



**PHARMACY
VISION
20/20**

CSHP SEMINAR 20 • OCTOBER 21-25
Disneyland
RESORT

Wellness SOAP Notes: The Assessment and Plan for Student, Resident, and Preceptor Burnout

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POLLING #1: PLEASE IDENTIFY YOUR ROLE

- a. Pharmacist/Preceptor
- b. Technician
- c. Resident
- d. Student

POLLING #2: DO YOU CURRENTLY HAVE A WELL-BEING PROGRAM IN YOUR ORGANIZATION?

- a. Yes
- b. No



DISCLOSURE

Speakers have no conflicts of interest

LEARNING OBJECTIVES

- Describe burnout syndrome in the pharmacy workforce and identify validated measurement tools
- Describe the types of interventions that could be included in the development of a student, resident, and preceptor well-being program
- Apply and practice stress management strategies
- Develop a well-being program for students, residents, and/or preceptors that will reduce burnout and promote resilience



BACKGROUND

CLINICIAN WELL-BEING & BURNOUT

Pharmacists

- Burnout prevalence 19-37%
- 53% of health-system pharmacists reported high degree of burnout
- Degree of burnout greater for pharmacists in traditional distributive vs. non-distributive roles
- 41.3% of pharmacy practice faculty experience emotional exhaustion (EE)

Residents

- PGY1 and PGY2 residents working > 60 hours have higher perceived stress levels, higher depression, hostility, and dysphoria scores
- 40% incidence of self-reported depression among residents
- ↑ severe depressive symptoms as the year progressed (September → March)

Students

- 39% of pharmacy students' academic dissatisfaction is related to burnout
- EE and professional inefficacy are negatively correlated with students' academic self-perception

CLINICIAN WELL-BEING & BURNOUT

➤ Characteristics associated with higher rates of burnout

- Moral distress
- Inadequate administration, teaching time
- Uncertainty of healthcare reform
- Difficult colleagues
- Underappreciation
- Too many nonclinical duties
- Female gender
- Having young children
- Unmarried

➤ Characteristics associated with higher rates of EE

- More work hours/week
- Staffing inadequacy
- High volume workload
- Unpleasant encounters
- Interruptions/divided attention
- Lower salary
- Less time (years) in practice
- Having no children



A CALL TO ACTION FOR WELL-BEING

ENHANCING WELL-BEING AND RESILIENCE AMONG THE
PHARMACIST WORKFORCE:
A NATIONAL CONSENSUS CONFERENCE

APhA

ACPE

NASPA

AACP

NABP

A CALL TO ACTION FOR WELL-BEING



National Academy of Medicine

Action Collaborative on
Clinician Well-Being and Resilience

A National Consensus Conference

Pharmacy workforce
(Pharmacists, residents,
students, technicians)



Pharmacy Residents

AACP REPORT

Report of the 2017-2018 Student Affairs Standing Committee

Pharmacy Students

”Identify best strategies and practices...[to promote] a positive well-being.”

MANAGEMENT OF BURNOUT SYNDROME

DEFINITIONS

- **Well-being**

- State of being healthy, happy, and successful

- **Burnout**

- Long-term exhaustion and diminished interest in work
- Dimensions of burnout: emotional exhaustion, depersonalization, lack of personal accomplishment

- **Resilience**

- Ability to manage, adapt well, and bounce back from adversity or disappointment
- Involves a collection of personal qualities and skills that one can learn and develop



STRATEGIES



- **Individual-level interventions**

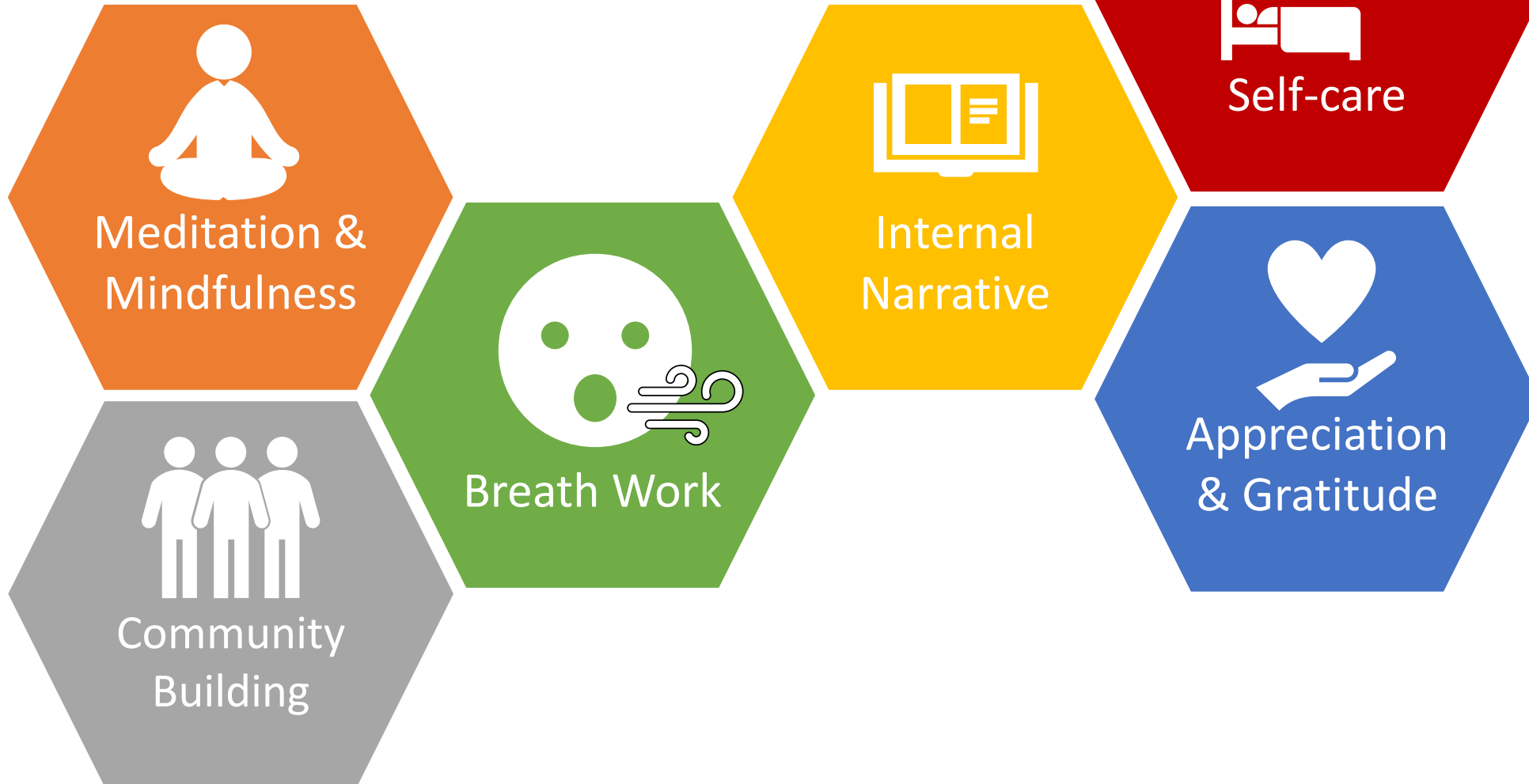
- Self-management
 - Stress management (e.g. mindfulness-based approaches)
 - Self-care (e.g. exercise, sleep hygiene, nutrition)



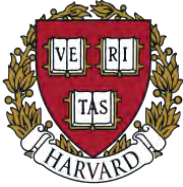




- **Organizational-level interventions**







- Develop and implement interventions targeted at work system factors: job demands and job resources
 - Excessive workload, time pressures, administrative burden
 - Workflow inefficiency, interruptions
 - Job flexibility and autonomy
 - Work-life integration
 - Cultivate community at work

