - Wellbeing
    - Available as an App
    - https://www.mededwebs.com/well-being-index
  - 10 Item Validated Perceived Stress Scale
  - Maslach Burnout Inventory
Whole Person Paradigm – Stephen R. Covey
PGY1 Community-Based Residency Application

• Recruitment
• Interview/Admissions
• Orientation
• Training
• Graduation
Intersection of character strengths and academics

• 24 character strengths (Seligman and Petersen) form ‘backbone” at KIPP Public Charter Schools

• Highly predictive character strengths of positive life outcomes (spread across 24 indicators)
  • Petersen identified seven – though curiosity swapped in for love

• Aside from a ‘report card’, desire is to integrate character strength and indicators into life of classes/school

Adaptable for residency admission?

https://www.kipp.org/approach/character/.
Accessed 3/13/2019
GRIT and ZEST

• Grit in psychology is a positive, non-cognitive trait based on an individual's perseverance of effort combined with the passion for a particular long-term goal or end state (a powerful motivation to achieve an objective)

• Zest is a way of 'approaching life with excitement and energy. It is rare for them to do things halfway or halfheartedly- they are alive and activated.
Interview Questions to Assess Grit

• How have you turned a dream into a reality?
• How have you dealt with failure and bounced back from it?
• Tell me about a time you had an idea to improve a process at work and what was the result?
• Describe a project that you had to work on for an extended period of time and how you stayed engaged?

Interview Questions for Zest

- Have them describe a time when they experienced total immersion while working. What did it feel like to them?
- Ask candidates to describe their approach to life using five or six words. Do they use terms that convey energy, curiosity (e.g., love to learn, courage, creativity)?
- How does the candidate talk about success in their life?
- What in the candidate’s life represents the most prideful accomplishment?
- Ask interviewees to describe a setback in their life. How did they bounce back from it? What did they learn?
Assessment for the Presence of Zest

• Use interviews and letters of reference
  • Do coworkers, bosses, and/or direct reports say the candidate has a positive influence on those around them?
  • Does the candidate energize the workplace; do they motivate others through either word or action?
  • How do people describe the candidate? Words like “enthusiastic,” “positive,” “high energy,” and “creative,” indicates the candidate possesses zest.
  • Does your candidate have a history of regularly exceeding expectations and delivering results at the highest levels? Does the person approach tasks wholeheartedly or begrudgingly?
  • Do your candidates demonstrate creativity in their work, be it producing new products or processes, making decisions, and so forth?
Resident Candidate Interview

- Be clear with expectations of resident
  - Workload
  - Time commitment
  - Expectations
- Be clear about culture of residency program
Wellness and Resilience Questions for Interview

• How do you feel about all of the activities you will be expected to complete during residency training?
• Which of the years in pharmacy school was the most difficult and how did you deal with the stress?
• What types of things do you enjoy outside of work?
Self-Assessment and Reflection

• Pre-Residency Self-Assessment
  • Add tools for assessing
    • Grit
      • http://success.gatech.edu/sites/default/files/images/how_gritty_are_you_quiz.pdf or
      • https://angeladuckworth.com/ grit-scale/
    • Time management
      • https://www.mindtools.com/pages/article/newHTE_88.htm
      • https://www.leadershipiq.com/blogs/leadershipiq/quiz-how-do-your-time-management-skills-stack-up
      • https://www.proprofs.com/quiz-school/topic/time-management
    • Work-life Balance
      • https://hr.berkeley.edu/sites/default/files/ attachments/Balancing_Life_Roles.pdf
    • Resilience
      • https://hbr.org/2015/01/assessment-how-resilient-are-you
  • Add questions that address beliefs about wellbeing and resilience
Orientation

• Add questions/questionnaire to assess beliefs *(Take Notice)*
  • What does work-life balance mean to you?
• Orient to culture and expectations
Self-Assessment and Reflection

• Pre-Residency Reflection
  • Residents provide reflection on pre-residency self-assessments

• Add a midpoint check
  • 10 Item Validated Perceived Stress Scale

• End of Residency Reflection
  • Retake pre-residency self-assessments and reflect on changes

Lee HM and Young SD. Am J Health-Syst Pharm. 2017; 74:599-604
Approach resident as a curious learner

PLEI Operating System
- Whole person approach
- Way to “be”
Enhance curiosity through coaching

- One of six essential leadership styles
- Positive impact on performance, culture, and results
- Focuses on personal development not immediate work goals
- Works well with individuals who open to learn/grow
- Least used due to time or skill of the preceptor

Coaching...EIE (IO)

Education ➔ Inspiration ➔ Empowerment
The Coaching Habit: Seven Essential Questions

• Kickstart: “What is on your mind (right now)?”
• AWE: “And what else?”
• Focus: “What is the real challenge for you here?”
• Foundation: “What do you want?”
• Lazy: “How can I help?”
• Strategic: “If you are saying YES to this; to what are you saying NO?”
• Learning: “What was most useful for you?”

Enhance Residency Training and Beyond

• How do you view work and what myths/traps make YOU unhappy?
• Which happiness traps do YOU keep others in?
• How can emotional intelligence competencies improve work effectiveness
  • Self-awareness: Social awareness and Self-Management: Relationship Management

Improving Wellbeing

• Connect
• Be active
• Take notice
• Give
• Keep learning
PGY1 Community-Based Residency Application

• Structure
  • Regular meetings (Connect)
  • Case/topic discussions (Keep Learning)
    • Work-life balance
    • Time management
  • Hot topic presentations (Take Notice)
  • Readings (Keep Learning)
  • Courses (Keep Learning)
• Preceptor Roles
  • Manage time well
  • Teach Grit \textbf{(Give)}
    • Encourage residents to discover passion
    • Support resident activities outside comfort zone
    • Expect frustration, accept failure in order to learn, empower resident to grow
    • Foster a growth mindset

• Learning Experiences
  • Patient Care \textbf{(Connect, Give, Keep Learning)}
  • Practice Management
  • Leadership
  • Community Service \textbf{(Be Active, Give)}
Case

“I am not having an easy time establishing work-life balance during this program. I am not finding it easy to make friends and I spend a lot of time alone. And when I do something fun, I find that I don’t enjoy myself – worried that I should be focused only on residency activities. On the other hand, I am worried that I am blowing my opportunity to live in a new city and experience new things.”

• What would you say in a coaching session?
### 7 Essential Questions Applied

| Focus Question: | “There is a lot going on here. What is the real challenge going on for you here?”
|                | “If you had to pick one of these topics to focus upon now, which would be the real challenge for you?” |
| AWE Question:  | “And what else?” |
| Foundation Question: | “What do you want?” |
| Lazy Question: | “How can I help” |
| Strategic Question: | “If you said yes to activities for pleasure, to what are you saying no?” |
| Learning Question: | “What was the most useful here?” |

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**Case – Where to Start?**
Questions
Resources for Measuring Wellbeing and Burnout

• Validated Assessments to Assess Work-Related Dimensions of Well-Being
  • [https://nam.edu/valid-reliable-survey-instruments-measure-burnout-well-work-related-dimensions/](https://nam.edu/valid-reliable-survey-instruments-measure-burnout-well-work-related-dimensions/)

• Self-Assessments
  • Stanford Medicine [https://wellmd.stanford.edu/test-yourself.html](https://wellmd.stanford.edu/test-yourself.html)
    • Burnout
    • Emotional Intelligence
    • Empathy
    • Happiness
    • Mindfulness
    • Physical Fitness
    • Self-Compassion
    • Stress
    • Work-life Balance