I. PROGRAM DESCRIPTION
The overall purpose of the Wellness Talks with the pathology Department trainees is to improve resilience, provide tools and resources to combat burnout and navigate stress, educate trainees on a variety of well-being topics, and increase the joy, humanity, and wellness of trainees and providers. Under the guidance of a trained resilience coach and faculty member, and through a series of monthly meetings, all trainees will have the opportunity to learn and put in practice strategies to aim for a more fulfilling and joyful career.

II. DURATION
The wellness talks are provided once a month to all trainees with Faculty advisor: Marisa Saint Martin, M.D, ACC.

Note: Invited guest speakers and other faculty trained on Resiliency topics will have the opportunity to collaborate after approval of the request.

III. PROGRAM GOALS
The goals of this training are to encompass the knowledge, practice, and experience that a resident should have to be effective in the areas of management of life at work and outside of work, keep purpose in their medical career, and increase overall joy of practicing medicine.

PROGRAM OBJECTIVES AND CORE COMPETENCIES

Patient and Self Care - Residents must be able to provide care that is compassionate, appropriate and effective, specifically:

* Use knowledge on stress management and burnout information to not only self-regulate but also communicate that information in support of peers and patients we serve.
* Understand the scope of the ongoing health care burnout epidemic and contribute new recommendations for improvement;
* Review and practice strategies to navigate personal life and work life stress.
* Understand the Quadruple Aim of Health Care.

Assessment: Faculty observation, yearly survey assessment, and successful completion of at least one wellness strategy.
**Medical Knowledge** - Residents must demonstrate knowledge about established and evolving data and information on health care wellness, and the application of this knowledge in their life, specific topics of discussion include:

* General Aspects of Burnout: A tri-dimensional Approach  
* Burnout and Stress Navigational Skills  
* Physical Health  
* Mental Health  
* Spiritual Health  
* Professionalism  
* Suicide Awareness and Prevention  
* The Neuroscience of Joy  
* Gratitude  
* Purpose  
* Second Victim Phenomenon, (CANDOR and Care For the Caregiver, C4C Program)  
* Emotional Intelligence  
* Core Values and Core Strengths  
* Mindfulness

**Assessment:** Faculty observation, evaluation of resident’s ability to use the information and successful utilization of available strategies and resources.

**Practice-Based Learning and Improvement** - Residents must be able to investigate and evaluate their own care practices, appraise and assimilate scientific evidence, and improve their practice of self care, group care, and patient care, specific examples include:

* Participate in the class exercises and practices  
* When the opportunity presents, work on offered volunteer opportunities, organize activities for the group, be accountable to themselves and their peers to offer and get help as needed.  
* When feasible, evaluate the emotional impact of practicing mindfulness or other stress reliving techniques  
* Become familiar with the "Reactivity-Creativity" Brain Model

**Assessment:** Faculty observation, evaluation of resident’s ability to use the information and successful utilization of available strategies and resources.

**Interpersonal and Communication Skills.** Residents must demonstrate interpersonal and communicational skills that result in effective information exchange and teaming with professional associates, patients and patients’ families, specific examples of desired activities include:

* Be able to describe the Social Contagion Phenomena
Wellness Curriculum
Goals and Objectives

*Participate in the Wellness talks, either by presenting a topic or contributing to the discussion.
*When possible, meet with colleagues in other departments and participate in collaboration to bring cohesiveness across the organization.
*Review and analyze personal progress at the end of the year review.

Assessment: Faculty observation, resident presentations and staff assessment/feedback of the resident's interpersonal and communication skills.

Professionalism. Residents must demonstrate a commitment to excellence, professional service, adherence to ethical principles, and sensitivity to diverse patient populations, specifically:

*Patient Centered Care: Respect, honesty, and compassion, respecting patient privacy, and communicating in ways the patients can understand.
*Quality of Care: Complete, accurate, and timely documentation. Participate in quality initiatives. Recognize and report unsafe conditions.
*Collegiality: Ethical and professional conduct. Just Culture. Constructive feedback. Collaboration and respect with ALL members of the healthcare organization.
*Communication: Handoff policy adherence. Communicate with attendings and colleagues in a timely manner. Answer pages and calls promptly. Report to assigned place/rotation and discuss goals and expectations with the attending.
*Stewardship: Be respectful of the resources we have promoting appropriate utilization.
*Timeliness: Be prepared. Start and end on time. Complete documentation in a timely manner.

Assessment: Faculty and staff observation.

System-Based Practice. Residents must demonstrate an awareness of, and responsiveness to, the larger context and systems of health care and ability to call on system resources to provide care that is of optimal value, specifically:

*Explain the value of learning about health care industry burnout.
*Explain the value of learning and applying key relevant wellness strategies throughout the institution.
*Understand and be able to explain the significance of recent or relevant national data on burnout.
*Learn basic principles of stress reduction techniques.

Assessment: Faculty observation and successful completion of assigned projects.

DUTIES AND RESPONSIBILITIES OF RESIDENTS
The Wellness Curriculum requires time commitment from the resident to be present at the meeting, participate in the discussions, and complete assigned and/or suggested strategies.
Residents will assume a portion of informal discussion during the meetings, and commit to at least one wellness initiative. When feasible, the resident will participate in activities, volunteer opportunities, and projects in wellness with other departments. Residents are required to complete a survey at the end of the year.

**FACULTY RESPONSIBILITIES**
Wellness strategies and resources, and, formal and informal teaching will be offered by the faculty advisor and discussed during the meetings. The faculty will also identify opportunities to work collaboratively within the group and with other departments.

Last reviewed 9-22-2019 MSM