RESILIENCY COMPONENTS

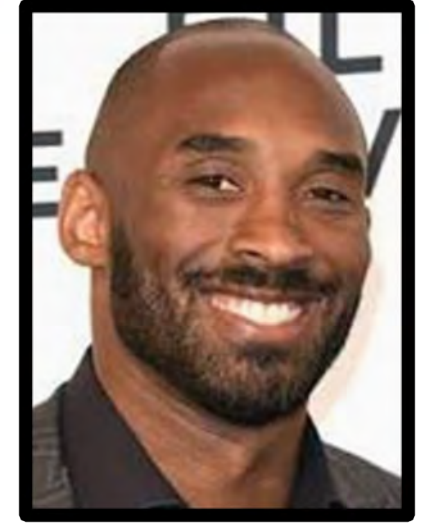


SUPPORTING EVIDENCE

Neuroplasticity	
Mindfulness	
Positive Psychology	
Mind Body	
Mind Body	

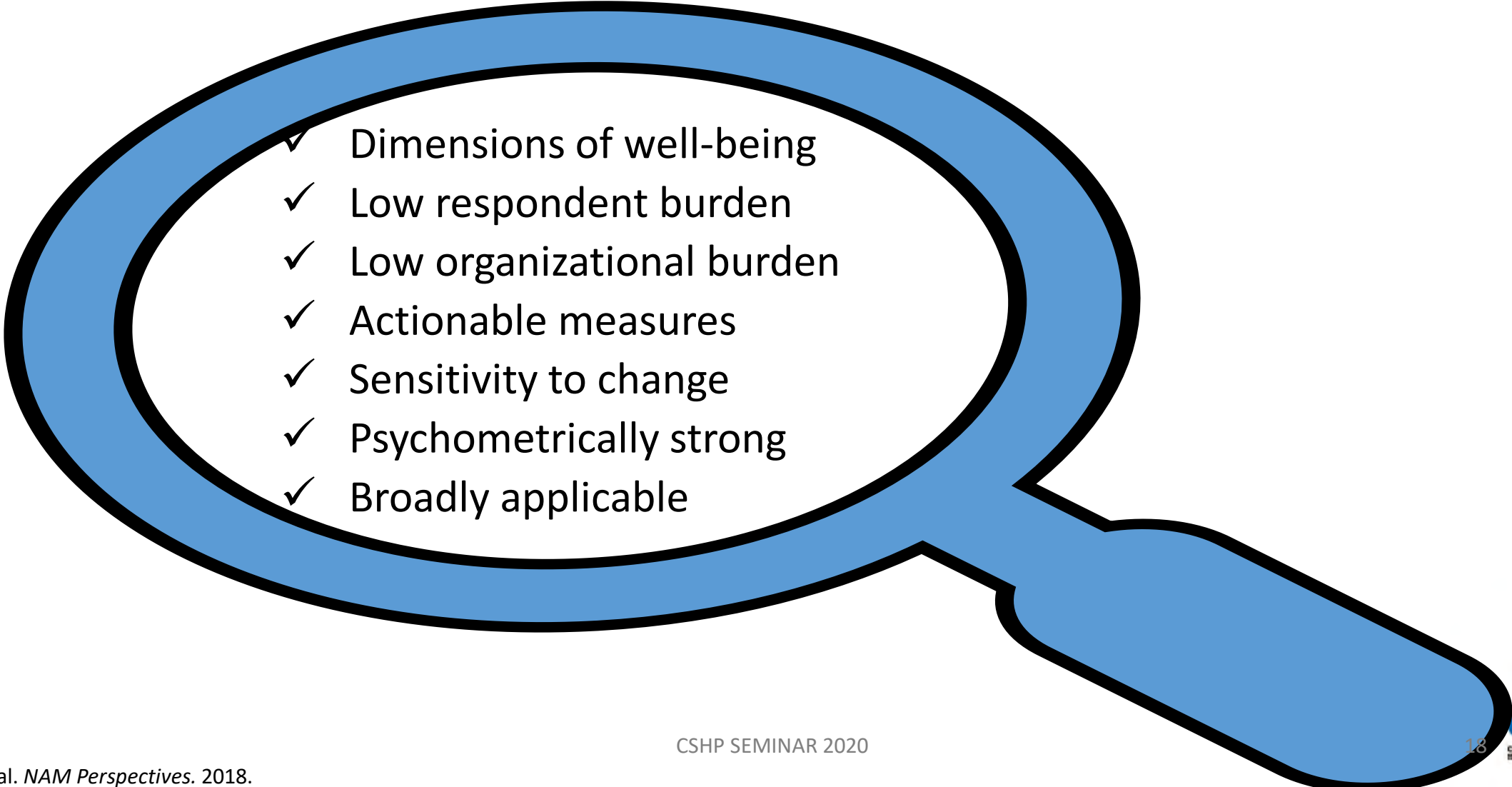
Narrative Medicine	
Gratitude	
Positive Psychology “How of Happiness”	
Greater Good Science Center – resource center for wellness	
Stress & Resiliency on aging “Telomere Effect”	 

BIG FANS OF MINDFULNESS & MEDITATION



BURNOUT & WELL-BEING ASSESSMENT TOOLS

SELECTION OF ASSESSMENT TOOLS

- 
- ✓ Dimensions of well-being
 - ✓ Low respondent burden
 - ✓ Low organizational burden
 - ✓ Actionable measures
 - ✓ Sensitivity to change
 - ✓ Psychometrically strong
 - ✓ Broadly applicable

BURNOUT MEASUREMENTS

Measure	Pros	Cons
MBI-HSS [MP]^a 22 items vs. 2 items	<ul style="list-style-type: none"> ✓ National benchmark data ✓ Robust data correlate with outcomes ✓ Detects meaningful effect sizes 	<ul style="list-style-type: none"> ✓ Cost & length ✓ Analysis moderately complex ✓ Not sensitive to change within short time frame
CBI^b 16 items	<ul style="list-style-type: none"> ✓ Use in all HCPs^d ✓ Free 	<ul style="list-style-type: none"> ✓ Length ✓ Moderately complex to analyze ✓ Limited data correlate with outcomes
OBI^c 19 items		

^a MBI-HSS [MP]: Maslach Burnout Inventory-Human Services Survey for Medical Personnel; ^b CBI: Copenhagen Burnout Inventory; ^c OBI: Oldenburg Burnout Inventory; ^d HCPs: Healthcare Providers

WELL-BEING MEASUREMENTS

Measure	Pros	Cons
WBI^a 7-9 items	<ul style="list-style-type: none"> ✓ Free ✓ Multiple dimensions, relatively short, simple to analyze and broadly applicable ✓ National benchmark data ✓ Moderate data correlate with outcomes 	<ul style="list-style-type: none"> ✓ Charge for using interactive online version (<u>except</u> Pharmacist WBI is free via APhA)
PFI^b 16 items	<ul style="list-style-type: none"> ✓ Free ✓ Multiple dimensions ✓ Limited data suggest may be sensitive to change 	<ul style="list-style-type: none"> ✓ Length ✓ Analysis moderately complex ✓ Limited data correlate with outcomes ✓ No national benchmark data

