

2018

The Professional Health and Wellness of the Internal Medicine Resident

*Professional Health and Wellness
Portfolio*

*Internal Medicine Resident Conference
2018*

Self-care and maintaining professional health are important throughout your career. This portfolio was developed to help you reflect on, document current practices, and envision activities and behaviors that promote self-care and professional health and wellness.

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Evidence and Importance

- *“The seeds of burnout may be sown in medical school and residency training, where fatigue and emotional exhaustion are often the norm.” ~Spickard¹*
 - Medical students: up to 50%
 - Residents: 78%
 - Physicians: prevalent 30-60% - meet one criteria/experience burnout.
 - Rates are increasing (48% to 52%)^{3,4}
- Emergency Medicine, Internal Medicine, Neurology, Family Practice (in order) with increased prevalence of burnout⁴
- Academic faculty^{5,6}:
 - Worked longer hours
 - Took less vacation
- SUD^{7,8}: Up to 15% will experience substance use
- Mental health^{7,8,9}:
 - 10% with mild depression
 - 27% with elevated anxiety (No sig. difference clinical vs. academic)
 - Combination of depression and substance use increase risk of suicide
- MDs suicide⁹:
 - Rate in MD > other professions/gen. population
 - One physician per day
 - Grossly underestimated
 - Rates for scientists are unknown
 - Depression/bipolar & substance abuse = suicide risk

The Ethic of Self-Care

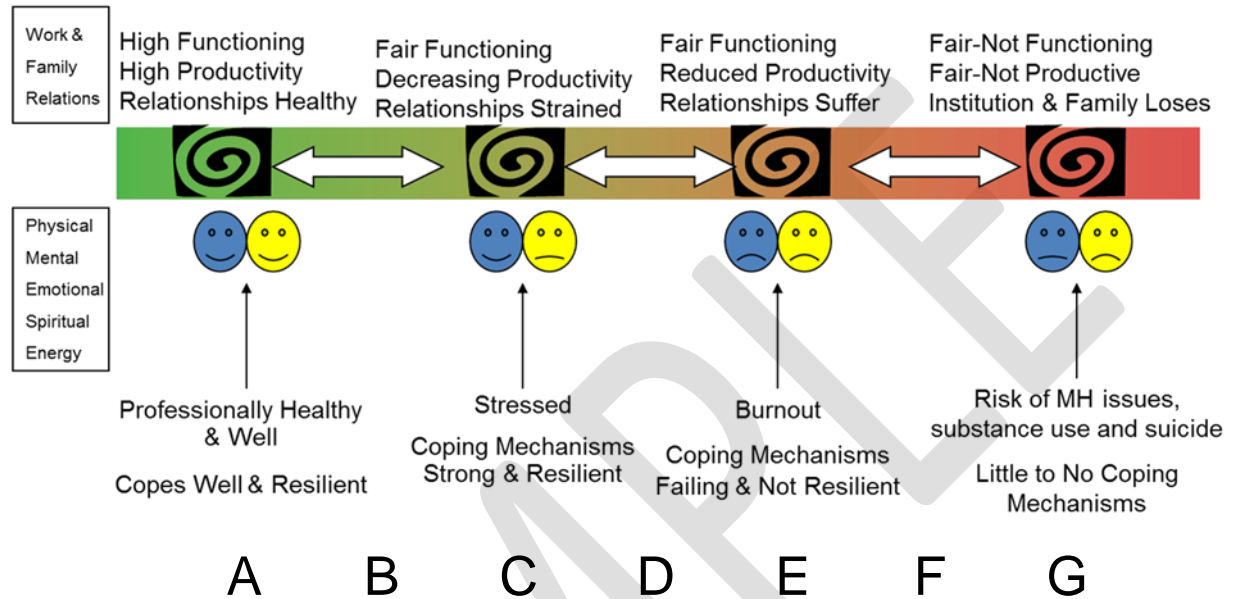
“The medical academy's primary ethical imperative may be to care for others, but this imperative is meaningless if it is divorced from the imperative to care for oneself. How can we hope to care for others, after all, if we ourselves, are crippled by ill health, burnout or resentment?”

“...medical academics must turn to an ethics that not only encourages, but even demands care of self.”

~ Cole TR, Goodrich, TJ, Gritz, ER. Faculty Health in Academic Medicine: Physicians, Scientists and the Pressures of Success. New York: Humana Press, 2008:7.

Professional Health and Wellness Spectrum

✍ Review the wellness spectrum below. Circle the letter that best represents where you feel you are at this particular time in your life.



✍ Are you at your optimal wellness? If no, complete the following sentences to start developing and implementing a personal wellness plan.

1. I need to improve my **Spiritual** wellness because...
2. I need to improve my **Mental** wellness because ...
3. I need to improve my **Physical** wellness because ...
4. I need to improve my **Emotional** wellness because ...

Wellness

Eight (8) Dimensions of Wellness

1. Emotional
2. Environmental
3. Financial
4. Intellectual
5. Occupational
6. Physical
7. Social
8. Spiritual



Wellness Needs:

1. Biological needs:
 - Adequate sleep
 - Balanced and healthy diet
 - Physical activity
 - Care for body, mind, and spirit
2. Social needs:
 - Need and give love
 - Socialize/interact with those around you – work/home
 - Supportive mentors/coaches
3. Protective needs:
 - Meaning/value
 - Spirituality
 - Resiliency – four strategies (self-care, energy, EI and mindfulness)
 - Happiness/laughter

Primary Wellness Practices

1. Self-care
2. Meaning/Value
3. Relationships/Socialization
4. Positive approach to life
5. Spirituality
6. Resiliency


Stress

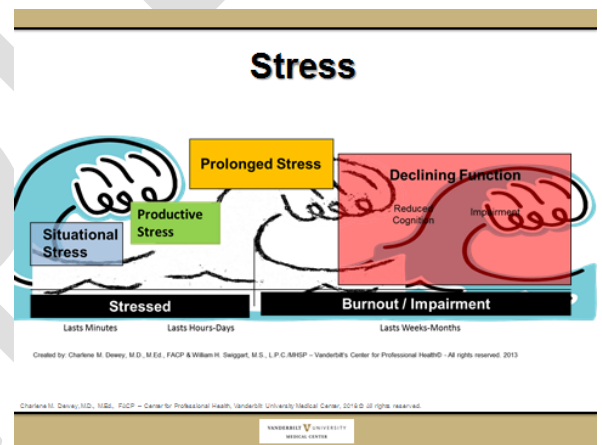
Stress: Stress comes from a variety of sources. Some stress can make people more productive but too much stress can reduce ability to think, form new memories, or perform tasks.

