



**Adolescent Healthcare and the
Resident Learner SIG:
Finding Wellness in the Adolescent
Medicine Rotation Experience**

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Goal

Leverage a growing community of professionals involved in resident education to promote mutual growth and effectiveness as medical educators of Adolescent Health



Objectives

After attending the SIG participants will be able to:

- Describe the key elements that the ACGME requires training programs to address in the area of Wellness
- Discuss strategies for incorporating resilience-promoting behaviors for residents during their adolescent medicine rotation
- Demonstrate means of role modeling healthy work-life balance and resilience behaviors for residents during their adolescent medicine rotation



Agenda

- Overview of the key elements that training programs need to address in the area of Wellness.
- Discuss how resilience-promoting behaviors can be incorporated into the adolescent medicine rotation for residents
- Use the framework of role modeling to discuss how educators can demonstrate a healthy work-life balance and resilience behaviors
- Share resilience-promoting resources and discuss how educators can advocate for and support their own Wellness



ACGME

As of July 1, 2017, the ACGME has mandated that Wellness be addressed as a Common Program Requirement for training institutions (VI.C. Well-Being):

“In the current health care environment, residents and faculty members are at increased risk for burnout and depression. Psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician. Self-care is an important component of professionalism; it is also a skill that must be learned and nurtured in the context of other aspects of residency training. Programs, in partnership with their Sponsoring Institutions, have the same responsibility to address well-being as they do to evaluate other aspects of resident competence.”



ACGME Common Program Requirements

- Revised June 10, 2018
- Effective July 1, 2019

VI. The Learning and Working Environment	33
VI.A. Patient Safety, Quality Improvement, Supervision, and Accountability	33
VI.B. Professionalism	38
VI.C. Well-Being	40
VI.D. Fatigue Mitigation	43
VI.E. Clinical Responsibilities, Teamwork, and Transitions of Care	44
VI.F. Clinical Experience and Education	45



Well- Being (ACGME)

- *Psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician and require proactive attention to life inside and outside of medicine.*
- *Well-being requires that physicians retain the joy in medicine while managing their own real-life stresses.*
- *Self-care and responsibility to support other members of the health care team are important components of professionalism; they are also skills that must be modeled, learned, and nurtured in the context of other aspects of residency training.*



- *Physicians and all members of the health care team share responsibility for the well-being of each other.*
- *For example, a culture which encourages covering for colleagues after an illness without the expectation of reciprocity reflects the ideal of professionalism.*
- *A positive culture in a clinical learning environment models constructive behaviors, and prepares residents with the skills and attitudes needed to thrive throughout their careers.*



Background and Intent:

- The ACGME is committed to addressing physician well-being for individuals and as it relates to the learning and working environment.
- The creation of a learning and working environment with a culture of respect and accountability for physician well-being is crucial to physicians' ability to deliver the safest, best possible care to patients.
- The ACGME is leveraging its resources in four key areas to support the ongoing focus on physician well-being: education, influence, research, and collaboration. Information regarding the ACGME's ongoing efforts in this area is available on the ACGME website.
- As these efforts evolve, information will be shared with programs seeking to develop and/or strengthen their own well-being initiatives. In addition, there are many activities that programs can utilize now to assess and support physician well-being. These include culture of safety surveys, ensuring the availability of counseling services, and attention to the safety of the entire health care team.



Areas of Focus

- Quality of educational experience over volume
- Workplace safety
- Policies and programs for resident and faculty well being
- Residents must be given the opportunity to attend medical, mental health, and dental care appointments, including those scheduled during their working hours.



Areas of Focus

- Education in identification of the symptoms of burnout, depression, and substance abuse in others and themselves; how to assist those identified; how to seek appropriate care for self; alerting PD or designated person
- Provide access to tools for self-screening
- Provide access to confidential, affordable mental health assessment, counseling, and treatment
- Policies and procedures in place to ensure coverage of patient care when a resident cannot attend work. Policies must be implemented without fear of negative consequences for the resident who is or was unable to provide the clinical work



Concept in Adolescent Health

- Adolescent health professionals are in a position of cultivating wellness and resilience behaviors and attitudes among our patients : positive health behaviors, coping strategies, stress management, self care, etc.
- As we train our learners to deliver this key service to teens, we are also helping them develop these skills for themselves.