^aWBI: Well-Being Index; ^b PFI: Stanford Professional Fulfillment Index



Assess Your Own Well-Being Index

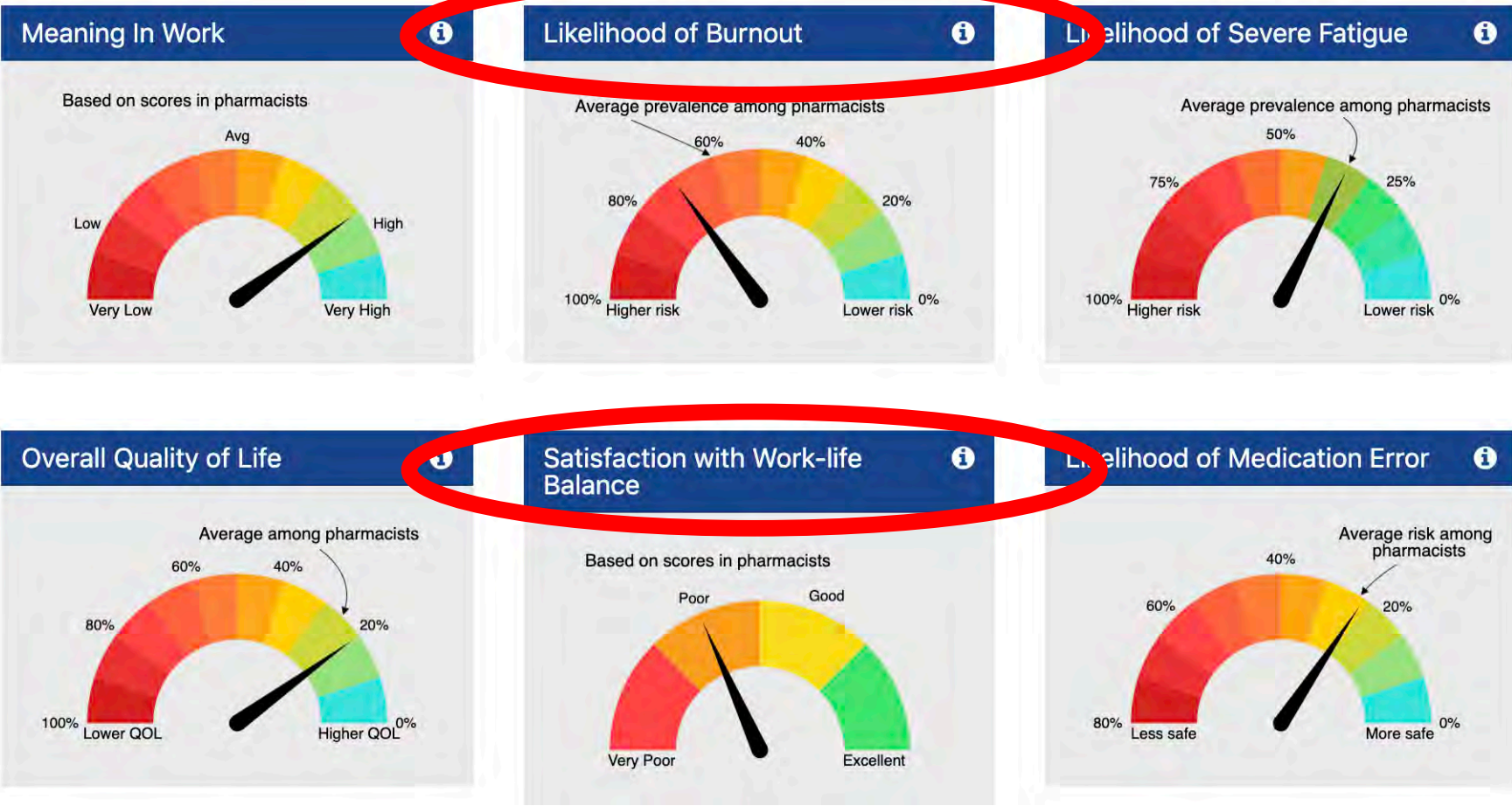
https://app.mywellbeingindex.org/account_setup

WHAT DOES YOUR WBI LOOK LIKE?

- Meaning in Work
- Likelihood of Burnout
- Likelihood of Severe Fatigue
- Overall Quality of Life
- Satisfaction with Work-life Balance
- Likelihood of Medication Error



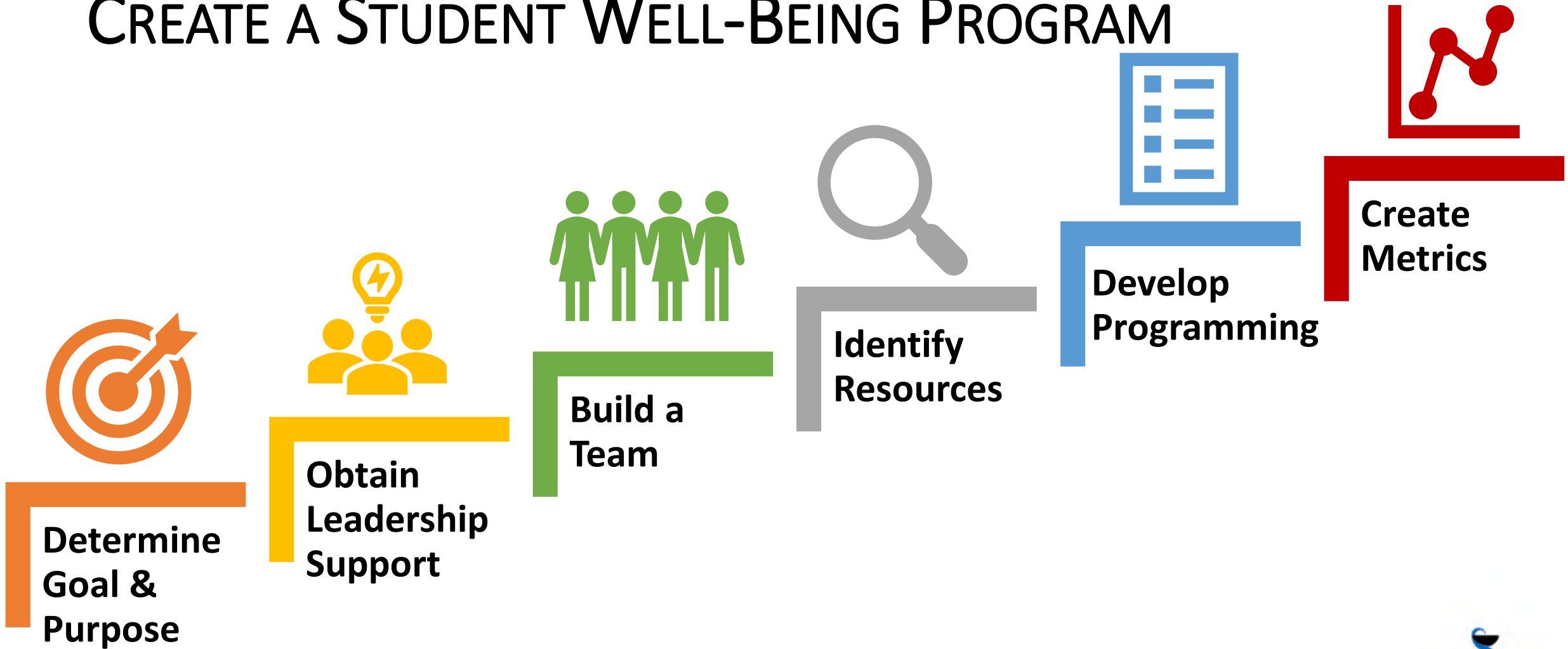
EXAMPLE: WBI RESULTS & RESOURCES



<p>Relationship & Work-Life Balance</p>	<p>Stress & Resiliency</p>
<p>Emotional Concerns</p>	<p>Suicidal Thoughts</p>

STUDENT WELL-BEING

CREATE A STUDENT WELL-BEING PROGRAM



INTEGRATION OF WELL-BEING INTO CORE CURRICULUM

2008

The Heart of Pharmacy
Course elective course



2017

Designing the new
curriculum with
wellness/self-care theory
& skills

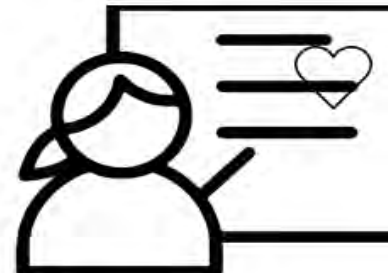


2018

Incorporation into our
Clinical Applied Patient
Care Skills Lab - *with*
student teachers