✍ List your stress triggers. (e.g. traffic, yelling, waiting, etc.)

✍ On the stress-o-meter below, circle the word that most corresponds to how you feel at this time in your life.

The Doctor Dewey Inst-O-Matic Stress-O-Meter

Anxious Engaged Enthusiastic Calm Relaxed Stress free		Run Down Stressed out Exhausted Overwhelmed Drained Ready to cave Burned out
--	--	--



✍ How do you feel when you are stressed?

✍ What do others notice about you when you are stressed?

“People who are flooded cannot hear without distortion or respond with clear-headedness: they find it hard to organize their thinking, and they fall back on primitive reactions.”

~ Goleman D. Emotional Intelligence: Why It Can Matter More than IQ. New York, NY: Bantam Books. 1995:139.

Flooding: Personal flooding or a colleague’s flooding can disrupt the work environment.

✍ Complete the flooding assessment (Appendix 2) to determine if you are at risk for flooding.

✍ Record your flooding score here: _____

Identifying Stress Reactions

- How do you feel when you are stressed?
- What do others notice about you when you are stressed?
- Take the flooding assessment in your portfolio (Appendix 2 on page #).



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✍ List 3 sources of stress at work and at home.

Sources of Stress at Work	Sources of Stress at Home

“Self-awareness is not an attention that gets carried away by emotions, overriding and amplifying what is perceived. Rather, it is a neutral mode that maintains self-reflectiveness even amidst turbulent emotions.”

Goleman D. Emotional Intelligence: Why It Can Matter More than IQ. New York, NY: Bantam Books, 1995: 47.

Responding when stressed: In dealing with a flooding colleague or partner/spouse – use some practice phrases to help you respond and avoid flooding yourself.

- “You might be right.”
- “Give me a few minutes; I’ll get right back to you.”
- “I know this may be frustrating; I want to address your concerns.”
- “Tell me how I can help you.”
- “I’m glad you are here.”

Managing Stress and Flooding

- How do you reduce stress?
- Things to do when you flood:
 - Step away from the situation: if possible go into the restroom
 - Self-regulate: Use breathing and relaxation activities.
 - Practice mindfulness techniques
- Things to do after you flood:
 - Reflect on triggers, symptoms, event
 - Seek coaching & mentoring



Removing: When a colleague or co-worker is flooding – sometimes the best action is to remove yourself from the situation and allow the individual to return back to his/her normal self. If you are flooding and recognize it, you can try using calming mindfulness activities once you remove yourself from the situation. Note how long it takes to return to your normal state. _____

Relaxing: Use mindfulness and relaxation activities to help calm yourself if you are getting flooded. Options include:

- Listing items in a category
- Deep breathing
- Relaxation
- Exercise

✍ Practice self-regulation using categories and deep breathing.

✍ List 2 categories you will use in the future.

- 1.
- 2.

Self-Regulation Exercise

- 1 minute
- Monitor and regulate breathing and heart rate
- Categories:
 - Foods in grocery store
 - Sports teams
 - Favorite book characters
 - Movie titles
 - Colors
 - Neurologic diseases
 - Other



DRAN and HEARD:

Two options for addressing stressful situations with colleagues:

1. **DRAN:** Is one mechanism that can help you if you experience a flooded colleague during your career or when you need to negotiate for something to help maintain your wellness. When asking for something, use the acronym – **DRAN**

<u>D</u> escribe	<ul style="list-style-type: none"> • Describe the other person’s behavior objectively. • Use concrete terms. • Describe a specified time, place & frequency of action. • Describe the action, not the MOTIVE.
<u>R</u> einforce	<ul style="list-style-type: none"> • Recognize the other person’s past efforts. • It takes eight positive comments to compensate for one negative comment.
<u>A</u> ssert	<ul style="list-style-type: none"> • Express your feelings. Express them calmly. • State feelings in a positive manner. • Direct yourself to the offending behavior, not the person’s character. • Ask explicitly for change in the other person’s behavior.
<u>N</u> egotiate	<ul style="list-style-type: none"> • Work toward a compromise that is reasonable. • Request a small change at first. • Take into account whether the person can meet your needs or goals. • Specify behaviors you are willing to change. • Make consequences explicit. • Reward positive changes.

2. HEARD

<u>H</u> ear/listen	<ul style="list-style-type: none"> • Help me understand. I’m listening. • Listen intently for verbal, non-verbal and para-verbal communication. • Let them know you hear them by using reflective statements: “What I hear you saying is...correct me but did you say...”
<u>E</u> mpathize	<ul style="list-style-type: none"> • Empathize with the individual to the extent it is possible. • Find common grounds to emphasize.
<u>A</u> cknowledge and Appreciate	<ul style="list-style-type: none"> • Acknowledge and appreciate their effort to bring this to your attention. “Thank you for bringing to my attention.” • Apologize if needed. “I apologize. It wasn’t my intent.” or “I didn’t mean for it to come off that way.”
<u>R</u> espond	<ul style="list-style-type: none"> • If able, respond now or postpone until you are able to respond professionally. • Reflect on event. • Fix anything if possible.
<u>D</u> ocument	<ul style="list-style-type: none"> • Send a note or an email documenting discussion that includes date/time/nature of discussion and next steps if agreed and/or negotiated.

Adopted from: Pichert, J. Center for Patient and Professional Advocacy, VUMC.

