Program Coordinator Wellness: Combating Burnout and Promoting Career Satisfaction

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Welcome
Disclosure

• No financial disclosures
• We are not mental health professionals
ANTI-STRESS KIT

Directions:
1. Place on firm surface
2. Follow directions provided in circle
3. Repeat until you are anti-stressed, or become unconscious
If stress burned calories, I'd be a super model.
THRIVE

• *Def.* to grow or develop successfully: to flourish or succeed  (www.merriam-webster.com)
Stress and the Human Brain
How stress affects your brain - Madhumita Murgia
Stress
Dear Stress,
let's break up.
What is Occupational Stress?

Occupational stress is stress related to one’s job. It can stem from a single event or multiple events, and are perceived by the receiver as an attack on their mental, physical, and emotional well being. As essential players in graduate medical education, Program Coordinators (PCs) often experience stressful situations.
Role Uncertainty as Occupational Stressor

- Role uncertainty usually takes two forms: unspecified employment requirements or added obligations/responsibilities\(^1\)
  - The job description for a PC can often be largely undefined while the actual job requirements are often very broad and far-reaching.
  - Job responsibilities are often added as a PC masters his or her role, creating additional stressors in the form of competing deadlines and priorities.

When you just don’t have time for the mug.
Stress and Burnout
Why study wellness and job satisfaction in Program Coordinators?

- Program coordinators are integral to the success of residency and fellowship programs.
- Anecdotal evidence from a single institution, over a five-year period (2010-15) reveals an attrition rate of 24 total pediatric residency and subspecialty program coordinators and managers.
- This has not been studied in Pediatric Program Coordinators – until now.
  - A live IRB Exempt, anonymous survey is currently open – please complete it.
  - Same survey is currently open and collecting data from Program Coordinators at a single institution, Stanford University (N=112).
  - The goal of this survey is to understand the variables that contribute to stress and resources available to program coordinators.
Has this been studied?

- A PubMed search of “Pediatric Program Coordinator Burnout” produced one article published in August 1993 with a primary focus on Med-Peds residents, The perspectives of current trainees in combined internal medicine-pediatrics.

- In 2014, a small study was conducted by the University of Michigan of OB/GYN Residency Coordinators
Has this been studied?

A study conducted by the University of Michigan of OB/GYN Residency Coordinators, results shared at 2015 Council on Resident Education in Obstetrics and Gynecology (CREOG) & Association of Professors of Gynecology and Obstetrics (APGO) Annual Meeting
Survey Results

- 151 of 241 (63%) response rate – OB/GYN National Survey (2014)
- 43 of 112 (38%) response rate – Stanford University (2016) *survey still open, preliminary results provided*
- 191 of 624 (31%) response rate – APPD (2016) *survey still open, no results provided*
Sources of Stress - OB/GYN

- Workload
- Unsupported
- Department Admin.
- Difficult PD/Chair
- Financial Issues
- RRC Visit
- Personal Issues
- Co-worker Conflict
- New to Position
- Family Issues
- Organization Skills
- Death of Loved One
Sources of Stress - Stanford

Outlier compared to OB/GYN Survey
How important are each of these tools when you feel overwhelmed?

Stanford Responses
<table>
<thead>
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<th>Coping Strategies for Stress - Stanford</th>
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<td><strong>Min Value</strong></td>
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- Continue to collect and analyze data from the Pediatric Program Coordinator Wellness and Job Satisfaction Survey – **Please complete if you haven’t done so already!**
- Continue to collect and analyze data from the Stanford University Program Coordinator Wellness and Job Satisfaction Survey
- Plan to share more in-depth analysis and correlations at the next ACGME Annual Educational Conference and APPD Annual Spring Meeting
- Consider expanding the survey to other specialties
Self-Care Plans
What is a Self-Care Plan?

- Self-care = intentional actions taken to care for your physical, mental, emotional health
- Self-care plan = a commitment to attend to all domains of your life
Self-Care Plans
1. Define your focus areas. Pick three of the following and write one at the top of each box: Professional, Physical, Psychological, Emotional, Spiritual, Social, Familial.
2. Write down activities in each chosen area that you can engage in to maintain and strengthen your well-being.
3. Identify allies that can help you in each area.
4. Write a sentence or two that summarizes your self-care plan and why it is important for you to stick to it!

**GOAL STATEMENT:**
Self-Care Plan Instructions

1. Define your focus areas. Pick three of the following and write one at the top of each box:
   • Professional
   • Physical
   • Psychological
   • Emotional
   • Spiritual
   • Social
   • Familial
Self-Care Plan Instructions

2. Write down activities in each chosen areas that you can engage in to maintain and strengthen your well-being.

3. Identify allies that can help you in each area.
Self-Care Plan Example

**Area: PHYSICAL**

**Activities:**
- Bosu 2-3 x weekly
- Resistance band exercises daily (during 15 min break)
- ↑ daily steps
- Barre class!