Professional Student
Advisors

Certificate in Resiliency
Medicine



2019

Critical Reflections

Wellness Program
(WelPro) for APPE
students

Post-Graduate
Training Programs



UCSF WELL-BEING CURRICULUM

Pre-APPE Year

Resiliency Medicine Elective Course
Mindfulness Exercise Integration in Skills Lab
APPE Conference Leader Wellness Training
APPE Resiliency Readiness



APPE Year

Regular Scheduled APPE Conferences
(Focus: well-being promotion – stress management and self-care, career development)

DETERMINE GOAL & PURPOSE

WelPro: Well-being Promotion Program



Reduce burnout and promote well-being

OBTAIN LEADERSHIP SUPPORT

- ✓ Department Chair of Clinical Pharmacy
- ✓ Associate Dean of Experiential Education and Professional Development



BUILD A TEAM

- ✓ Well-being Champion
- ✓ Content Experts
 - Burnout/Well-being
 - Mindfulness/Meditation & Resiliency
- ✓ Student Health and Counseling Services
School of Pharmacy Liaison & Licensed
Psychologist
- ✓ Office of Career & Professional
Development Program Manager/Career
Counselor
- ✓ Associate Dean of Experiential
Education and Professional
Development
- ✓ Experiential Education Program
Directors





IDENTIFY RESOURCES

Current State	Ideal State
<ul style="list-style-type: none">✓ School of Pharmacy Student Advisors✓ Student Health & Counseling Services✓ Pre-APPE Year<ul style="list-style-type: none">• Resiliency Medicine Elective Course• Mindfulness Exercise Integration in Skills Lab• APPE Resiliency Readiness	<ul style="list-style-type: none">✓ Develop and reinforce stress-management and self-care practices✓ Integrate well-being touchpoints throughout APPE year✓ Therapy Assisted Online (TAO)



DEVELOP PROGRAMMING

Individual-Level Interventions

- ✓ Training on self-management strategies
 - Stress management
 - Self-care

Organizational-Level Interventions

- ✓ Training of Experiential Education (EE) Program Directors (PDs) and Conference Facilitators (CFs)
 - Recognize burnout and reinforce self-management strategies
 - Conduct critical reflections and facilitate wellness topic discussion
 - Assisting Students in Distress (ASD)

UCSF School of Pharmacy WelPro Program



Self-
Management



Critical
Reflection



Community

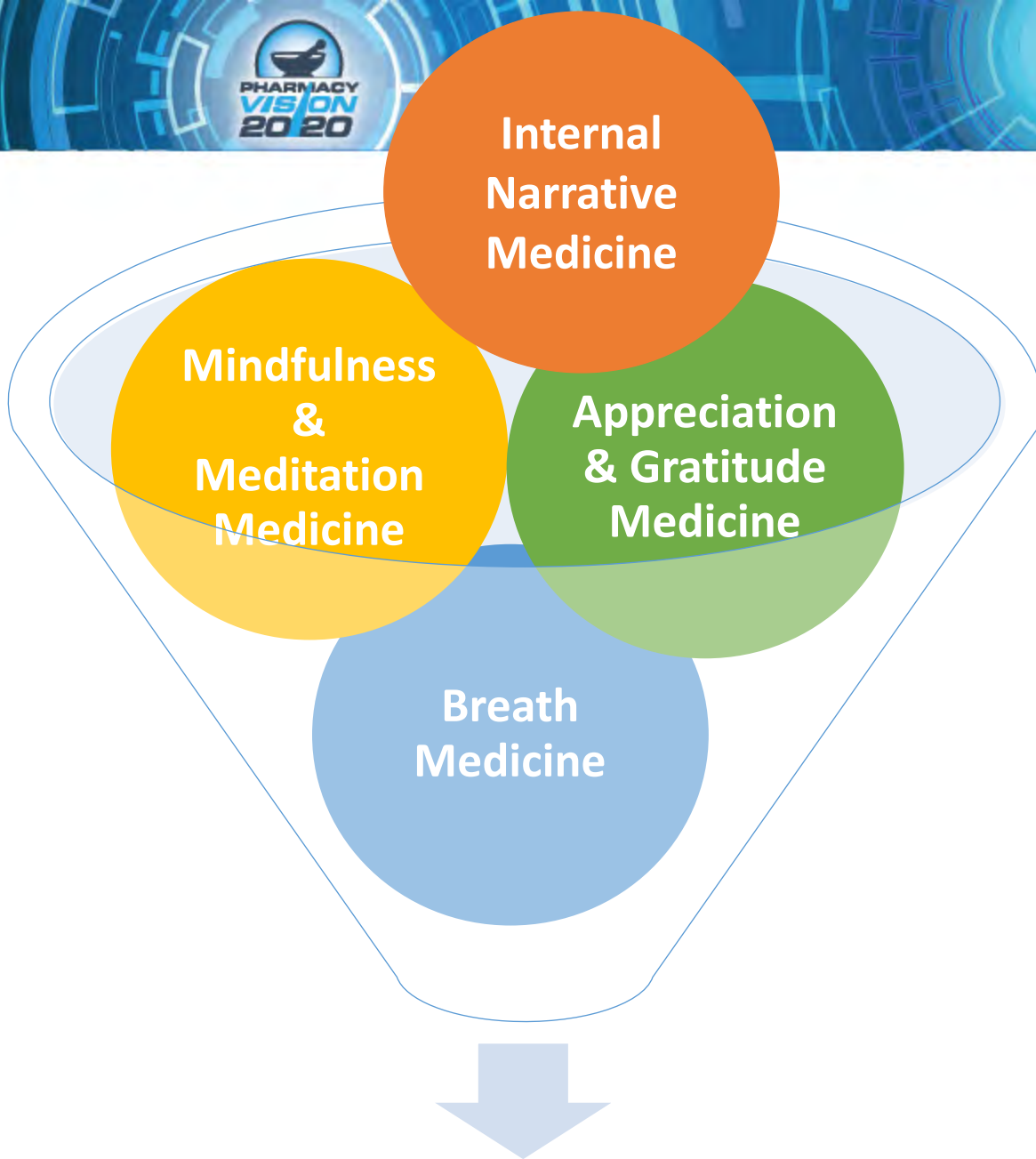
PILLARS OF WELLNESS

Self-Management	Critical Reflection	Community
<ul style="list-style-type: none">• Stress management• Self-care	<ul style="list-style-type: none">• Learning process in skillful reasoning• Collective problem-solving• Sharing ideas, resources, and goals	<ul style="list-style-type: none">• Positive and supportive working environment• Connecting with others• Providing recognition to peers