“While strong feelings can create havoc in reasoning, the lack of awareness of feeling can also be ruinous, especially weighing the decisions on which our destiny largely depends...Such decisions cannot be made well through sheer rationality: they require gut feeling, and emotional wisdom garnered through past experiences.”

Goleman D. *Emotional Intelligence: Why It Can Matter More than IQ*. New York: Bantam Books, 1995: 53.

Burnout

Definitions:

1. Exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration.

~Webster's dictionary

2. *"In the current climate, burnout thrives in the workplace. Burnout is always more likely when there is a major mismatch between the nature of the job and the nature of the person who does the job."*

~ Maslach C & Leiter MP. *The Truth about Burnout: How Organizations Cause Personal Stress and What to Do about It.* San Francisco, CA: Josey-Bass, 1997: p9.

- ✍ Circle all sources of burnout you are experiencing, any risk factors you have and any symptoms you are experiencing.

Six Sources of Burnout

1. Work overload
2. Lack of control
3. Insufficient reward
4. Unfairness
5. Breakdown of community
6. Value conflict



Maslach C & Leiter MP. The Truth about Burnout: How Organizations Cause Personal Stress and What to Do about It. San Francisco, CA: Josey-Bass, 1997: p9.

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Risk Factors for Burnout

- | | |
|--|-------------------------------|
| • Single | • General dissatisfaction |
| • Gender/sexual orientation | • Alcohol and drugs |
| • ># of children at home | • Minority/international |
| • Family problems | • Teaching & research demands |
| • Mid-late career | • Potential litigation |
| • Previous mental health issues (depression) | |
| • Fatigue & sleep deprivation | |



1) Pufferster D. The Canadian Medical Association's Policy on Physician Health and Well-being. West J Med. 2001; Jan;74(1):5-7.; 2) Myers MJ West J Med. 2001; 174:502-3; 3) Gaba DM West J Med. 2001; 174:50-41.

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Symptoms of Burnout

1. Chronic exhaustion (↑EE)
2. Cynical and detached (↑ DP)
3. Increasingly ineffective at work (↓PA)
4. Leads to:
 1. Professional isolation (erosion of engagement, emotions, and failure to fit in)
 2. Avoidance
 3. Interpersonal conflicts
 4. High turnover



Maslach C & Leiter MP. The Truth about Burnout: How Organizations Cause Personal Stress and What to Do about It. San Francisco, CA: Josey-Bass, 1997: p17.

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Consequences of Burnout

- Individual:
 - Reduced satisfaction
 - Negative emotions
 - Professional isolation - individual is often blamed
 - Potential to "spiral" into impairment
 - Risk of suicide (MH & SA)
- Others:
 - Poor relationships (work & home)
 - Risk of errors (work & home)
 - Possible legal or financial costs
 - Increased turnover
 - Lack of coping



<http://www.2img.com/images/2img.com>

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"When our work is devoid of meaning, then even completing a long list of tasks cannot yield a genuine sense of accomplishment."

~ Amabile T, Kramer S. The progress principle: Using small wins to ignite joy, engagement, and creativity at work. *Harvard Business Review.* 2011:98.

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Impairment

“To preserve the quality of their performance, physicians have a responsibility to maintain their health and wellness, broadly construed as preventing or treating acute or chronic diseases, including mental illness, disabilities, and occupational stress.”

~ AMA Code of Ethics at: <https://www.ama-assn.org/delivering-care/physician-health-wellness> - Accessed Jan8-2018

Definitions:

- ACP 2018: *“Impairment may result from use of psychoactive agents (alcohol or other substances, including prescription medications) or illness. Impairment may also be caused by a disease or profound fatigue that affects the cognitive or motor skills necessary to provide adequate care. The presence of these disorders or the fact that a physician is being treated for them does not necessarily imply impairment.”*
- AMA 2011: *“...any physical, mental or behavioral disorder that interferes with ability to engage safely in professional activities...”*
- FSMB 2011: *“...inability of a licensee to practice medicine with reasonable skill and safety due to...”*
 1. Physical impairment
 2. Mental/Psychological impairment
 3. Process addictions and disruptive behaviors

Physician Responsibilities:

ACP Ethics Manual:

- Physicians who are impaired for any reason must refrain from assuming patient responsibilities that they may not be able to discharge safely and effectively.
- Whenever there is doubt, they should seek assistance in caring for their patients.
- Every physician is responsible for protecting patients from an impaired physician and for assisting an impaired colleague. Fear of mistake, embarrassment, or possible litigation should not deter or delay identification of an impaired colleague ([121](#)). The identifying physician may find it helpful and prudent to seek counsel from a designated institutional official, the departmental chair, or a senior member of the staff or the community.

AMA Code of Medical Ethics Opinion 9.3.1

- To fulfill this responsibility individually, physicians should:
 - (a) Maintain their own health and wellness by...
 - (b) Take appropriate action when their health or wellness is compromised...

Risk for Substance Use, Misuse and Substance Use Disorder

✍ Is there any risk of genetic links for substance use in your family?


✍ What is the safe level of alcohol use for your gender? Do you drink over the safe use level?

Low-Risk ETOH Consumption

Low-risk drinking limits	MEN	WOMEN
On any single DAY	No more than 4 drinks on any day	No more than 3 drinks on any day
Per WEEK	No more than 14 drinks per week	No more than 7 drinks per week

*** AND ***

To stay low risk, keep within BOTH the single-day AND weekly limits.



<http://www.aaup.com/low-risk-drinking-limits> | <http://www.aaup.com/low-risk-drinking-limits>

✍ Do you use any substance or process (gambling, porn, sex) to help you cope?

✍ For homework, check your risk for alcohol and substance abuse (Appendix 3).

“Addiction doesn’t come heralded by a brass band; it sneaks up on you, and sometimes with extraordinary speed.”

~C. Everett Koop (former US Surgeon General), 2003

Four Strategies for Enhancing Resiliency

✍ Circle the best number that reflects your current state of resilience.

