



# Mini But Mighty Skills for Well-Being

## How to Build Your Support Network



# Learning Objectives

- 1. Explore who you need on your team to support your professional fulfillment, development, and well-being.**
- 2. Learn ways to identify these important individuals and start relationships.**
- 3. Review best practices for interaction with members of your support network to maximize impact.**



# Meet Our Lead Faculty



## **Marion McCrary MD FACP FAMWA**

Assistant Professor of Medicine, Duke University School of Medicine

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# Meet Our Lead Faculty



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ACP Well-being Champion

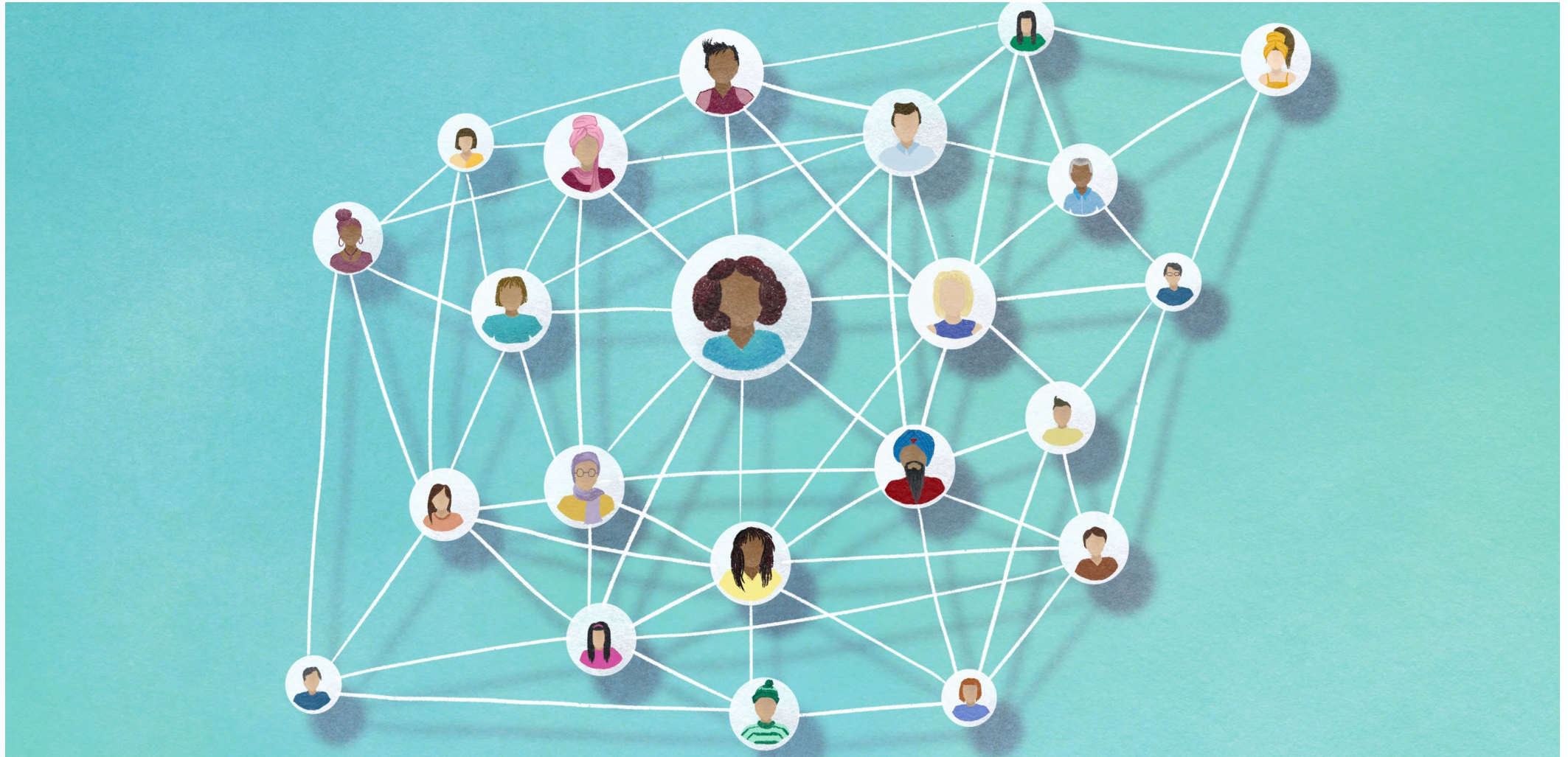
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# How to Build Your Support Network



# Members of Your Support Network



**MENTOR**



**COACH**



**PEER SUPPORT**



# Members of Your Support Network



## MENTOR

Shares their experiences and advises you to consider the world *through their eyes*. Suggests a path for you to follow.