Resilience



Self-Management

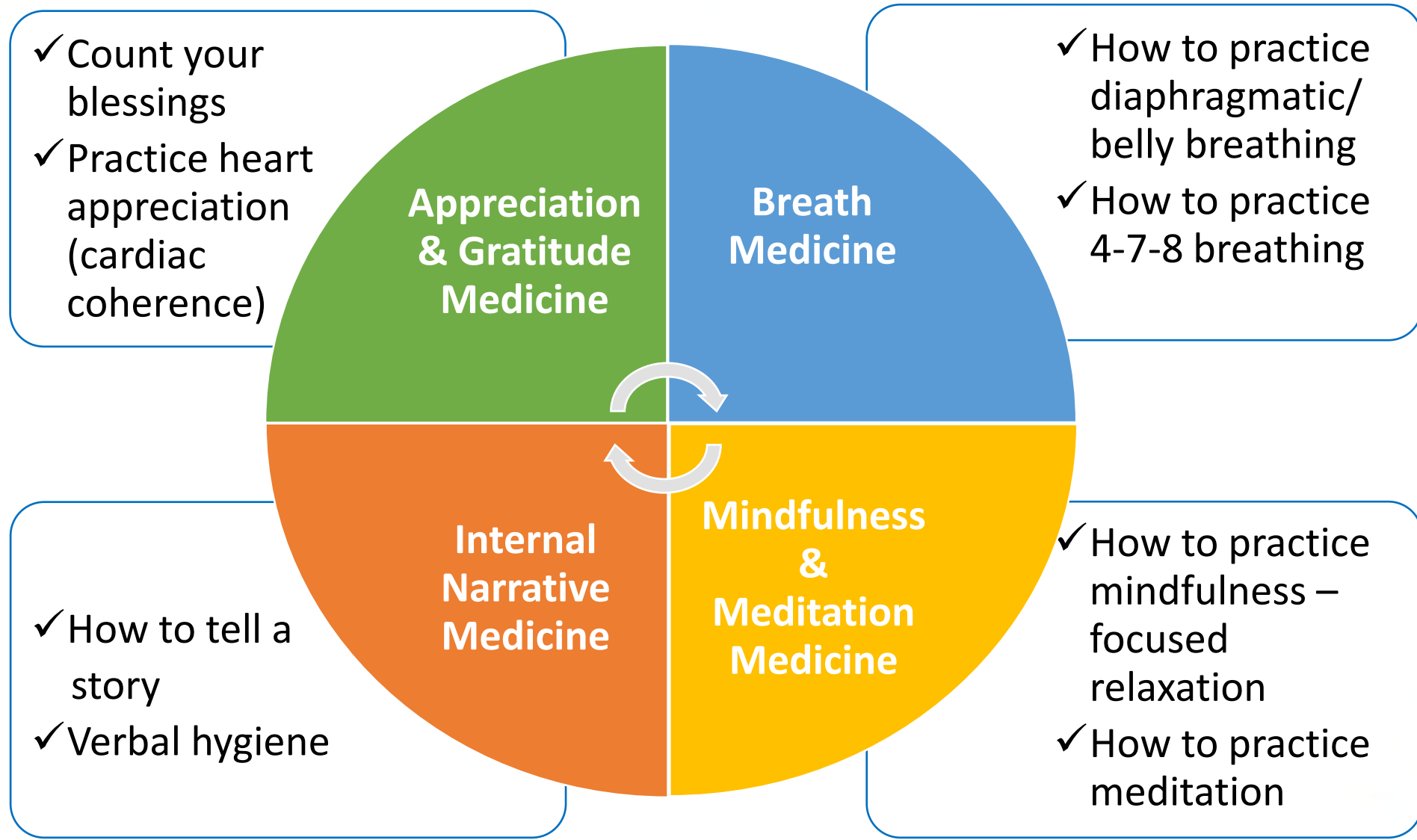


Stress management



Self-care

STRESS MANAGEMENT EXERCISES



APPRECIATION & GRATITUDE MEDICINE

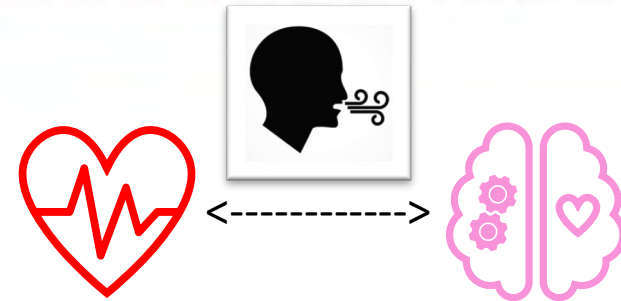


- **Grateful people**
 - More resilient to stress
 - Get along better with others
 - Less depressed
 - Achieve more
 - More helpful and generous
- **Gratefulness increases happiness and life satisfaction**

**“Gratitude is a vaccine, an antitoxin,
and an antiseptic.”**

John Henry Jowett, 1863–1923

BREATH MEDICINE



➤ Health benefits of slow mindful breathing

- Role of breathing in generation of cardiac coherence → psychophysiological coherence

➤ Physiologic cardiac response to breathing

- Heart rate ↑ during inhalation, heart rate ↓ during exhalation, therefore, emphasizing exhalation can:
 1. ↑ parasympathetic nervous system
 2. Help hormonal secretions associated with happiness, resiliency, and cognitive performance

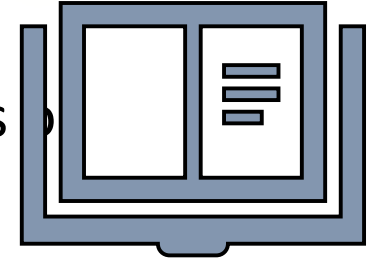
MINDFULNESS & MEDITATION MEDICINE

What is mindfulness?



INTERNAL NARRATIVE MEDICINE

- Our perception of “reality” depends largely on our past and the narratives, stories we tell ourselves



- Recognizing our perception patterns can help us understand and change our narratives

- Verbal hygiene

- Are you telling a positive or negative story?



- “Turn around” story

- As you tell your “not feeling good” story, can you turn it around?

INTERNAL NARRATIVE MEDICINE

Practice Reframing

*I will take it one step at a time.
I will make a list and prioritize
what I need to get done first.*



INTERNAL NARRATIVE MEDICINE

Practice Reframing

COVID-19 has created an opportunity for me to slow down and re-evaluate what's most important in my life. I appreciate and will embrace being in the present moment.

“If you change the way you look at things, the things you look at change.”

Wayne Dyer



Critical Reflection

CRITICAL REFLECTIONS

“Take your own pulse”

Prompts

Finding Silver Linings

Rotation challenge

Mental Subtraction & Finding Perspective

Use Your Strengths

STUDENTS' WELL-BEING TOUCH POINTS

I am not alone: common concerns & emotions; everyone makes mistakes; mutual support

I can learn from other's perceptions and approaches

I can choose not to dwell in negativity, self-doubt (imposter syndrome), & taking it personally

Reflecting on experiences allows me to learn from mistakes

I haven't discussed this with anyone before now....

Perfectionism is not realistic; not knowing ≠ incompetence

I wish I'd had more of this in my education/training

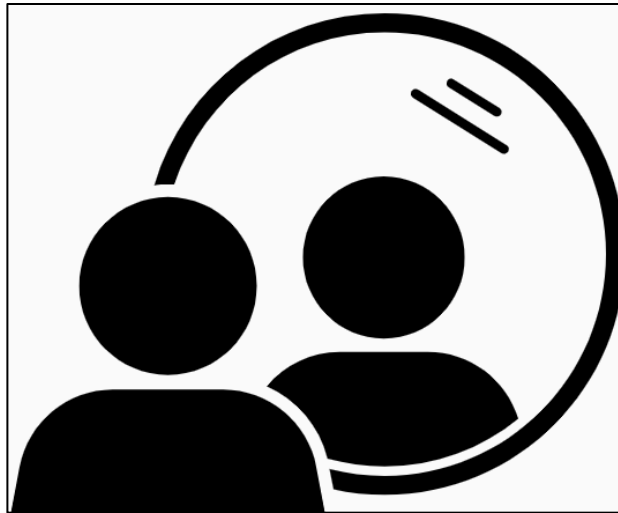
Exploring my emotional reactions is key to moving forward