1	2	3	4	5	6	7	8	9	10
Total lack of purpose, flexibility, ability to bounce back, always looking back at life challenges, not adapting to stress			Somewhat able to be flexible in situations, bounce back sometimes, have a general purpose and can get on with life challenges, somewhat adapting to stress				Totally able to be flexible, bounce back, and maintain purpose, and get on with life, always adapting to stress		

Four Strategies for Enhancing Resiliency



1. Self-care
2. Managing energy
3. Emotional intelligence
4. Mindfulness-Based Stress Reduction

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(Four strategies adopted from the APA Road to Resilience.)

Self-Care

✍ Rank each self-care practice based on what is most important to you. (1=most important) Check (☑) those that need improvement.

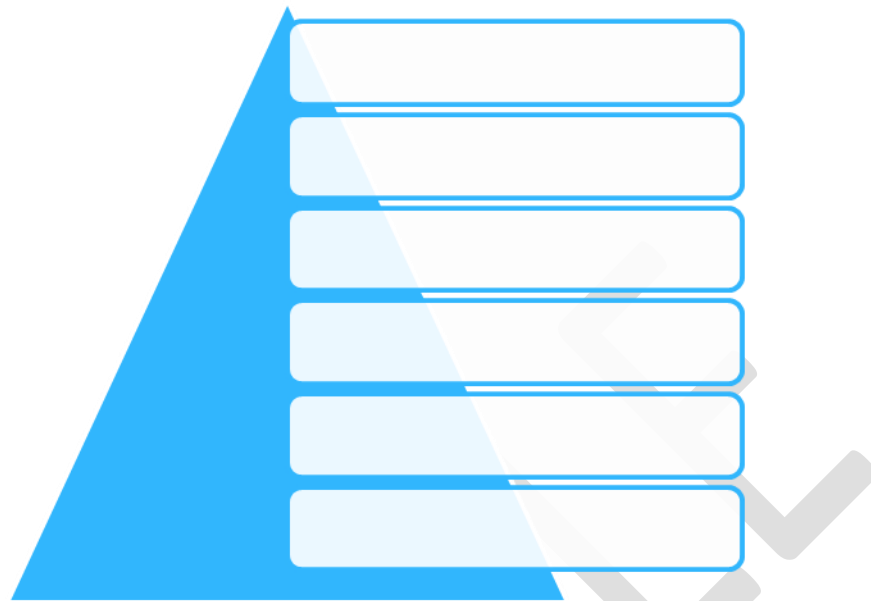
Important Areas of Self-Care	Rank Importance	Needs Improvement
Sleep		
Balanced/healthy meals		
Physical activity		
Relationships & socialization		
Hobbies		
Vacations/downtimes		
Spiritual engagement		
Having a personal physician and mentor(s)		

✍ Select one format of the three options listed below and put yourself at the top of the “to do” list.

My “To Do” List:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Priority Pyramid



Priority Levels

First Level					
Second Level					

Managing Energy

“Longer days at the office don’t work because time is a limited resource. But personal energy is renewable. By fostering deceptively simple rituals that help employees regularly replenish their energy, organizations build workers’ physical, emotional, and mental resilience.”

~Schwartz T & McCarthy C. Manage Your Energy, Not Your Time, Harvard Business Review, 2007; 1.

For each type of energy, write one thing you will do differently.

1 Physical Energy

- Eating and sleeping well
- Physical activity
- Take breaks
- Identify your stressors
- Manage and reduce stress
 - Home stressors
 - Work stressors



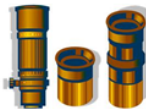
✍ Changes to promote my physical energy:

Schwartz, T. & McCarthy, C. Manage Your Energy Not Your Time. HBR, October 2007:1-10.
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2 Emotional Energy

- Fuel positive emotions & defuse negative emotions
 - Express appreciation to others
 - Tell a different story “Power of Positive Thinking”
 - Use a different lens: reverse, long, and wide
- Have mentors, coaches, confidants
- Self-identify which method works best for you



✍ Changes to promote my emotional energy:

Schwartz, T. & McCarthy, C. Manage Your Energy Not Your Time. HBR, October 2007:1-10.
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3 Spiritual Energy

- Identify your “sweet spots”
 - What you enjoy the most?
 - What you do the best?
 - What is most important to you?
- Allocate time and energy to the positives
- Live your core values
- Engage in spiritual renewals



✍ Changes to promote my spiritual energy:

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4 Mental Energy

- Reduce interruptions, “switching times”
- Designate “sprint zones” 90-120 m
- Plan, prioritize, and accomplish
- Self-identify how you plan best
 - Showers, car drive in/out, exercising, etc.
 - Check lists or to do lists
 - Others help provide directions



✍ Changes to promote my mental energy:

Schwartz, T. & McCarthy, C. Manage Your Energy Not Your Time. HBR, October 2007:1-10

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Family

- Family – it is your crystal ball!!!
- Every other ball bounces
- Family ball:
 - Delicate
 - Precious
 - Irreplaceable
 - Indispensable
 - Full of love



✍ Changes to promote and protect your immediate family circle:

Schwartz, T. & McCarthy, C. Manage Your Energy Not Your Time. HBR, October 2007:1-10

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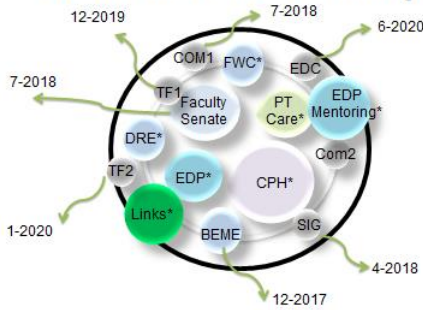
Managing Your Energy


✍ What tasks at work/home drain your energy? List them below.