## COACH

Guides you to investigate and consider your perspectives of the world through *your own eyes* using listening, reflection, and powerful questions.



## PEER SUPPORT

Provides an opportunity to share experiences in a psychologically safe supportive space with someone who is in a similar environment as you.



# Exploration of these Relationships



UTILITY PLAYER



SPECIALIST





# Exploration of these Relationships



MINI ME?



LENGTH

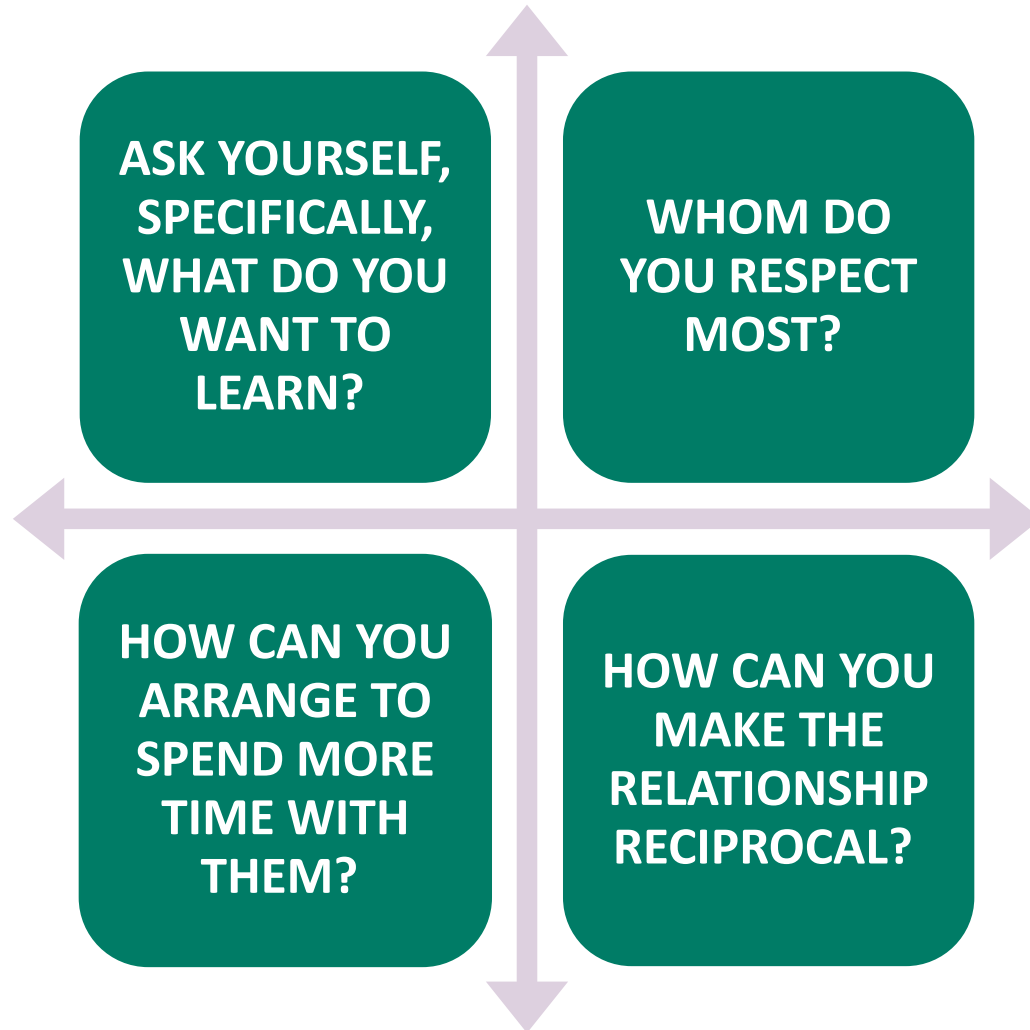


DATA





# Where to find a MENTOR



**Current Institution**  
**Prior Institutions**  
**Professional Societies**  
**Affinity Groups**  
**Conferences**  
**On-line Connections**  
**Development Programs**