**Allies:**
- My fiancé
- My co-workers
- My best friend

**Area: SPIRITUAL**

**Activities:**
- Schedule weekly alone / relaxation time
- Weekly walks in nature
- When feeling overwhelmed, take time to recognize and experience those emotions

**Allies:**
- My fiancé
- My family
- Myself

**Area: PROFESSIONAL**

**Activities:**
- Submit to at least one conference each year
- Be on one publication a year
- Spearhead one QI initiative a year

**Allies:**
- My manager
- Fellow coordinators
- My fellows!
Self-Care Plan Instructions

4. Write a sentence or two that summarizes your self-care plan and why it is important for you to stick to it!

Example GOAL STATEMENT:
I often feel like I am “behind” in most aspects in my life. The to-do lists keep piling up with no progress in any area. By developing and sticking to this self-care plan, I hope to be less stressed and feel more “on-top” of things.
Instructions:
1. Define your areas of focus. Pick 3 of the following and write one at the top of each box: Professional, Physical, Psychological, Emotional, Spiritual, Social, Familial.
2. Write down activities in each chosen area that you can engage in to maintain and strengthen your well-being.
3. Identify allies that can help you in each area.
4. Write a sentence or two that summarizes your self-care plan and why it is important for you to stick to it!

**Self-Care Plan**

**Area:** Professional
- **Activities:**
  - **Daily:** Triage Emails/Tasks, Long Term Goal, Creativity
  - **Monthly:** Networking, Mentoring, Committee Meetings, Lecture Series, Classes
  - **Yearly:** Diversity Groups, Wellness Ambassador, Project Management
- **Allies:** Husband, Program Coordinators, Manager, Professional Networks, Classmates

**Area:** Spiritual/Social
- **Activities:**
  - **Daily:** Prayer, Meditate, Book Worm, Writing/Blogging
  - **Weekly:** Bubble Bath, Wine
  - **Monthly:** Book Clubs, Fashion Events, Volunteer
  - **Yearly:** Romantic Trips, Family Reunions
- **Allies:** Husband, Family, Co-Workers, Friends, Meet-up Group Members

**Area:** Physical
- **Activities:**
  - **Daily:** Vegetables, 8 cups of water
  - **Weekly:** Strength Training, Yoga/Barre, Dance Class, 5K/Evening Walk, Dog Agility, Indoor Cycling
  - **Yearly:** Surfing, Snowboarding, Rafting, Hiking
- **Allies:** Husband, Family, Co-workers, Friends, Trainers, Dance Teachers

**Goal Statement:** With the help of my allies, I want to continue to integrate rewarding moments, while strategically tackling life’s competitive demands.
Resources
Institution Resources

Professional

Spiritual/Social

Physical
Stanford Resources

Professional

Spiritual/Social

Physical

- Stanford University School of Medicine
- Stanford University Minority Medical Alliance
- Religious Life
- BeWell @ Stanford
- Wellness on Wheels
- Fashion
- Zac Posen
Other Resources

• Use inspirational materials
• Quotes, poems, pictures
• Investigate where your time is going
• Yoga, meditation, sleep
References

- University at Buffalo, The State University of New York, School of Social Work
Break and Change Tables

- Residency Coordinator
- Fellowship Coordinator
- Other Educators/Administrators
Activity – Workplace Stressors

Identify three volunteers at each table

- Two role-play characters
- One group speaker who will lead discussion at the table and share with the audience after the role-play

“Let’s try some role playing. I’ll be the elephant in the room and you address me.”
Activity Debrief

- How does workplace stress impact us?
- What are some of the consequences you notice in yourself when it comes to workplace stress?
- Are there certain signs that you observe in yourself when you are stressed at work?
- What are some strategies you can undertake to mitigate stress in the workplace?

“No matter how intense things get, you manage to keep a cool head. What’s your secret?”
Mindfulness Exercise

Courtesy of Yellow Brick Cinema
https://www.youtube.com/watch?v=MNJDn8VcZ9Q&list=RDMNJdn8VcZ9Q#t=0
University of Michigan
• Marlene Woodard – Residency Program Coordinator, OB/GYN

New York Presbyterian - Weill Cornell
• Erika Abramson, MD – Associate Program Director, APPD Research and Scholarship Task Force, Vice Chair (2015-17)

University of California Davis, Medical Center
• Su-Ting T. Li MD, MPH – Program Director, APPD Research and Scholarship Task Force, Chair (2015-17)

Albany Medical Center
• Kelley Pike, BA – Residency Program Coordinator, APPD Coordinators’ Executive Committee, Past-Chair (2015-16)

Stanford University
• Megan Christofferson, BA – Fellowship Coordinator, Pediatric Gastroenterology
• Susan Freeman Ike, BS – Fellowship Coordinator, Allergy & Immunology and Pediatric Rheumatology
• Emily Johnson, MA – Fellowship Coordinator, Pediatric Cardiology
• Charlene Larson Rotandi, AB, AA – Fellowship Coordinator, Pediatric Hematology/Oncology, APPD Coordinators’ Executive Committee, Chair-Elect (2015-16)
• Meghan Stawitcke, BA – Fellowship Coordinator, Pediatric Neonatology

University of Utah
• Jaime Bruse, C-TAGME – Manager, Pediatric Education Enterprise
• Pamela Carpenter, C-TAGME – Manager, Pediatric Education Enterprise, APPD Coordinators’ Executive Committee, At-Large (2014-16)
FEEDBACK