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
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

VI.A. Patient Safety, Quality Improvement, Supervision, and Accountability

VI.B. Professionalism

VI.C. Well-Being

VI.D. Fatigue Mitigation

VI.E. Clinical Responsibilities, Teamwork, and Transitions of Care

VI.F. Clinical Experience and Education
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/


• 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.dukeintegrativedicine.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

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