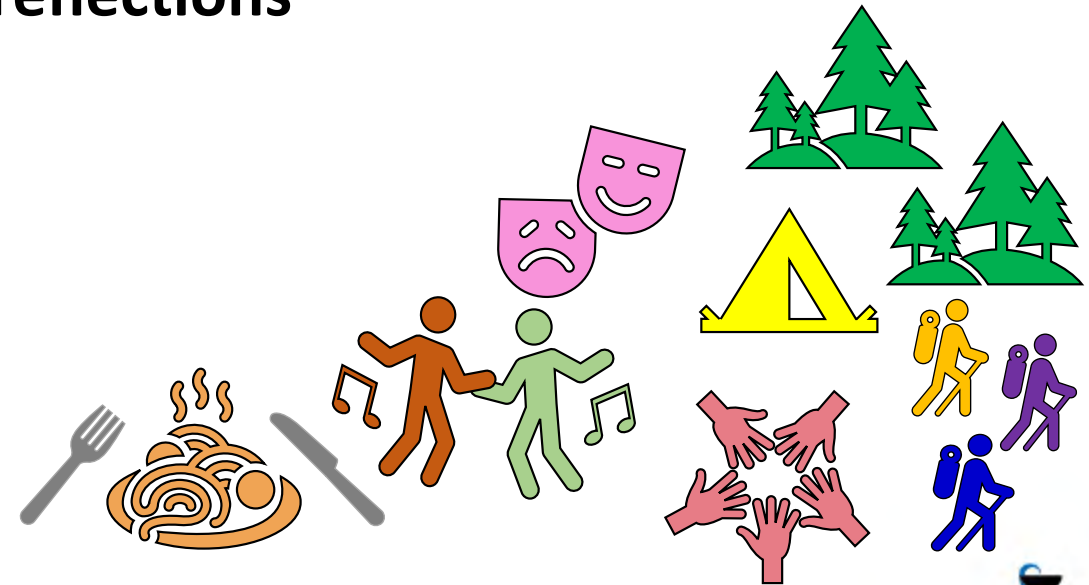
Community

COMMUNITY BUILDING

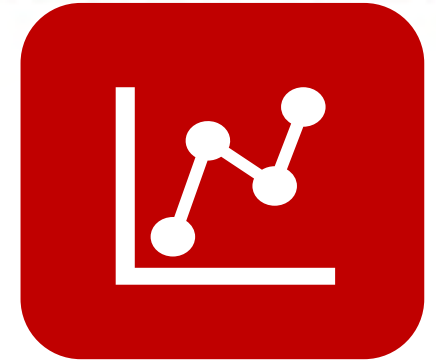


**Well-being touch points
via critical reflections**

**Social and health-promoting activities
(COVID-19 virtual gathering)**



CREATE METRICS



Students

- ✓ Stress Factors
- ✓ Burnout Levels: MBI-HSS (MP)
- ✓ Utilization of self-management strategies

EE PDs & CFs

- ✓ Knowledge, Attitudes, Self-efficacy toward burnout

RESIDENT WELL-BEING

RISK OF BURNOUT IN PHARMACY RESIDENTS

- **Survey of pharmacy residents**
 - ~40% reported moderate-to-severe depressive symptoms
- **Factors strongly correlated with stress, burnout and depression**
 - Time and deadline pressure
 - Fear of errors
 - Long work hours (>60 hours per week)
 - Difficult financial situations

WELL-BEING IN RESIDENCY

- Vizient survey of RPDs (N = 40)**

Well-Being Programmatic Effort Dimensions	Residency Programs (N = 40)
Policy on Resident Wellness, n (%)	6 (15)
Formal Discussion about Resident Well-being during Residency, n (%)	32 (80)
Education and Training Provided to <i>Preceptors</i> on Recognizing and Dealing with Burnout and/or Mental Health Issues, n (%)	12 (30)
Education and Training Provided to <i>Residents</i> on Recognizing and Dealing with Burnout and/or Mental Health Issues, n (%)	14 (35)
Mental Health and/or Well-being Education Providers, (N = 14)	
Individual(s) with special knowledge and training, n (%)	13 (93)
Non-expert, n (%)	9 (64)
Regularly Scheduled Mindfulness/Meditation Session, n (%)	5 (12.5)
Administration of Mental Health Wellness Questionnaire, n (%)	
Preceptors	1 (2.5)
Residents	7 (17.5)

CREATE A RESIDENT WELL-BEING PROGRAM



DETERMINE GOAL & PURPOSE

- **Purpose:**
 - Identify the ways in which residents are supported in their efforts to become competent, caring and resilient clinicians during their residency training.

- **Assess the needs of your workforce**
 - Needs assessment survey
 - Define well-being
 - Determine interventions



OBTAIN LEADERSHIP SUPPORT

- **Residency Program Directors**

- ✓ PGY1 RPD
- ✓ PGY2 RPD

- **Chief Pharmacy Officer / Director of Pharmacy**

- ✓ Funding support
 - Professional development materials (books, quizzes)
 - Community building activities (CSHP Dinner)



BUILD A TEAM

- **Identify key stakeholders within your organization**
 - Residency Program Director / Coordinator
 - Resident(s)
 - Preceptor(s)
 - Director of Pharmacy



IDENTIFY RESOURCES

Well-Being Domains

Physical

Emotional

Social

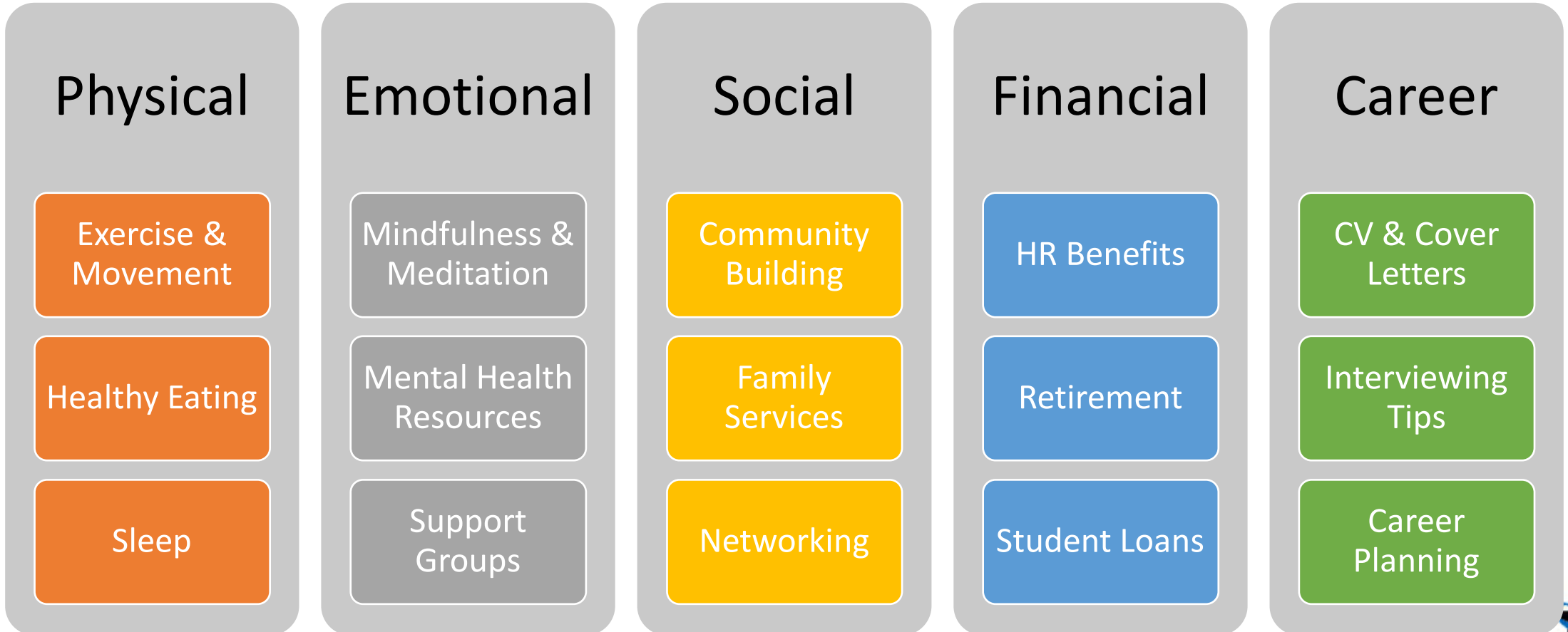
Financial

Career





WELL-BEING DOMAINS





IDENTIFY RESOURCES



DEVELOP PROGRAMMING

- **Utilize results of the needs assessment survey**
 - Design custom interventions to meet the needs of trainees and the program
- **Physician Well-Being Program**
 - Improvements across all ten sub-domains of wellness
 - Decrease in the rate of self-reported “thoughts of self-harm”
 - Over 90% of participating physicians felt that the “**culture of wellness**” in the workplace had influenced their *personal* wellness



Resident Well-Being Program



Resilience



Self-
Management



Community

RESILIENCE

- **Goal:** Focus on mindfulness-based stress reduction techniques and educational programs to improve communication skills and personal coping strategies.
- **Sessions:**
 - ✓ Impostor Syndrome
 - ✓ Critical Reflections
 - ✓ Gratitude & Appreciation
 - ✓ Mindfulness, Meditation & Breathing
 - ✓ Internal Narrative



BREATH MEDICINE

Practice 4-7-8 Breath Exercise



SELF-MANAGEMENT

- **Goal:** The ability to self-manage is a fundamental requirement to empower individuals to be successful. Focus is on opportunities for self-discovery and reflection.