Role Model

- Teaches by example and commitment through promoting observation and reflection
- Might have brief contact with learner





Quality of Role Models

- Rated highly on feedback
- Professional attitude towards residents
- Creating a positive learning climate
- Not impacted by subspecialty and level of training

Good Clinical Teachers Likely to be Specialist
Role Models: Results from a Multicenter Cross-
Sectional Survey Lombarts K et al



Discussion

- What do you do as a role model to demonstrate healthy work-life balance and resilience behaviors?
- What might you do?
- *What will you do?*

ACGME Resources

- <https://www.acgme.org/What-We-Do/Initiatives/Physician-Well-Being>
- <https://www.acgme.org/What-We-Do/Initiatives/Physician-Well-Being/Resources>



Websites

- LEADER program for researchers <https://medschool.duke.edu/about-us/faculty-resources/facultydevelopment/our-programs/leadership-development-researchers>
- Clinical Leadership Program <https://healthpolicy.duke.edu/duke-clinical-leadership-program>
- Duke Department of Pediatrics Quality Program
- <https://intranet.medschool.duke.edu/depts/pediatrics/SitePages/Quality%20Program.aspx>
- Duke Healthy Campus <https://sites.duke.edu/healthy/>
- Center for Healthy Minds – University of Wisconsin- Madison
<https://centerhealthyminds.org/join-the-movement/your-well-being>
<https://centerhealthyminds.org/join-the-movement/workplace>
- Greater Good Science Center- Berkley <https://greatergood.berkeley.edu/>



Websites

- National Academy of Medicine, Action Collaborative on Clinician Well-being and Resilience
<https://nam.edu/initiatives/clinician-resilience-and-well-being/>
- Meditation and MBSR: <https://mind-bodyhealth.osu.edu/>
<https://wexnermedical.osu.edu/integrative-complementary-medicine/resources> KORU:
<https://korumindfulness.org/guided-meditations/> James Gordon: <https://cmbm.org/self-care/>
<https://www.headspace.com/> <https://www.calm.com/meditate>
<http://marc.ucla.edu/mindful-meditations>
- 3 Good Things: <http://www.dukepatientsafetycenter.com/>
<https://www.youtube.com/watch?v=57ru-P7EuMw>
- PDC Provider Empowerment Program
<https://intranet.dh.duke.edu/ent/pdc/HR/Pages/PEP.aspx>
- Duke Integrative Medicine <https://www.dukeintegrativemedicine.org/programs-training/>
- Professional Development Seminar Series: <https://medschool.duke.edu/about-us/faculty-resources/facultydevelopment/our-programs/professional-development-seminar-series>
- ALICE program for mid-career women: <https://medschool.duke.edu/about-us/faculty-resources/facultydevelopment/our-programs/alice-program>



Books

- *The Book of Joy*- Dalai Lama, Desmond Tutu, Douglas Abrams (includes meditation practices)
- *Medicine, Mindfulness and Humanity*- Ronald Epstein (includes chapter on Organizational Mindfulness)
- *Yoga Sparks*- Carol Krucoff (simple and quick yoga practices)
- *Peace is Every Step*- The Path of Mindfulness in Everyday Life - Thich Nhat Hanh
- *50 Ways to Save Your Life During Residency (and beyond)*- Ben Brown , MD



More Resources

- AAP Resilience Curriculum: <https://www.aap.org/en-us/about-the-aap/CommitteesCouncils-Sections/Section-on-Hospice-and-Palliative-Medicine/Pages/ResilienceCurriculum.aspx>
- AAP Section on Integrative Medicine. Mind-Body Therapies in Children and Youth. *Pediatrics*. 2016 Sep; 138(3). pii: e20161896. doi: 10.1542/peds.2016-1896. Epub 2016 Aug 22. PMID: 27550982
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More Resources

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