# How to work with a MENTOR

<b>Ask</b>	Ask for a first meeting
<b>Nurture</b>	Nurture the relationship
<b>Know them</b>	Get to know them
<b>Send Thanks</b>	Send a thank you note
<b>Follow up</b>	Follow up with how you used the information discussed
<b>Maintain</b>	Maintain the relationship
<b>Update</b>	Keep them updated
<b>Offer help</b>	Offer to help
<b>Gratitude</b>	Express gratitude









# How to work with a COACH



Expect a **structured, goal-oriented process**.



Help to **develop specific skills** or help you **improve or change** something in a particular area.

**EX: PERFORMANCE**



**Guidance** from where **you are now** to where **you want to be**.



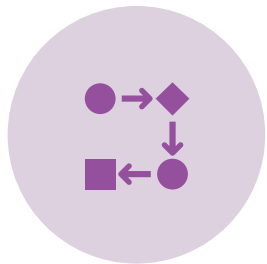
# How to work with a COACH



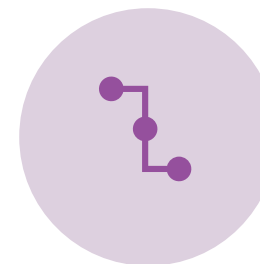
Come expecting to **heavily contribute to the conversation.**



Be willing to **explore your previous experiences** and **communicate what has worked for you in the past** to inform your now and the future.



Be **open to consider another way** of approaching something than what you have done in the past.