- **Sessions:**

- **Enhanced Skill Sets**

- ✓ Debt Management
- ✓ Time Management

- **Self Discovery**

- ✓ Myers Briggs Type Indicator
- ✓ Strengths Finder
- ✓ Book Club: Strengths Finder
- ✓ Book Club: Emotional Intelligence
- ✓ Book Club: Crucial Conversations

- **Professional Management**

- ✓ CV & Letter Writing for PGY2 and Career Positions
- ✓ Writing a Personal Mission Statement



COMMUNITY

- **Goal:** Burnout is less likely to occur within a positive and supportive working environment. Focus is on connecting with others, fostering a sense of community and providing recognition to peers.



- **Program Offerings:**
 - ✓ Resident Buddy
 - ✓ Mentee/Mentor Program
 - ✓ Welcome Potluck
 - ✓ Networking at meetings
 - ✓ Holiday party
 - ✓ Preceptor & Resident Happy Hours
 - ✓ Resident of the Month
 - ✓ Preceptor Recognition



WRITE A WELL-BEING POLICY

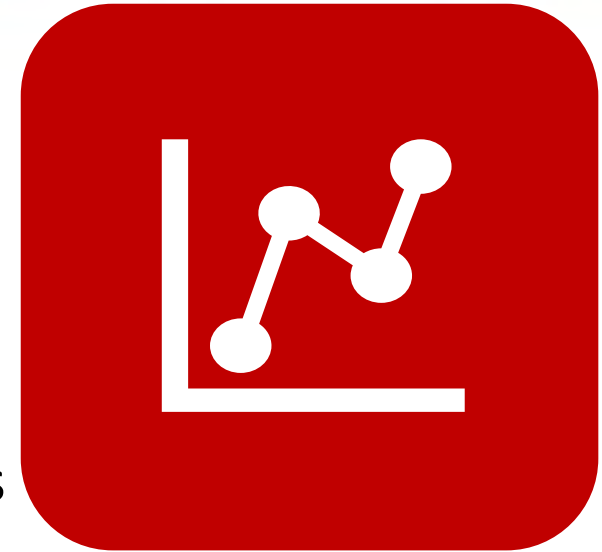
- **Put it all in writing**
 - Team members (i.e. Well-being Committee)
 - Resources
 - Programming
 - Metrics
- **Upload to PharmAcademic (Policies)**
 - Accessible to all residents and preceptors
- **Share with prospective candidates**
 - Candidates are seeking programs with a culture of wellness



CREATE METRICS

- **Self-Reflection**

- Added to resident development plan quarterly
- Resilience vital sign – “take your pulse”
- Provide opportunity for group sharing during well-being sessions



Sample Reflection Prompts

Describe one thing you failed at this past quarter, what did you learn from it?

What have I done to be kind to myself this year?

How can I control my self-talk when I experience failure?

When you feel engaged and energized, what’s happening?



PRECEPTOR WELL-BEING

PRECEPTOR INTERVENTIONS

- **Published interventions (physicians)**
 - ✓ Structural interventions within the work environment
 - ✓ Mindfulness training
 - ✓ Stress management and self-care training
 - ✓ Small group curriculum
- **Results of systematic review and meta-analysis**
 - Both individual-focused and organizational interventions ↓ burnout
 - Organizational > individual
 - No specific burnout intervention were shown to be better than others

NINE INSTITUTIONAL STRATEGIES

NATIONAL ACADEMY OF MEDICINE



Acknowledge and address the problem



Harness the power of leadership



Develop and implement targeted interventions



Cultivate community at work



Use rewards and incentives wisely



Align values and strengthen culture



Promote flexibility and work-life integration



Provide resources to promote resilience and self care



Facilitate and fund organizational science

ORGANIZATIONAL STRATEGIES



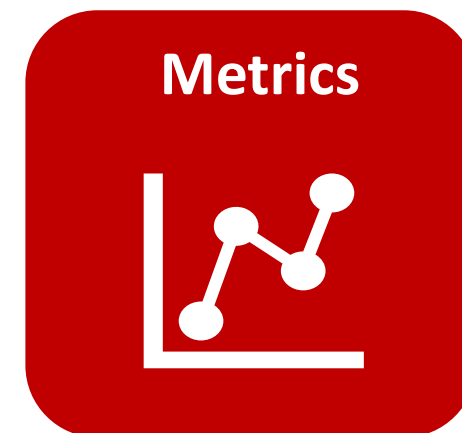
- **Select the right leaders** – identify “wellness leads” along with executive leadership
- **Performance of leaders** should be assessed by the individuals they lead



- **Cultivate community**
- **Identify your “carrots”** – project time, career ladders
- **Promote flexibility** – role of job sharing or part time positions; flexible hours
- **Staff Recognition**



- **Tailor programming** to your departmental need
- **Leverage pre-existing resources** (webinars)



- **Measure well-being** as part of a routine institutional metric
- Add into the **department dashboard**

CREATE A PRECEPTOR WELL-BEING PROGRAM



PROGRAM PURPOSE & GOALS

- **Purpose:** Design a pharmacy well-being program that can be extended across the UC System, and to assess well-being amongst pharmacy technicians and pharmacists
- **Goals:**
 - ✓ Educate pharmacy workforce
 - ✓ Assess individual well-being and risk of burnout
 - ✓ Promote a culture of well-being



UC PHARMACY WELL-BEING CERTIFICATE PROGRAM

UC DAVIS
HEALTH

UCSF Health

UCLA Health




UC Irvine Health

UC San Diego
HEALTH SYSTEM

- **Multisite Collaboration (5 medical campuses)**

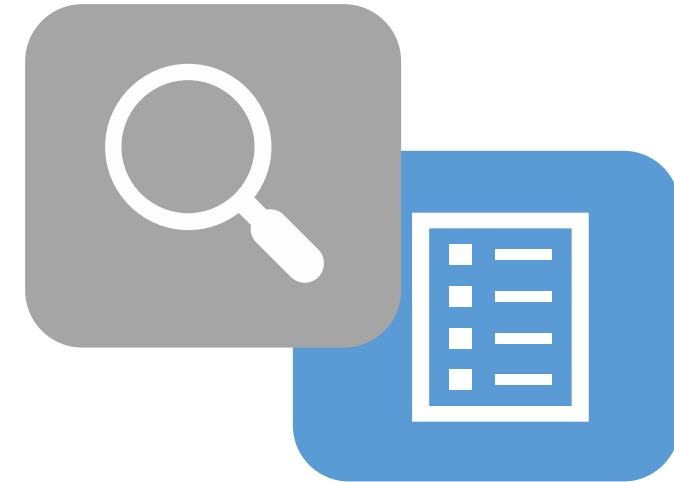
- ✓ Chief Pharmacy Executive
- ✓ Assistant Chief Pharmacy Officer
- ✓ Director of Pharmacy
- ✓ PGY1 RPD
- ✓ Faculty
- ✓ Residents
- ✓ Technicians



UC PHARMACY WELL-BEING CERTIFICATE PROGRAM

- **Live Webinar Series**

- Approved for pharmacist and pharmacy technician CE credit
- Self-reflections – “Take a Pulse”
- Community Building – Small group sharing
- Successful completion leads to a certificate



