



ANZCA  
FPM

# The Trainee Wellbeing Project Group

# Introduction

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We're committed to supporting our trainees and fellows through initiatives and activities related to our Doctors Health and Wellbeing Framework, including the Trainee Wellbeing Project Group (TWPG). The TWPG was formed in 2019 to deliver on recommendations identified by the Trainee Wellbeing Working Group in their 2018 report to ANZCA Council. These recommendations aimed to provide trainees with tangible and practical outcomes to support their wellbeing. Now, two years on, given the progress made coupled with the work the college is undertaking in other areas, it's time to finalise the work of the group. The table in this report explains all that's been achieved and how trainee wellbeing fits into our ongoing work.

We've used a model focused on trainee leadership and bringing on board trainees and fellows from both anaesthesia and pain medicine with an interest in specific aspects of trainee wellbeing. We acknowledge all those who've contributed to this work.

**Dr Lindy Roberts**, DPA Education and **Mairead Jacques**, Operations Manager, Fellowship Affairs

# Acknowledgments

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TWPG contributing fellows and trainees (some have progressed to fellowship during the life of the project):

## **TWPG Chair**

Dr Lindy Roberts, AM, DPA Education

## **Recommendation one – Part zero and orientation**

Dr Rebecca Lewis

Dr Beth Hall

Dr Rachel Bell

Dr Karan Shah

Dr Maryann Turner

Dr Suzanne Bertrand

## **Recommendation 10 – Review and improve college communication templates**

Dr Stuart McKnown

Dr Rebecca Lewis

Dr Scott Ma

Dr Julius Dale-Gandar

## **Recommendation 11 – Chief registrar role (trainee lead)**

Dr Beth Hall

Dr Rachel Bell

Dr Alice Hickey

Dr Mikaela Garland

Dr Suze Bruins

Dr Hannah Bellwood

Dr Alyssa Gardner

Dr Nick Lower

Dr Emily Hamilton

Dr Rose Cameron

## **Recommendation 13 – Mandate access to wellbeing advocates for all trainees**

Dr Claire Maxwell

Dr Alison Corbett

Dr Susan Nicoll

Dr Greg Downey

## **Recommendation 21 – Critical incident support**

Dr Myat Aung

Dr Richard Seglenieks

Dr Alison Jarman

Dr Michael Barlev

Dr Helen Abbott

Dr Jessica Lim

Dr Jenny Bird

Dr Patrick Galloway

Dr Emilia Reece

## **Recommendation 25 – Develop education in self-care and health lifestyle practices**

Dr Kushlin Higgie

Dr Leesa Morton

Dr Julia Cox

Dr Emily Munday

Dr Amutha Samuel

Dr Beth Hall

Dr Rachel Bell

Dr Harry Eeman

## **External**

Liz Crowe, Clinical Social Worker

## Education and Training

1. Review integration of orientation and part zero resources into IT.	The part zero course has been renamed the "introduction to anaesthesia course". Course content is being reviewed and redeveloped into a hybrid model (online and face-to-face course). This is funded by the Specialist Training Program (STP) project "building capacity for STP trainee wellbeing with blended delivery workshops" and is on track to be delivered in early 2022. The project aims to establish a centralised curriculum, and develop a new eLearning module to complement the face-to-face component.
2. Communications about IT to reinforce it's a preliminary period where program and trainee are testing "fit" of anaesthesia as a career.	This'll be addressed with the course development under recommendation one.
3. Standardisation of the initial assessment of anaesthetic competence (IAAC).	The Competency-Based Medical Education working group is addressing this as part of the training program evolution project. The working group is developing and piloting a standardised IAAC MCQ in 2022 for potential delivery in 2023.
4. Review assessment load including balance of workplace-based assessments (WBA) and exams.	This'll be considered as part of further review of the assessment load within the ongoing programmatic approach to assessment.
5. Robust process for monitoring, evaluating and reviewing training resources .	The ANZCA Education Executive Management Committee (EEMC) is overseeing development of a monitoring and evaluation framework in 2022 that will introduce more robust methods of tracking, reporting and feedback on activities to inform their future development.
6. Improve communication with trainees about trainee resources and explore methods to increase their use.	<p>After listening to trainee feedback, a needs analysis and updating of our resources is underway. We've heard your feedback about Networks and are doing an audit to ascertain which resources are outdated.</p> <p>We'll be asking what trainees want and how you use our current communication channels (the eNewsletters, social media and the website).</p> <p>We'll explore different ways to deliver resources and look into the delivery of a webinar series and increase use of the library guides.</p> <p>We've updated the ANZCA training agreement to ensure supervisors of training (SOTs) receive communication at the same time as our trainees who've failed exams to provide them with appropriate supervisor support.</p>

