Building Resilience in Residency Training: It Takes a Village

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Disclosure

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• In this session:

   All planners, presenters, reviewers, and ASHP staff report no financial relationships relevant to this activity.
Objectives

▪ Identify stressors in residency training
▪ Define methods for building resident resilience
▪ Compare and contrast methods for instilling a sense of community within your residency program
▪ Explain how to manage unexpected life/residency events that occur
▪ Identify methods to measure success
Question: Who is in the audience?

A. Residency program director
B. Residency preceptor
C. Resident
D. Other
Question: With what types of programs are you affiliated?

A. PGY1
B. PGY2
C. Both
Question: Have you experienced any of the following?

A. Overworked
B. Emotional exhaustion
C. Depersonalization
D. All of the above
Outline

- Burnout, Resilience, and Grit
- Program Specific Examples/ Measuring Success
  - Kaiser Permanente Colorado
  - Nebraska Medicine
  - University of Virginia Health System
- Interactive Case Study
- Key Takeaways
- Q&A
Burnout Syndrome

- First coined by Herbert Freudenberger in 1974
- Triad
  - Emotional exhaustion
  - Depersonalization
  - Reduced sense of personal accomplishment

Burnout Syndrome in Healthcare

- Maslach Burnout Inventory “Gold Standard”
- 10-70% of nurses
- 30-50% of providers
- 55% internal medicine residents
- 1 in 5 health-system pharmacists at risk

Why Do We Care?

- Risks with burnout include:
  - Negatively affect patient care
  - Depression
  - Substance abuse
  - Suicide ideation rate of physicians in 2012
    - 6.4% of U.S. 7,288 physicians surveyed reported suicide ideation in past 12 months

Our PGY1 and PGY2 Residents

- Residency training is demanding
- PGY1 and PGY2 residents who worked more than 60 hrs/week were likely to have more stress
- Can lead to symptoms of burnout

Clinician Well-Being and Resilience

- National Academy of Medicine
- ASHP co-sponsoring the Action Collaborative
- 55 organizations
- Engaging stakeholders to:
  - "better understand causes of burnout"
  - "seek ways to improve clinicians’ well-being"

Resilience

An ability to recover from or adjust easily to misfortune or change.

• Different measures but no “Gold Standard”
• Goals are to optimize personal well-being
  • Inside and outside the hospital setting

Grit

Angela Duckworth

- Passion and perseverance for long-term goals
- The Grit Scale (used for self-reflection)
  - 10 questions
  - Scale of 0-5 (higher score = more Grit)

Resilience and Grit

- Resilience
  - Optimism to continue through adversity
  - Can be taught, supported and built

- Grit
  - The inner, sustainable drive that keeps you going
  - Good for open dialogue
  - Research is ongoing to explore ways to build grit
Audience Reflection

Your new residency class has just started. It includes 4 residents; 2 female, 2 male; 1 from local SOP, 2 from neighboring states, and the 4\textsuperscript{th} from over 500 miles away. During orientation, one appears disengaged and overwhelmed. What strategies would you implement?
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Question: What type of stressors impact residents in your program(s)?

- [A] Work-life balance
- [B] Time management
- [C] Transitioning to independent practitioner
- [D] Other
Stress

- Family issues
- Health concerns
- Licensure exam
- Competing priorities
- Job search
- Work-life balance
- Poor communication
- Preceptor conflicts
The Road Traveled
Kaiser Permanente (KP) ResiPal

- Navigate licensure process
- Relocation assistance
- Denver/Colorado lifestyle
My KP ResiPal Increased My Comfort Level in Transitioning to a New Residency Program

<table>
<thead>
<tr>
<th>Comfort Level</th>
<th>Percent of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree/Agree</td>
<td>72%</td>
</tr>
<tr>
<td>Neutral</td>
<td>29%</td>
</tr>
<tr>
<td>Strongly Disagree/Disagree</td>
<td>0%</td>
</tr>
</tbody>
</table>

n = 10  n = 4
KP ResiPal – Remain in Contact Throughout the Year

- Assist with rotation selection
- Discuss research project
- Discuss job search
- Prepare for Midyear
Maximize Individual and Team Strengths
## Strengths within 4 Domains of Leadership