**Burnout &
Well-Being**



**Self Care,
Appreciation &
Gratitude**



**Internal
Narrative**



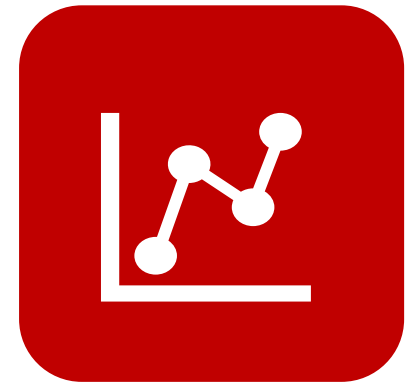
**Mindfulness,
Meditation &
Breathing
(Part I)**



**Mindfulness,
Meditation &
Breathing
(Part II)**

CREATE METRICS

- **Multisite PGY1 Research Project**
 - Survey across 5 medical campuses evaluating:
 - Demographics
 - Baseline well-being and burnout assessments
 - Assess knowledge, attitudes, and self-efficacy regarding burnout and well-being
- **Build out well-being metrics into pharmacy dashboard**
 - Provide results to individual campuses
 - Assess annually





MAKE YOUR OWN PROGRAM

Well-Being Worksheet

Wellness SOAP Notes: The Assessment and Plan for Student, Resident, and Preceptor Burnout

Tram Cat & Mandy Morris | UCSF School of Pharmacy

Assessment and Purpose

Goal: _____
Purpose: _____

Identify Leader(s) / Support(s)

Leaders: _____

SWAP & Roles

Stakeholders: _____

Identify Resources

	National	Organizational	Department / Program
Physical			
Emotional			
Social			
Financial			
Career			

Develop Programming

Resilience	Self-Management	Community
<input type="checkbox"/> Self-Care	<input type="checkbox"/> Myers Briggs	<input type="checkbox"/> Mentor Program
<input type="checkbox"/> Critical Reflections	<input type="checkbox"/> Strengths Finder	<input type="checkbox"/> Peer Recognition
<input type="checkbox"/> Appreciation & Gratitude	<input type="checkbox"/> Emotional Intelligence	<input type="checkbox"/> Space to Connect
<input type="checkbox"/> Mindfulness, Meditation & Breathing	<input type="checkbox"/> Crucial Conversations	<input type="checkbox"/> Social Events
<input type="checkbox"/> Internal Narrative	<input type="checkbox"/> Debt Management	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> Time Management	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Choose Metrics

Burnout	Well-Being	Qualitative
<input type="checkbox"/> Maslach (MBI)	<input type="checkbox"/> Well-Being Index (WBI)	<input type="checkbox"/> Self-Reflection
<input type="checkbox"/> Copenhagen (CBI)	<input type="checkbox"/> Stanford Professional Fulfillment (PFI)	
<input type="checkbox"/> Odenburg (OBI)		



Determine Goal & Purpose

Goal:

Purpose:



Obtain Leadership Support

Leaders:



Build a Team

Stakeholders:



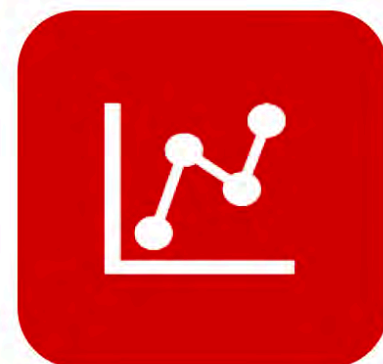
Identify Resources

	National	Organizational	Department / Program
Physical			
Emotional			
Social			
Financial			
Career			



Develop Programming

Resilience	Self-Management	Community
<input type="checkbox"/> Self-Care	<input type="checkbox"/> Myers Briggs	<input type="checkbox"/> Mentor Program
<input type="checkbox"/> Critical Reflections	<input type="checkbox"/> Strengths Finder	<input type="checkbox"/> Peer Recognition
<input type="checkbox"/> Appreciation & Gratitude	<input type="checkbox"/> Emotional Intelligence	<input type="checkbox"/> Space to Connect
<input type="checkbox"/> Mindfulness, Meditation & Breathing	<input type="checkbox"/> Crucial Conversations	<input type="checkbox"/> Social Events
<input type="checkbox"/> Internal Narrative	<input type="checkbox"/> Debt Management	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> Time Management	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Create Metrics

Burnout	Well-Being	Qualitative
<input type="checkbox"/> Maslach (MBI)	<input type="checkbox"/> Well-Being Index (WBI)	<input type="checkbox"/> Self-Reflection
<input type="checkbox"/> Copenhagen (CBI)	<input type="checkbox"/> Stanford Professional Fulfillment (PFI)	
<input type="checkbox"/> Oldenburg (OBI)		

KEY TAKEAWAYS

- Resilience, critical reflection, and cultivating a sense of community can play an important role in preventing burnout and increasing our pharmacy workforce well-being
- Combining both individual-level and organizational-level types of interventions will likely have an impact in reducing burnout among our pharmacy workforce
- Don't let perfect be the enemy of good - start doing something, start anywhere, and approach building a well-being program with a framework using a systematic step-wise process

ASSESSMENT QUESTIONS

1. Burnout is defined as:

- a. High Emotional Exhaustion
- b. High Depersonalization
- c. Low Personal Accomplishment
- d. All of the above

2. Both individual-level and organizational-level types of interventions have been shown to reduce burnout among healthcare providers. However, organizational-level interventions have shown a greater impact in reducing burnout when compared to individual-level interventions alone.

- a. True
- b. False

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1. Burnout is defined as:

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2. Both individual-level and organizational-level types of interventions have been shown to reduce burnout among healthcare providers. However, organizational-level interventions have shown a greater impact in reducing burnout when compared to individual-level interventions alone.

- a. True**
- b. False

ASSESSMENT QUESTIONS

3. **Which of the following examples are appropriately matched to the type of individual-level or organizational-level interventions?**
 - a. Mindfulness/meditation, exercise, sleep hygiene – individual-level interventions
 - b. Job flexibility and autonomy, cultivate community at work – organizational-level interventions
 - c. All of the above are appropriately matched

4. **When selecting a burnout or well-being assessment tool, some characteristics to consider are psychometric strength, broad applicability, cost, response burden, sensitivity to change, and availability of national benchmarking data.**
 - a. True
 - b. False

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 - a. Mindfulness/meditation, exercise, sleep hygiene – individual-level interventions
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4. When selecting a burnout or well-being assessment tool, some characteristics to consider are psychometric strength, broad applicability, cost, response burden, sensitivity to change, and availability of national benchmarking data.
 - a. **True**
 - b. False

ASSESSMENT QUESTIONS

5. Which of the following process is listed in the appropriate order when creating a well-being program?
- a. Build a Team, Develop a Program, Identify Resources, Create Metrics, Determine Goal/Purpose, Obtain Leadership Support
 - b. Determine Goal/Purpose, Obtain Leadership Support, Build a Team, Identify Resources, Develop Program, Create Metrics
 - c. Determine Goal/Purpose, Build a Team, Identify Resources, Obtain Leadership Support, Develop Program, Create Metrics
 - d. Identify Resources, Develop Program, Create Metrics, Determine Goal/Purpose, Build a Team, Obtain Leadership Support

ASSESSMENT QUESTIONS

5. Which of the following process is listed in the appropriate order when creating a well-being program?
- a. Build a Team, Develop a Program, Identify Resources, Create Metrics, Determine Goal/Purpose, Obtain Leadership Support
 - b. Determine Goal/Purpose, Obtain Leadership Support, Build a Team, Identify Resources, Develop Program, Create Metrics**
 - c. Determine Goal/Purpose, Build a Team, Identify Resources, Obtain Leadership Support, Develop Program, Create Metrics
 - d. Identify Resources, Develop Program, Create Metrics, Determine Goal/Purpose, Build a Team, Obtain Leadership Support

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