## Education and Training

<p>7. Develop immediate support processes for trainees who fail exams.</p>	<p><i>Complimentary trainee access to EAP is now regularly publicised, and included within communications notifying trainees of exam results.</i></p> <p>ANZCA hosts a one-day face to face workshop – <b>Fundamentals of Success: Primary Exam</b> which is facilitated by a team of primary examiners and a specialist counsellor. The workshop doesn't replace the existing remediation interview process but is delivered in conjunction with the one-to-one interview for unsuccessful candidates and their SOTs. When COVID-19 restrictions ease, these workshops will resume in person.</p>
<p>8. Introduce mandatory feedback training</p>	<p>As part of training evolution, the Educator Skills Project Group outcomes included recommendations on mandatory training for new supervisors. An SOT induction eLearning module is in development and will incorporate tips for feedback conversations. The module is scheduled to be launched at the ANZCA ASM in 2022.</p> <p>We acknowledge that there's opportunity to improve feedback to exam candidates, as reflected in the 2020 ANZCA and Medical Board of Australia (MBA) trainee survey results.</p> <p>The ANZCA Educators Program (AEP) curriculum is currently under review, including the content on providing feedback. Our learning and innovation team is building this into the future education strategy to benefit fellows, SIMGs and trainees.</p>
<p>9. Develop trainee resources on receiving feedback.</p>	<p>A number of resources on giving and receiving feedback are available:</p> <ul style="list-style-type: none"><li>▪ Trainees now have access to the AEP which includes a module on delivering feedback.</li><li>▪ We're currently sourcing human-factors eLearning modules which includes feedback content in the context of the clinical learning environment.</li><li>▪ The <b>communicator role library guide</b> is being reviewed as part of the communicator role STP project, and will include improved resources on giving and receiving feedback.</li></ul>
<p>10. Review and improve college communication templates.</p>	<p><i>All trainee related correspondence across the college has been reviewed and templates have been updated to reflect a more engaging, empathetic and understanding approach to trainees and their training experience.</i></p> <p>The wellbeing project focused on identifying ways to support trainees to navigate difficult times by providing timely and accurate information on where and what support is available within our community and through the college's support programs, including access to Converge International.</p> <p>The anaesthesia training agreement has been updated so that SOTs will be advised in advance that trainees will be receiving information that may be difficult to handle without appropriate support, for example an exam failure notification.</p> <p>We're working closely with the primary and final exam chairs and deputy chairs to facilitate communication to exam candidates.</p>
<p>11. Chief registrar role (trainee lead)</p>	<p><i>Trainees and SOTs have been surveyed to understand which anaesthesia departments have a trainee lead and what this role entails. Next steps are to finalise a role description for a trainee lead position and promote this to departments for their use to improve trainee input into matters that affect them..</i></p> <p>The trainee representative is a leadership role for an ANZCA trainee (registrar or provisional fellow) within an anaesthetic department. A trainee representative works alongside trainees and consultants, addressing local issues for trainees and voicing concerns to senior staff.</p> <p>The position description is in the final stages of review prior to being finalised. Following this, it will be promoted to departments for their use.</p>

## Education and Training

12. Leadership resources for trainees	<p>The Education Development and Evaluation Committee (EDEC) has identified the need for more learning resources to support all college roles (see recommendation 9).</p> <p><i>A leadership and management library guide has been developed and will continue to be updated as new resources are identified.</i></p>
13. Mandate access to wellbeing advocates for all trainees	<p>The wellbeing advocate role description and networks terms of reference have been developed. With college support, existing networks have been supported and new ones established. Networks are now in Aotearoa, New Zealand and the Australian regions.</p> <p>A document development group (DDG) is reviewing professional document PS49: <i>Guidelines on the health of specialists and trainees</i> to encourage accredited departments to appoint wellbeing advocates.</p>
14. Develop more detailed trainee wellbeing accreditation standards.	
15. Annual census of accredited departments with bidirectional information flow.	<p>These recommendations were addressed by the Accreditation and Learning Environment Group (ALEPG) report recommendations and will be addressed in training accreditation redesign. See recommendation 18 regarding the Trainees Experiencing Difficulty process.</p>
16. Review accreditation standards to ensure departments support trainees experiencing difficulty.	

