

CCPH 2019

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CHANGING TIDES:
SHIFTING CULTURES AND CREATING SAFE SPACES

Recommendations for Physician Wellness from a National Task Force

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The speakers have no conflicts of interest to disclose.

Learning Objectives

1. Identify and discuss the current research and expert opinions in physician wellness and its implications for accreditation standards in residency programs in Canada.
2. Identify the factors that contribute to physician wellness at three levels: profession/culture, clinical/learning environment, and the individual.
3. Describe strategies for developing and implementing wellness programming for their residency programs and clinical learning environments.

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Background

The term physician health encompasses the prevention and treatment of acute or chronic issues of individual physicians, as well as the optimization of interconnected physical, mental and social factors to support health and wellness. Attributable to a range of personal, occupational and system-level factors ... physician ill-health is being increasingly understood as a set of risk-management practices, including the use of strategies rooted in organizational psychology and occupational medicine, as well as intensified oversight by professional bodies, and the integration of maintaining personal health as a core medical competency.



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Our Journey

- Environmental Scan
- Scoping Literature Review
- Consultation with Experts
- Crowd Sourcing

Guiding Principles

1. Physician wellness is an essential and evidence-based aspect of medical education, practice, and quality patient care.
2. Physician wellness is important in all phases of the physician career and life cycle from medical school through to retirement.
3. Physician wellness is a shared responsibility between our profession, the individual, and our learning and practice environments.
4. Physician wellness requires commitment and engagement from stakeholders across the entire healthcare system to optimize physician health and well-being.
5. Physician wellness acknowledges our collective responsibility to communicate when we are experiencing difficulties and to listen with support and without judgement when our colleagues reveal they are struggling.



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Key Competency

CanMEDS Professional Key Competency: Physicians are able to demonstrate a commitment to physician health and well-being to foster optimal patient care

Enabling Competencies

Enabling competency 4.1

Exhibit self-awareness and manage influences on personal well-being and professional performance

Enabling competency 4.2

Manage personal and professional demands for a sustainable practice throughout the physician life cycle

Enabling competency 4.3

Promote a culture that recognizes, supports, and responds effectively to colleagues in need



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Themes

| <p>Education and Skills Enhancing Literacy and Evidence-Based</p> | <p>Sustainability</p> | <p>Support</p> |
|---|--|--|
| <p>Enabling competency 4.1 <i>Exhibit self-awareness and manage influences on personal well-being and professional performance</i></p> | <p>Enabling competency 4.2 <i>Manage personal and professional demands for a sustainable practice throughout the physician life cycle</i></p> | <p>Enabling competency 4.3 <i>Promote a culture that recognizes, supports, and responds effectively to colleagues in need</i></p> |



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Elements

| Building Awareness | Skill Development | Maintenance of Wellness | Response and Management |
|--------------------|-------------------|-------------------------|-------------------------|
|--------------------|-------------------|-------------------------|-------------------------|



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Requirements

| | | | |
|--|---|--|--|
| <p>Requires consideration of:</p> <ol style="list-style-type: none"> 1. Wellness for the <ol style="list-style-type: none"> a. Culture/Profession b. Environment/Organization c. Individual 2. Existing frameworks 3. Local context | <p>Requires:</p> <p>Strategies to build wellness skills for</p> <ol style="list-style-type: none"> 1. Profession/Culture 2. Environment/Organization 3. Individual | <p>Requires:</p> <ol style="list-style-type: none"> 1. Policies 2. Programming 3. Initiatives and Champions 4. Resources | <p>Requires:</p> <ol style="list-style-type: none"> 1. Policies 2. Protocols/Processes 3. Resources |
|--|---|--|--|

Recommendations

- | | | | |
|--|--|---|--|
| <ol style="list-style-type: none">1. Educational programming* exists to build awareness around physician wellness at every stage of the physician life cycle2. Programming exists to raise awareness about systemic issues influencing physician wellness3. Processes exist to measure and evaluate the state of wellness for medical learners and faculty | <ol style="list-style-type: none">4. Educational programming exists to teach skills to promote a culture of wellness in the clinical and learning environments5. Programming exists for Advanced/ Leadership Skills in physician wellness6. Programming exists to teach skills to enhance wellness | <ol style="list-style-type: none">7. Policies, processes and strategies exist for flexibility in training and work to promote sustainable practice8. Tools and educational programming exist to manage personal and professional demands for a sustainable practice9. Wellness initiatives and programs are acknowledged10. Resources are available to support wellness of all physicians11. Leaders promote and create a culture of wellness | <ol style="list-style-type: none">12. Resources are available to support and promote health and wellness13. Resources are available to support and respond to individuals in need14. Policies exist to support individuals in acute distress15. Policies and practices exist to support flexibility in training and practice for physicians in distress |
|--|--|---|--|

CanMEDS Professional Key Competency: Physicians are able to demonstrate a commitment to physician health and well-being to foster optimal patient care

| Education and Skills Enhancing Literacy and Evidence-Based | | Sustainability | Support |
|--|---|---|---|
| Enabling competency 4.1 <i>Exhibit self-awareness and manage influences on personal well-being and professional performance</i> | | Enabling competency 4.2 <i>Manage personal and professional demands for a sustainable practice throughout the physician life cycle</i> | Enabling competency 4.3 <i>Promote a culture that recognizes, supports, and responds effectively to colleagues in need</i> |
| Building Awareness | Skill Development | Maintenance of Wellness | Response and Management |
| Requires consideration of: 1. Wellness for the a) Culture/Profession b) Environment/Organization c) Individual 2. Existing frameworks 3. Local context | Requires: Strategies to build wellness skills for 1. Profession/Culture 2. Environment/Organization 3. Individual | Requires: 1. Policies 2. Programming 3. Initiatives and Champions 4. Resources | Requires: 1. Policies 2. Protocols/Processes 3. Resources |
| 1. Educational programming* exists to build awareness around physician wellness at every stage of the physician life cycle 2. Programming exists to raise awareness about systemic issues influencing physician wellness 3. Processes exist to measure and evaluate the state of wellness for medical learners and faculty | 4. Educational programming exists to teach skills to promote a culture of wellness in the clinical and learning environments 5. Programming exists for Advanced/Leadership Skills in physician wellness 6. Programming exists to teach skills to enhance wellness | 7. Policies, processes and strategies exist for flexibility in training and work to promote sustainable practice 8. Tools and educational programming exist to manage personal and professional demands for a sustainable practice 9. Wellness initiatives and programs are acknowledged 10. Resources are available to support wellness of all physicians 11. Leaders promote and create a culture of wellness | 12. Resources are available to support and promote health and wellness 13. Resources are available to support and respond to individuals in need 14. Policies exist to support individuals in acute distress 15. Policies and practices exist to support flexibility in training and practice for physicians in distress |



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Small Group Discussion

In small groups:

Choose 1 recommendation.

What is needed to implement that recommendation?

Implementation

At your institution:

Who are your stakeholders? Who are your champions? What are your resources?

What currently exists in terms of policies, and/or programming at your institution?

Could you implement one of these recommendations at your institution?



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Suggestions for Implementation

Choose one column.

Which recommendation(s) could you implement using these suggestions?

How could you implement the recommendation(s) using these suggestions?



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Collaborative Reflection

1. Share your work
2. Using the recommendations



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Thank you!

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