<table>
<thead>
<tr>
<th>Executing</th>
<th>Influencing</th>
<th>Relationship Building</th>
<th>Strategic Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achiever</td>
<td>Activator</td>
<td>Adaptability</td>
<td>Analytical</td>
</tr>
<tr>
<td>Arranger</td>
<td>Command</td>
<td>Developer</td>
<td>Context</td>
</tr>
<tr>
<td>Belief</td>
<td>Communication</td>
<td>Connectedness</td>
<td>Futuristic</td>
</tr>
<tr>
<td>Consistency</td>
<td>Competition</td>
<td>Empathy</td>
<td>Ideation</td>
</tr>
<tr>
<td>Deliberative</td>
<td>Maximizer</td>
<td>Harmony</td>
<td>Input</td>
</tr>
<tr>
<td>Discipline</td>
<td>Self-assurance</td>
<td>Includer</td>
<td>Intellection</td>
</tr>
<tr>
<td>Focus</td>
<td>Significance</td>
<td>Individualization</td>
<td>Learner</td>
</tr>
</tbody>
</table>
# Residency Team Strengths

<table>
<thead>
<tr>
<th>Resident</th>
<th>Input</th>
<th>Adaptability</th>
<th>Intellection</th>
<th>Restorative</th>
<th>Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGY2 RPD</td>
<td>Woo</td>
<td>Positivity</td>
<td>Arranger</td>
<td>Includer</td>
<td>Activator</td>
</tr>
<tr>
<td>PGY1 RPD</td>
<td>Achiever</td>
<td>Positivity</td>
<td>Communication</td>
<td>Arranger</td>
<td>Includer</td>
</tr>
<tr>
<td>Resident 1</td>
<td>Input</td>
<td>Adaptability</td>
<td>Intellection</td>
<td>Restorative</td>
<td>Learner</td>
</tr>
<tr>
<td>Resident 2</td>
<td>Harmony</td>
<td>Individulization</td>
<td>Empathy</td>
<td>Analytical</td>
<td>Consistency</td>
</tr>
<tr>
<td>Resident 3</td>
<td>Input</td>
<td>Learner</td>
<td>Strategic</td>
<td>Focus</td>
<td>Analytical</td>
</tr>
<tr>
<td>Resident 4</td>
<td>Harmony</td>
<td>Learner</td>
<td>Positivity</td>
<td>Relator</td>
<td>Activator</td>
</tr>
<tr>
<td>Resident 5</td>
<td>Individualization</td>
<td>Achiever</td>
<td>Input</td>
<td>Analytical</td>
<td>Learner</td>
</tr>
<tr>
<td>Resident 6</td>
<td>Includer</td>
<td>Woo</td>
<td>Harmony</td>
<td>Communication</td>
<td>Arranger</td>
</tr>
<tr>
<td>Resident 7</td>
<td>Empathy</td>
<td>Achiever</td>
<td>Focus</td>
<td>Restorative</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Resident 8</td>
<td>Focus</td>
<td>Achiever</td>
<td>Discipline</td>
<td>Learner</td>
<td>Harmony</td>
</tr>
</tbody>
</table>

**Key**
- Executing
- Influencing
- Relationship Building
- Strategic Thinking
Benefits of Leveraging Strengths

▪ Increased employee engagement
▪ Increased discretionary effort, work ethic, and enthusiasm
▪ Improved health and wellness outcomes
  • > hours per day using strengths, less likely to report worry, stress, anger, and sadness

How employees’ strengths make your company stronger.
Building a Strengths Culture

- Do not assume employees know their strengths
- Apply strengths in a team setting to achieve common goals
- Incorporate strengths into development plans
### KP Resident Mentorship Program

#### Goal of Program

<table>
<thead>
<tr>
<th>Resident’s advocate &amp; sounding board</th>
<th>Foster professional development</th>
<th>Support through challenging times</th>
<th>Share in rewarding times</th>
</tr>
</thead>
</table>

KP Resident Mentorship Program focuses on supporting residents through challenging times, fostering professional development, and sharing in rewarding times. It serves as an advocate and sounding board for resident needs.
# KP Resident Mentorship Program

## Mentor Activities

<table>
<thead>
<tr>
<th>Build trust &amp; keep discussions confidential</th>
<th>Open communication &amp; serve as liaison</th>
<th>Provide positive &amp; constructive feedback</th>
</tr>
</thead>
</table>

Measuring Success - Mentor Program

“The connections/relationships that we are able to develop with KP mentors and preceptors during the residency have personally been helpful for me to become more resilient.”

2017-18 KP PGY2 Resident
KPCO Mentor-Mentee Social
Outline

- Burnout, Resilience, and Grit
- Program Specific Examples/ Measuring Success
  - Kaiser Permanente Colorado
  - Nebraska Medicine
  - University of Virginia Health System
- Interactive Case Study
- Key Takeaways
- Q&A
Nebraska Medicine (What?)

- Spiritual
- Mental
- Physical
- Stress Management & Reflection

Resident Wellness
Nebraska Medicine (Who?)