## Specific goals

<p>17. Work with EOs to explore how trainees who've failed exams but are otherwise progressing appropriately can be supported to remain in accredited departments.</p> <p>For those not in accredited departments, ensure they have a nominated supervisor and mentor for support.</p>	<p>The training and assessment team will work with the EO network and the primary and final exam committees to develop strategies to support trainees with exam preparation and those who fail exams.</p>
<p>18. Rename trainee experiencing difficulty process. Promote success stories.</p>	<p>This recommendation has resulted in renaming the trainee experiencing difficulty process as the trainee support process (TSP), as part of reducing stigma.</p> <p>We're yet to explore promotion of success stories with the TSP. We welcome fellows who've been through the process and successfully completed it to <b>approach us</b> with their stories.</p>
<p>19. Increase personal support element of trainee support process (TSP)/TPR with increased referral to specific sources of support.</p>	<p>The ANZCA supervisor orientation and support resources, the training handbook, and all early indicator checklists include reference to the Wellbeing SIG resources. The education unit now provides support to the director of professional affairs (DPA) assessors in tracking trainees in the TSP process, as well as working with SOTs to support trainees who require extra assistance. Communication templates also reference specific sources of support.</p>

Specific goals	
20. Increase awareness of return to work strategies and flexible work options. Advocate for flexible work options in all regions.	This need was identified by the 2020 MBA Medical Training Survey results. Collaboration between the education and research, and policy and communications units will see this recommendation addressed.
21. Develop resources for critical incident support.	<p>STP funding was secured to progress this initiative.</p> <p><i>The college has now launched a <b>toolkit</b> for supervisors of training (SOTs), senior trainees and others to support trainees following critical incidents and to promote a culture of debriefing within training departments. The toolkit includes online tools and a framework on when and how to run a debrief following a critical incident or other distressing event.</i></p> <p>As part of this process, focus groups were held to hear from trainees, SOTs, and others interested in trainee wellbeing. The aim was to understand the current concerns and barriers to supporting trainees and to discover what skills people need to run debriefing more comfortably. Expert consultant Liz Crowe ran these focus groups.</p> <p>Following the toolkit launch in October 2021, there are plans for promoting the toolkit and resources more broadly in 2022.</p>
22. Broaden approach to diversity to include LGBTIQ+.	These recommendations are being investigated by the Inclusion and Diversity Working Group. The focus of this group in 2021 is to look at college staff first and then develop a road map that will evolve into supporting our trainees, SIMGs and fellows. Planning for fellow, SIMG and trainee involvement/impact is scheduled for 2022.
23. Collaborate with other colleges and peak LGBTIQ+ representative bodies on defining approach to safety and sharing resources. Could include vertical integration with medical schools.	<i>The CPD Committee is including the "gender non-conforming training" in the CPD library guide for CPD participants (including provisional fellows) to access. Currently, this can be claimed under knowledge and skills 'learning session' for one credit per hour.</i>
24. Needs analysis of support and resources for LGBTIQ+ fellows, trainees and SIMGs.	
25. Develop education in self-care and healthy lifestyle practices.	<p>The following tasks have been completed:</p> <p><i>The ANZCA and FPM CPD program now includes wellbeing education sessions which accrue CPD credits. A health and wellbeing question is included in regular CPD participant planning.</i></p> <ul style="list-style-type: none"> <li>▪ A library guide on doctors' health and wellbeing has been developed and is regularly reviewed and updated.</li> <li>▪ Members of the TWPG are involved in review of the professional document PS49 <i>Guidelines on the health of specialists and trainees</i> which will be piloted for 12 months in 2022.</li> </ul>

## Building mental health

<p>26. Encourage attendance at courses on self-care (e.g. resilience and mindfulness). Develop process for recognition of suitable courses. Monitor trainee participation and evaluate impact.</p>	<p>The CPD unit has drafted guidelines and criteria for course providers of wellbeing education sessions. These guidelines are being piloted for 12 months.</p> <p>CPD participation may be recorded and credits claimed for those involved in the pilot. We'll do an evaluation at the end of the pilot.</p>
<p>27. Develop a framework and resources to support mentorship in all accredited departments.</p>	<p><i>Fundamentals of Mentoring was developed and launched on Networks in 2019.</i></p> <p>This mentoring resource comprises nine modules developed with funding from an Australian Department of Health STP grant. The modules cover topics including what is mentoring, mentoring in a medical context, how to become an effective mentor, and practical guidance on things such as effective mentoring conversations. Participants can claim CPD credits.</p>

## Data collection

<p>28. Develop processes to collect data on</p> <ul style="list-style-type: none"><li>▪ Burnout</li><li>▪ Mental illness</li><li>▪ Training-related stressors</li><li>▪ Uptake of receiving feedback resources</li><li>▪ Experiences of receiving feedback</li><li>▪ Lifestyle factors (e.g. GP, substance use, sleep patterns, exercise, leisure time).</li></ul> <p>Working group to consider best format &amp; frequency for data collection including validated tools like K10.</p>	<p>The results of the 2020 ANZCA and MBA trainee surveys have been reviewed and triangulated, with recommendations made to address issues and trends raised across both surveys. The ANZCA Trainee Committee, EEMC and the college's executive leadership team are all instrumental in progressing and responding to the outcomes of this review.</p>
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