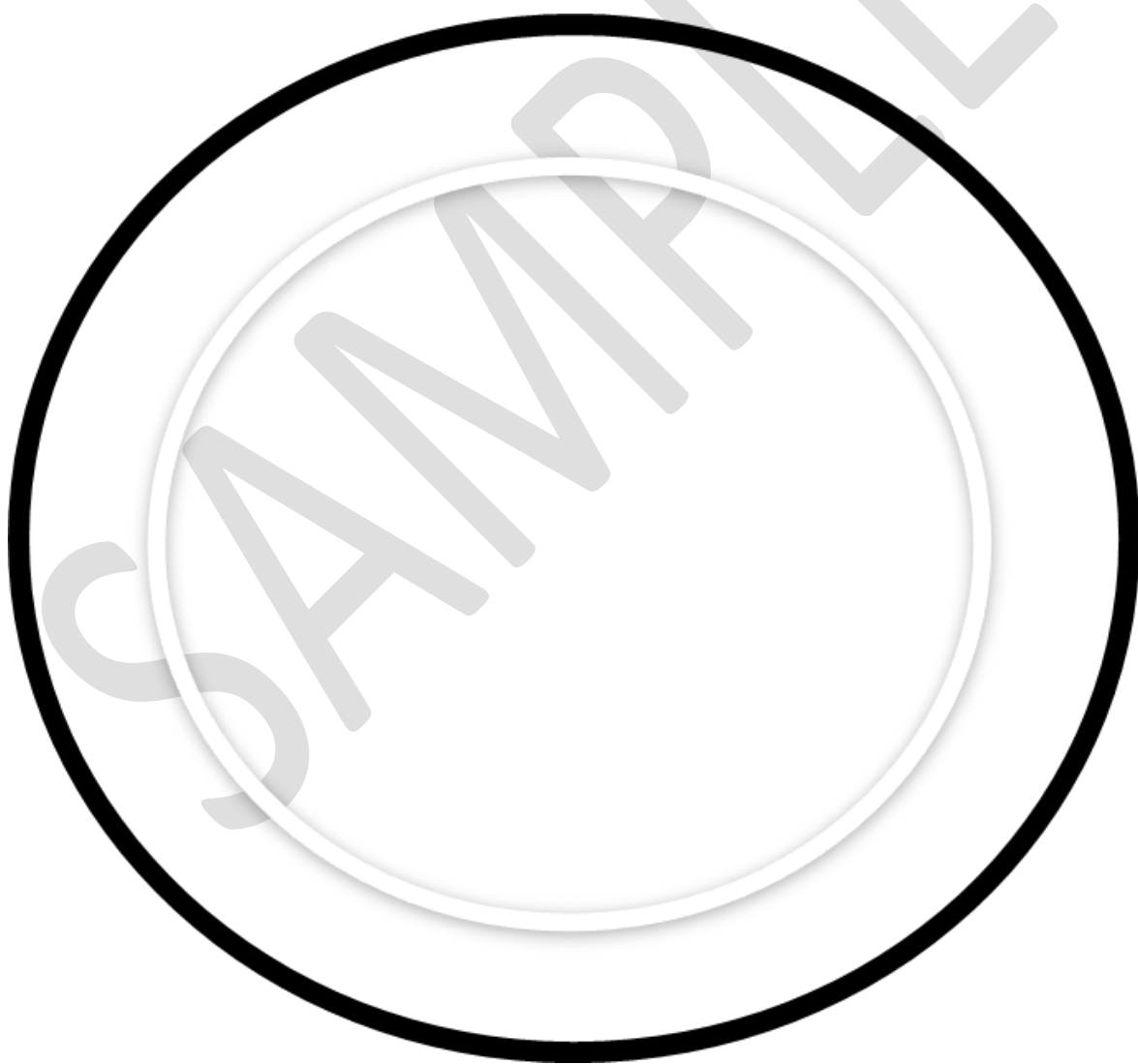
Things at work that drain my energy...	Things at home that drain my energy...
Example: The newsletter – I hate writing.	Example: Doing the laundry – no pleasure and takes away time from my family.

SAMPLE

Clean the Plate: Example



 Clean your plate activity: List current work and home activities you can release or delegate to someone else. Identify those you love with an (*). For those you plan to release/delegate, add a date for removal as in the example.

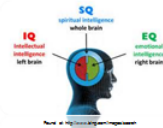


Emotional Intelligence

“...emotional intelligence is the sine qua non of leadership.” “Self-awareness is the first component of emotional intelligence. Biological impulses drive our emotions. We cannot do away with them but we can do much to manage them.” ~Goleman, D. What Makes a Leader? The Best of Harvard Business Review, 2004:82 and 84.

Emotional Intelligence (EI)

- Emotion influences behavior such that an individual is “reasonable” in one instance and “irrational” and emotional the next moment.
- Five components of EI:
 1. Self-awareness
 2. Self-regulation/management
 3. Motivation
 4. Empathy
 5. Social skills: listening, resolving conflict, and cooperation



Goleman D. Emotional Intelligence. New York, NY: Bantam Books, 1994 and Goleman D. What makes a leader? Harv Bus Rev. 1998 Nov-Dec;10:102. Goleman et al. Crucial Competence: Building emotional and social leadership at <https://www.coursera.org/learn/2017/04/2017-04-20>. Accessed Feb 18, 2018. Charlene M. Dewey, MD, MEd, FACP – Center for Professional Health, Vanderbilt University Medical Center, 2018 © All rights reserved.

✍ Rank the five components of EI as your strength or weakness (also an area for improvement).

Components of EI	Strength	Weakness
Self-awareness		
Self-regulation/management		
Motivation		
Empathy		
Social Skills		

1. Self-Awareness

“Self-awareness means having a deep understanding of one’s emotions, strengths, weaknesses, needs, and drives. People with strong self-awareness are neither overly critical nor unrealistically hopeful. Rather, they are honest— with themselves and with others.”

~Goleman, D. What Makes a Leader? HBR, 2004, p.84-5.

“The ability to recognize and understand your moods, emotions, and drivers, as well as their effect on others.”

Goleman D. The Best of Harvard Business Review: What makes a leader? Harv Bus Rev. January 2004:92-91. Charlene M. Dewey, MD, MEd, FACP – Center for Professional Health, Vanderbilt University Medical Center, 2018 © All rights reserved.

2. Self-Regulation/Management

- *“The ability to control or redirect disruptive impulses and moods.”*
- Intentional and purposeful effort to manage physiologic and emotional responses in your body.
- *“Propensity to suspend judgment – to think first”*



- Red: Stop, calm down and think before you act.
- Yellow: Think of range of things you can do and consequences for each.
- Green: Choose best and act.