- Staff
- Preceptors
- RPD
- Peers In Need of Support
- Resident Wellness
- Family and Friends
- Co-Residents
- Mentors
- Employee Assistance
- Resident Wellness
Nebraska Medicine (How?)

- Leadership Development
- Extracurricular
- Resident Wellness
- Development Plans
- Celebration and Gratitude
Challenging but Nurturing Structure

- Culture: promoting a “family” atmosphere
- Getting to know residents on a personal level
- Being observant in every interaction with residents
- Orientation, vacation and project days
## Development Plans (Well-Being)

### PERSONAL WELL-BEING/RESILIENCE

1. Who do you utilize for personal support and how are they supporting you?
2. What stressors (if any) are you experiencing? Are there any coping measures that you are utilizing? If so, how are they working?
3. Describe what you have done (or are currently doing) that has been enjoyable and how this has/will help you in the residency.
4. What would make your life better and more joyful? How can we achieve this?
5. What have you been (or are) most thankful for?

<table>
<thead>
<tr>
<th>Initial</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td></td>
</tr>
<tr>
<td>Quarter 2</td>
<td></td>
</tr>
<tr>
<td>Quarter 3</td>
<td></td>
</tr>
</tbody>
</table>
## Development Plan (Strengths)

**STRENGTHS:**
Please describe (and provide specific examples) on how you have utilized your strengths to help you achieve your personal and professional goals.

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial</td>
<td></td>
</tr>
<tr>
<td>Quarter 1</td>
<td></td>
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<tr>
<td>Quarter 2</td>
<td></td>
</tr>
<tr>
<td>Quarter 3</td>
<td></td>
</tr>
<tr>
<td>Quarter 4</td>
<td></td>
</tr>
</tbody>
</table>
RESIDENT SELF-ASSESSMENT of QUARTERLY DEVELOPMENT
Summarize your overall performance this past quarter.

1. What was your greatest challenge and how did (or how will) you meet that challenge?
2. What was your greatest accomplishment?
3. Identify one aspect of the residency you enjoyed the most.
4. Identify one aspect of the residency that needs improvement and provide suggestions on how it can be improved.
5. Is the RPD/program meeting your expectations? (If yes, how? If no how can the RPD/program better serve you?)

<table>
<thead>
<tr>
<th>Initial</th>
<th>My initial plan includes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td></td>
</tr>
<tr>
<td>Quarter 2</td>
<td></td>
</tr>
<tr>
<td>Quarter 3</td>
<td></td>
</tr>
<tr>
<td>Quarter 4</td>
<td></td>
</tr>
</tbody>
</table>
Leadership Development

- StrengthsFinder™
- Article reviews
- Book reviews
- TedTalks™
- Letters to a Young Pharmacist
- Letters to a Young Resident
- Annual September Fall Retreat
Extracurricular

- Intramural sports
  - Soccer, volleyball, basketball
- Volunteering
  - Mission trips
  - Sharing Clinic
- “Feedback” outings to favorite pub/restaurant
Celebration and Gratitude

- Birthday and other celebrations
- Donut Fridays (and Mondays, Tuesdays, etc)
- Lunches
- Notes of gratitude
  - iValueUTM
  - Innovation, Teamwork, Excellence
  - Accountability, Courage, Healing
Measuring Success - The Interview Experience

“Overall, people really cared about getting to know me and my values. People really felt like they were invested in the residents training and their lives. Residents did not feel like ‘only residents’ but felt part of the staff like a family.”

Anonymous PGY1 Interview Candidate, 2018.
Measuring Success - End-of-the-year evaluations

“The residency program has support all the way from the top and is an integral part of the pharmacy department. Everyone involved takes a genuine interest in the success of the resident. It often feels more like a large family than a job or training program.”

Jared Matya, PGY1 Graduate, 2017.
Outline

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- Q&A
University of Virginia Health System
Baseline Expectations

It takes a village to raise a child
train a resident

Find a village,
encourage one another &
open your village to others
University of Virginia Health System

- Environment: Work hard, play hard
- Requirements: Everyone has an administrative job (aka chore)
- People: “Phamily”
- Spirit and traditions
University of Virginia Health System

- Baseline data/ assessments
  - Myers-Brigg
  - Grit score
  - Birth order
  - Personal + professional goals
University of Virginia Health System

How do we effectively support you?