Goleman D. What Makes a Leader? Best of Harvard Business Review. Harvard Business Review, January 2004:95-97. Ten Cui, Goleman D, Zacher Zhen J. Search Inside Yourself: The Unexpected Path to Achieving Success, Happiness and World Peace. San Francisco, CA: Harper One, 2014. Charlene M. Dewey, MD, MEd, FACP – Center for Professional Health, Vanderbilt University Medical Center, 2018 © All rights reserved.

3. Motivation

- *“Passion to work for reasons that go beyond money or status.”*
 - Pursue goals with energy and persistence
 - Optimism in the face of failure
 - Commitment
 - Two types: Internal and external

Daniel Goleman, What Makes a Leader, Best of Harvard Business Review, January 2004, 87-91.

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4. Empathy

- *“Ability to understand the emotional makeup of others.”*
- *“Treating people according to their emotional reactions.”*



Found at: <http://www.bing.com/images/search>

Daniel Goleman, What Makes a Leader, Best of Harvard Business Review, January 2004, 89-90.

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5. Social Skills

“Proficiency in managing relationships and building networks – finding common ground and building rapport.”

- The art of listening
- The art of resolving conflict
- The art of cooperation



Found at: <http://www.bing.com/images/search>

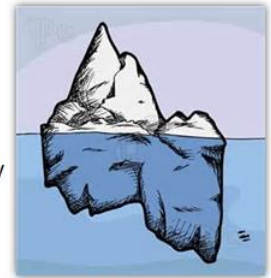
Daniel Goleman, What Makes a Leader, Best of Harvard Business Review, January 2004, 90-91.

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Art of Resolving Conflict

- Part of social skills
- Conflict is an opportunity for improvement.
- Requires active participation
- Should be addressed early



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Daniel Goleman, What Makes a Leader, Best of Harvard Business Review, January 2004, 92-91.

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✍ Which of the five components of EI do you plan to improve?

1. Self-awareness
2. Self-regulation/management
3. Motivation
4. Empathy
5. Social skills:
 - Art of listening
 - Art of resolving conflict
 - Art of cooperation

Mindfulness-Based Stress Reduction

Mindfulness:

- The purposeful effort of training your attention
- As of 2015: >18,000 mindfulness related articles
- Benefits:
 - Can be used to enhance self-awareness and self-regulation
 - Improve attention
 - Improved work engagement
 - Improves coping/resilience

Mindfulness

- The purposeful effort of training your attention
- Can be used to enhance self-awareness and self-regulation
- Improves self-wellbeing, self-confidence, creativity and happiness
- Decreases stress and pain
- Various methods:
 - Meditation (sitting, laying, walking, other activity)
 - Prayer
 - Journaling
 - Art
 - Conversations



Charlene M. Dewey, MD, MEd, FACP - Center for Professional Health, Vanderbilt University Medical Center, 2018 © All rights reserved.

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The Core of Practice (Adapted from Doug Herr, Psy.D.)

- **Focus**, then
- **Notice** your awareness is wandering due to unchosen mental activity, then
- **Shift** back to your chosen focus
- **Repeat, repeat, repeat...**

Shift awareness from

- External to internal
- Emotion, sensation, thought, impulse, meanings
- Over time, shift from point to open (whole body) awareness.
- Join a group (that doesn't feel weird).
- Get a mentor.
- Practice mindfulness. (Start small, grow slowly, use formal and informal practices, and practice every day.)

✍ Which practice was most appealing to you?

Mindfulness Apps and Web Pages: Last accessed January 2018.

1. University of Massachusetts Center for Mindfulness at: <https://www.umassmed.edu/cfm/>
2. Insight Timer app at: <https://insighttimer.com/>
3. Headspace app at: <https://www.headspace.com/>

Intent to Change and Goal Keeping: B-A-SMART-ER Goal and Objective Writer

Evidence shows that writing down goals increases the likelihood of fulfilling them. Review this framework and the example below, as we will use this or similar techniques during the session.

B - Barriers	Identify major barriers or challenges to executing or maintaining your new personal goals and objectives.
A - Accountability	Select someone to serve as an advocate and hold you accountable to the tasks.
S – Specific	Make sure your objective is <i>specific</i> .
M – Measurable	Make sure your objective has a <i>measurable</i> outcome to define success.
A – Appropriate	Make sure your objective is <i>appropriate</i> , something that is attainable – in this lifetime.
R – Relevant	Make sure your objective is <i>relevant</i> to you – personally. Select someone to help hold you accountable for completing your goal.
T – Timely	Make sure your objective is <i>timely</i> – list as either short-term (1-2 weeks), intermediate (2-4 weeks), or long-term (1-12 months).
E – Evaluate	Identify a time to <i>evaluate</i> your goal & objective on a short-term, intermediate, and long-term basis. (e.g. 1 mo, 6 mo, 12 mo, etc.)
R – Re-evaluate	<i>Re-evaluate</i> your goals/objectives and carry over those that worked well, re-adjust those that need modifying, and set new goals to build on the old ones.

Example: I intend to improve my physical wellness.

<p>Check List:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> B - Barriers <input checked="" type="checkbox"/> A – Accountability <input checked="" type="checkbox"/> S – Specific <input checked="" type="checkbox"/> M – Measurable <input checked="" type="checkbox"/> A – Appropriate <input checked="" type="checkbox"/> R – Relevant/ Rewards <input checked="" type="checkbox"/> T – Timely <input checked="" type="checkbox"/> E – Evaluate <input checked="" type="checkbox"/> R – Re-evaluate 	<p>Goal: I intend to improve my personal health and wellness over the next 12 months.</p> <p>Objective: I will start eating three servings of fish weekly and eat one vegetarian meal a day and increase my physical activity (climbing all stairs I encounter and walk or work out for 20 min/ 3-4 times a week) starting now.</p> <ul style="list-style-type: none"> • Barriers: work, kids’ activities, sometimes I will be tired or have too much to do. • Accountability: My husband will be my advocate/accountability partner. • Specifics: <ol style="list-style-type: none"> 1. Eat 2-3 fish servings weekly and eat 1 vegetarian meal/day 2. Exercise at least three-four times a week including: <ul style="list-style-type: none"> ~ Flexibility (yoga and stretching) ~ Strengthening (upper and lower body) ~ Cardiovascular endurance (walk stairs daily) • Measures: Will measure by activity reports in my app and will set my phone alarm for 5:30 daily • Appropriate: Yes – improves my health and fitness • Relevant: Important at middle age • Rewards: Reward myself with something I want for each week completed • Timely: Start now and assess in 6 months. • Evaluate: Self-assessments at baseline, 3 months, 6 months, and 12 months • Re-evaluate: In 12 months – fitness testing and overall satisfaction with weight, muscle tone, and cardiovascular stamina
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Home

I intend to change the following:

Check List:

- B - Barriers
- A – Accountability
- S – Specific
- M – Measurable
- A – Appropriate
- R – Relevant/
Rewards
- T – Timely
- E – Evaluate
- R – Re-evaluate

Objective:

- Barriers:
- Accountability:
- Specifics:
- Measures:
- Appropriate:
- Relevant:
- Rewards:
- Timely:
- Evaluate:
- Re-evaluate:

Work

I intend to change the following:

Check List:

- B - Barriers
- A – Accountability
- S – Specific
- M – Measurable
- A – Appropriate
- R – Relevant/
Rewards
- T – Timely
- E – Evaluate
- R – Re-evaluate

Objective:

- Barriers:
- Accountability:
- Specifics:
- Measures:
- Appropriate:
- Relevant:
- Rewards:
- Timely:
- Evaluate:
- Re-evaluate:

Wellness Resources

Vanderbilt Resources:

Abbrev.	Program	Focus	Contact	Number
FWC	Faculty Wellness Committee	All issues of professional health	Charlene Dewey	x6-0678
FPWP	Faculty and Physician Wellness Program – Work/Life Connections EAP	Treatment of faculty and employees	Mary Yarbrough	x6-1327
CPH	Center for Professional Health	Training physicians	Bill Swiggart	x6-0678
VCAP	Vanderbilt Comprehensive Assessment Program	Fit for duty assessments and treatment	Reid Finlayson	x2-4567
CPPA	Center for Patient and Professional Advocacy	Identification and assistance	Bill Cooper	x3-4500

Other Resources:

- State or Federation of State Physician Health Programs:** <http://www.fsphp.org/>
- Institutional Physician Wellness Programs**
- Private Counseling or Coaching Services:**
 - Personal coaching services
 - Other professional coaching organizations
 - Local counselors
- Substance Use Services:**
 - Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov/>
 - Alcoholics Anonymous[®] at: <http://www.aa.org/>
 - Narcotics Anonymous[®] at: <http://www.na.org/>
 - Nicotine Anonymous[®] at: <http://www.nicotine-anonymous.org/>

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Primary Care Provider

National Suicide Prevention Hotline: 1-800-273-TALK or visit at:

<http://www.suicidepreventionlifeline.org/>

Web-based Resources:

- American Psychological Association Road to Resilience: <http://www.apa.org/helpcenter/road-resilience.aspx>
- Center for Mindfulness in Medicine, Healthcare, and Society. UMass Medical School at: <http://www.umassmed.edu/cfm/>
- Al Siebert, PhD. Resiliency Center - Resiliency Quiz at: <http://www.resiliencyquiz.com/index.shtml>

National Medical Organizations:

- AAMC Resources: Well-being in Academic Medicine at: <https://www.aamc.org/initiatives/462280/well-being-academic-medicine.html>
- The National Academies of Medicine (NAM): Action Collaborative on Clinician Well-Being and Resilience: <https://nam.edu/initiatives/clinician-resilience-and-well-being/>
- American Medical Association (AMA): Physician Wellness Program: <https://www.ama-assn.org/physician-wellness-program>
- American Medical Association (AMA): Steps Forward - Physician Wellness: Preventing Resident and Fellow Burnout: <https://www.stepsforward.org/modules/physician-wellness>
- American College of Physicians (ACP): Physicians Burnout and Wellness Information and Resources: <https://www.acponline.org/about-acp/chapters-regions/united-states/new-mexico-chapter/physician-burnout-and-wellness-information-and-resources>

Other Community Resources: YMCA/YWCA, day salons, personal trainer, etc.

Other: (fill in) _____

“When our work is devoid of meaning, then even completing a long list of tasks cannot yield a genuine sense of accomplishment.”

~ Amabile, T & Kramer S. *The Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at Work*. Cambridge, Harvard Business Review. 2011; 98.

Appendix 1: Journaling Activity

You are preparing for your retirement party. Your best friend and colleagues will give your recognition speech. Write the story about who you are as if your colleagues are telling the story. The story should describe the type of person you are (within your family and at work) and what your life's work meant to you and those around you. Include key points around your professional health and wellness and your goals and aspirations for supporting wellness in the workplace for future generations.

SAMPLE

Appendix 2: Self-Test Flooding Assessment[®]

1. At times, when I get angry I feel confused.	Yes	No
2. My discussions get far too heated.	Yes	No
3. I have a hard time calming down when I discuss disagreements.	Yes	No
4. I'm worried that I will say something I will regret.	Yes	No
5. I get far more upset than is necessary.	Yes	No
6. After a conflict I want to keep away or isolate for a while.	Yes	No
7. There's no need to raise my voice the way I do in a discussion.	Yes	No
8. It really is overwhelming when a conflict gets going.	Yes	No
9. I can't think straight when I get so negative.	Yes	No
10. I think, "Why can't we talk things out logically?"	Yes	No
11. My negative moods come out of nowhere.	Yes	No
12. When my temper gets going there is no stopping it.	Yes	No
13. I feel cold and empty after a conflict.	Yes	No
14. When there is so much negativity I have difficulty focusing my thoughts.	Yes	No
15. Small issues suddenly become big ones for no apparent reason.	Yes	No
16. I can never seem to soothe myself after a conflict.	Yes	No
17. Sometimes I think that my moods are just crazy.	Yes	No
18. Things get out of hand quickly in discussions.	Yes	No
19. My feelings are very easily hurt.	Yes	No
20. When I get negative, stopping it is like trying to stop an oncoming truck.	Yes	No
21. My negativity drags me down.	Yes	No
22. I feel disorganized by all this negative emotion.	Yes	No
23. I can never tell when a blowup is going to happen.	Yes	No
24. When I have a conflict it takes a very long time before I feel at ease again.	Yes	No