- Office pet peeve(s)
- Likes/ dislikes
- Allergies/ intolerances
University of Virginia Health System

- Individualized development plans include:
  - Personal goal(s)
  - Professional goal(s)
  - Myers-Brigg
  - Grit score
<table>
<thead>
<tr>
<th>Entering Characteristics</th>
<th>Initial Plan: Changes to Program</th>
<th>1st Q. Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Personable</td>
<td>We will monitor Ima’s strengths during the 1st quarter to determine if program modifications are needed.</td>
<td></td>
</tr>
<tr>
<td>- Communication</td>
<td>Ima’s administrative duty is to serve as the residency historian. This job will capitalize on her personal strengths.</td>
<td></td>
</tr>
<tr>
<td>- Collecting pertinent subjective/objective data during therapy evaluation</td>
<td>Ima’s Grit score is high indicative of perseverance and passion for her goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ima’s Myers Briggs results are ENFP/“champion”.</td>
<td></td>
</tr>
</tbody>
</table>

**GRIT Score:** 4.2/5  
Myers Briggs: ENFP  
- Extravert (72%)  
- Intuitive (22%)  
- Feeling (12%)  
- Perceiving (6%)  

<table>
<thead>
<tr>
<th>Areas for Improvement:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Confidence – when interacting with the patient care team</td>
<td>The program provides many opportunities for Ima to grow in her confidence when interacting with the team, patient care, critical thinking, literature evaluation, and teaching skills.</td>
<td></td>
</tr>
<tr>
<td>- Thoroughly assessing a patient’s condition and developing an evidence-</td>
<td>She is scheduled for rotation 1 in the CCU where there will be strong preceptor support for</td>
<td></td>
</tr>
</tbody>
</table>
University of Virginia Health System

- Pharmacy support network
  - RPD
  - “Matched” advisor
  - PGY2 buddy
  - 1:1 orientation and longitudinal staffing preceptor
  - Everyone has a “job”
University of Virginia Health System

- Organizational support
  - Faculty and employee assistance
  - Graduate Medical Education
  - Health Plan initiatives
    - Be Well
    - Hoo’s Well
University of Virginia Health System

- Attentiveness to personal well-being
  - Mindfulness/meditation sessions
  - Focus on personal goal(s) and health
  - RPD meetings/check-ins
  - Advisor meetings/check-ins
  - Residency Advisory Committee
University of Virginia Health System

- Celebrations
  - Home baked birthday treats
  - Group dinners at meetings
    - ASHP Midyear
    - Regional Residency Conference
  - Painting events
University of Virginia Health System

- Traditions
  - Thanksgiving potluck
  - Match Day Cereal-palooza
  - Beginning/ end of year picnic
  - Beginning of year lunch
University of Virginia Health System

- Work-supported resident events
  - ASHP Fall Resident Visit
  - Site visit of another residency program
  - Teaching and learning certificate program
- Class-organized events
  - Intramural sports
  - Restaurant week, BBQs, tubing, etc
University of Virginia Health System

- Recognition and connections
  - Staff meetings
  - Residency-centric meetings
  - Residency Newsletter, Hoo’s News
Measuring Success - UVA

- “Oprah” questions
  - Three best things about the program
  - Three things to change about the program
  - Knowing what I know now, would you recommend to others
Measuring Success-UVA

“Oprah” question responses

• +s: Preceptors/ Program director/ support structure/ individualized

• Δs: incorporated into annual program review

• Recommend to others: Definitely!
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Interactive Case Studies
Interactive Case Study #1

BR is a PGY2 direct patient care resident at your site. She graduated top of her pharmacy school class and was a high performing PGY1 at your site. At the midpoint of the PGY2 year, she is starting to fall behind with longitudinal projects and her always positive attitude has been replaced by less than positive behaviors. What would you do to assess then solve?
Interactive Case Study #2

- PS is a female PGY1 resident who went to a local SOP but whose family lives across the country. After a successful first quarter, she was involved in a MVA and has broken her right leg and will be on crutches and unable to drive for 6+ weeks. What strategies can you employ to support PS?
Case Study Report Out
Audience “Reflection” Question

What proactive measures will you implement to build resilience in your residency program?

**Responses:** Assess personality, strengths, and grit; incorporate goals, mindfulness,
Audience “Reflection” Question

What techniques will you incorporate into your residency program(s) to build a sense of community?

Responses: Celebrations, recognition, bonding events, and extracurricular activities
Key Takeaways

- Key Takeaway #1
  - Numerous stressors exist in healthcare and residency training. RPDs and preceptors can use a variety of tools to identify baseline characteristics (grit, personality, strengths).

- Key Takeaway #2
  - Incorporating baseline characteristics into individual development plans and emphasizing teamwork and well-being are methods that support resilience.

- Key Takeaway #3
  - Program and department culture and environment and providing opportunities for resident and preceptor bonding play a role in optimizing resident resilience.
Building Resilience in Residency Training: It Takes a Village

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