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Count your "Yes" answers. Total: _____

Scoring: If you answered “yes” to more than eight statements, this is a strong sign that you are prone to feeling flooded during conflict. Because this state can be harmful to you, it’s important to let others know how you are feeling. The antidote to flooding is to practice mindful activities/behaviors that can actually sooth and calm yourself during times of conflict.

There are four secrets of calming/soothing yourself: breathing, relaxation, heaviness, and warmth. The first secret is to get control of your breathing. When you are getting flooded, you will find yourself either holding your breath a lot or breathing shallowly. Change your breathing so it is even and you take deep regular breaths. Take your time inhaling and exhaling. The second secret is to find areas of tension in your body and first tense and then relax these muscle groups. First, examine your face, particularly your forehead and jaw, then your neck, shoulders, arms, and back. Let the tension flow out and start feeling heavy. The secret is to meditate, focusing your attention on one calming vision or idea. It can be a very specific place you go to that was once a very comforting place, like a forest or a beach. Imagine this place as vividly as you can as you calm yourself down. The fourth part is to imagine the body part becoming warm.

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Appendix 3: Are You Headed for an Energy Crisis?

By Schwartz and McCarthy, *Harvard Business Review*, 2007

Complete the following self-assessment based on the HBR article, **“Manage Your Energy, Not Your Time,”** by Schwartz & McCarthy. For each item in all four categories, place a check mark (✓) in the “True” column if you consider it to be “True” most of the time. Score yourself one point (1) for each True or ✓ by placing it in the “Point” column. Total the checks for each category and then total the points for the full survey at the bottom. Find your score in the table on the back.

Items	True Most of the time	Point
Physical Energy		
1. I don't regularly get consistent sleep (seven to eight hours) and I often wake up feeling tired.		
2. I frequently skip breakfast, or settle for something that isn't nutritious.		
3. I don't work out enough (meaning cardiovascular training at least three times a week and strength training at least once a day).		
4. I don't take regular breaks during the day to truly renew and recharge, or I often eat lunch at my desk, if I eat at all.		
	Physical Total: ____	
Emotional Energy		
1. I frequently find myself feeling irritable, impatient or anxious at work, especially when work is demanding.		
2. I don't have enough time with my family or loved ones, and when I'm with them, I'm not always really with them.		
3. I have too little time for activities that I most deeply enjoy.		
4. I don't stop frequently enough to express my appreciation to others or to savor my accomplishments and blessings.		
	Emotional Total: ____	
Mental Energy		
1. I have difficulty focusing on one thing at a time, and I am easily distracted during the day, especially by email.		
2. I spend much of my day reacting to immediate crises and demands rather than focusing on activities with longer-term value and high leverage.		
3. I don't take enough time for reflection, strategizing, and creative thinking.		
4. I work in the evenings or on weekends, and I almost never take an email-free vacation.		
	Mental Total: ____	
Spiritual Energy		
1. I don't spend enough time at work doing what I do best and enjoy most.		
2. There are significant gaps between what I say is important to me in my life and how I actually allocate my time and energy.		
3. My decisions at work are more often influenced by external demands than by a strong, clear sense of my own purpose.		
4. I don't invest enough time and energy in making a positive difference to others or to the world.		
	Spiritual Total: ____	
	Total Point Score: _____	

Are you heading for an energy crisis? Complete the assessment and review the scoring tables below by Schwartz and McCarthy, HBR, 2007. Reflect on your scores and if needed, how would you improve them?

Total Point Guide:	Guide to Category Scores: (# of True or ✓ per category)
0-3: Excellent energy management skills 4-6: Reasonable energy management skills 7-10: Significant energy management deficits 11-16: A full-fledged energy management crisis	0: Excellent energy management skills for that category 1: Strong energy management skills for that category 2: Significant deficits for that category 3: Poor energy management skills for that category 4: A full-fledged energy crisis in that category

Copyright Schwartz and McCarthy, 2007

SAMPLE

Appendix 4: At-Risk Alcohol and Substance Use

Assessments for At-Risk Substance Use: CAGE & ASSIST

CAGE: (at-risk use of alcohol)

1. Have you ever felt you should **c**ut down on your drinking?
2. Have people **a**nnoyed you by criticizing your drinking?
3. Have you ever felt bad or **g**uilty about your drinking?
4. Have you ever had a drink first thing in the morning to steady your nerves or get rid of a hangover (**e**ye-opener)?

Score: Answering “yes” to any of the questions signifies possible hazardous drinking.

ASSIST - Alcohol, Smoking and Substance Abuse Screening Test: (at-risk use of substances)
To complete the ASSIST – go to the W.H.O. web page by clicking on the link below to complete the eight-question ASSIST. Score the assessment to determine if you have low, moderate, or high risk use of any substance. http://www.who.int/substance_abuse/activities/assist_v3_english.pdf

If you are concerned about your at-risk substance use, please contact the Vanderbilt Faculty Physicians Wellness Program/Work Life Connections at Vanderbilt **(615) 936-1327**. They have a 24/7 response system and all information is confidential and separate from eStar/Epic.

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3. Shame versus Guilt - Brene' Brown at: <https://www.youtube.com/watch?v=DqGFrd-IQg&feature=youtu.be>
4. University of Massachusetts Center for Mindfulness at: <https://www.umassmed.edu/cfm/>
5. Insight Timer app at: <https://insighttimer.com/>
6. Headspace app at: <https://www.headspace.com/>