**Key parts of the relationship:**

**Accountability**

**Progress tracking**

**Regular meetings**



# Where to find a COACH



**CURRENT  
INSTITUTION**



**PROFESSIONAL  
SOCIETIES**



**AFFINITY  
GROUPS**



**DEVELOPMENT  
PROGRAMS**



**PERSONAL  
CONNECTION**







# How to work with PEER SUPPORT

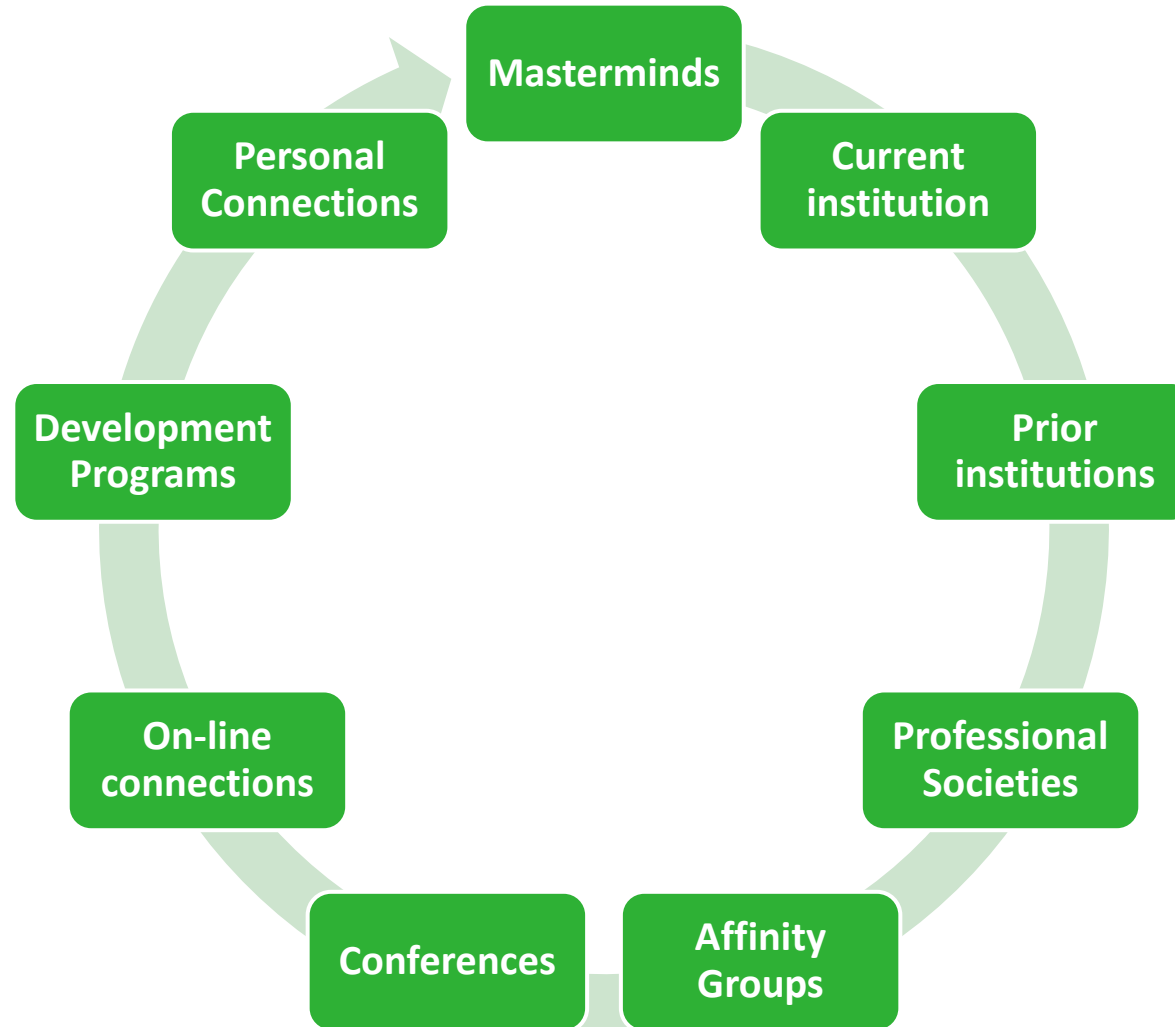
Component of peer support conversation	Sample language
<b>Before the peer has agreed to the support conversation</b>	
Outreach call (normalize the outreach and explain the program)	"We reach out to any clinician involved in an adverse or other emotionally stressful event, only because it can often be really stressful.... Every clinician I know has been in this position at some point in their career, and I have too.... We've found that most of us appreciate talking to a peer because it's hard for other people to know how this feels."
<b>Once the peer has agreed to the support conversation</b>	
Invitation/opening (provide an opportunity for the peer to talk openly about the event)	"Can you tell me about what happened?"
Listening	"How are you doing?"
Reflecting (honor, validate, and normalize the peer's emotions)	"These events can be really traumatic. As you know, as with most traumatic events, the difficult feelings usually slowly lessen over time.... The fact that you are upset shows that you are a caring, committed physician.... Everyone reacts differently to these events, so I am in no way saying that I know exactly what you are going through. But we do know that most of us have some common reactions."
Reframing (put the event in perspective)	"I'm going to tell you some things that you already know on an intellectual level, because sometimes it's important to hear them from a peer: Humans make errors at predictable rates; it's our job as an institution to create systems that prevent errors from reaching the patient.... You are not a bad physician; you have done so much good for people. You are not your error."
Sense-making (encourage the peer to use the event to make positive quality and safety changes, both personal and systems)	"If you can work with your program on looking at systems issues and also teach people about what you've learned, then you can help prevent your colleagues from making a similar error in the future, which is bound to happen if these issues aren't addressed."
Coping (elicit the peer's personal coping strategies, discuss his or her support system, and stress the importance of self-care and mindfulness)	"It's so important to do what you can to take care of yourself at stressful times like this.... What have you done in the past that has helped you through difficult times?"
Closing	"I really appreciate your willingness to share your thoughts with me.... Remember how much good you have done.... This happened because you are human, not because you are a bad clinician."
Resources/referrals (offer to all peers at the end of the conversation)	"As I mentioned, you will likely slowly start to feel better. But if you find that this gets under your skin in some way that is impairing your coping, please let us know.... We don't want you to suffer. You are not alone.... If you have any questions or concerns, let me know, and I'll make sure you get help from whomever you need."

ACADEMIC MEDICINE





# Where to find PEER SUPPORT





# Other Members of Your Support Network



TEACHER



SPONSOR



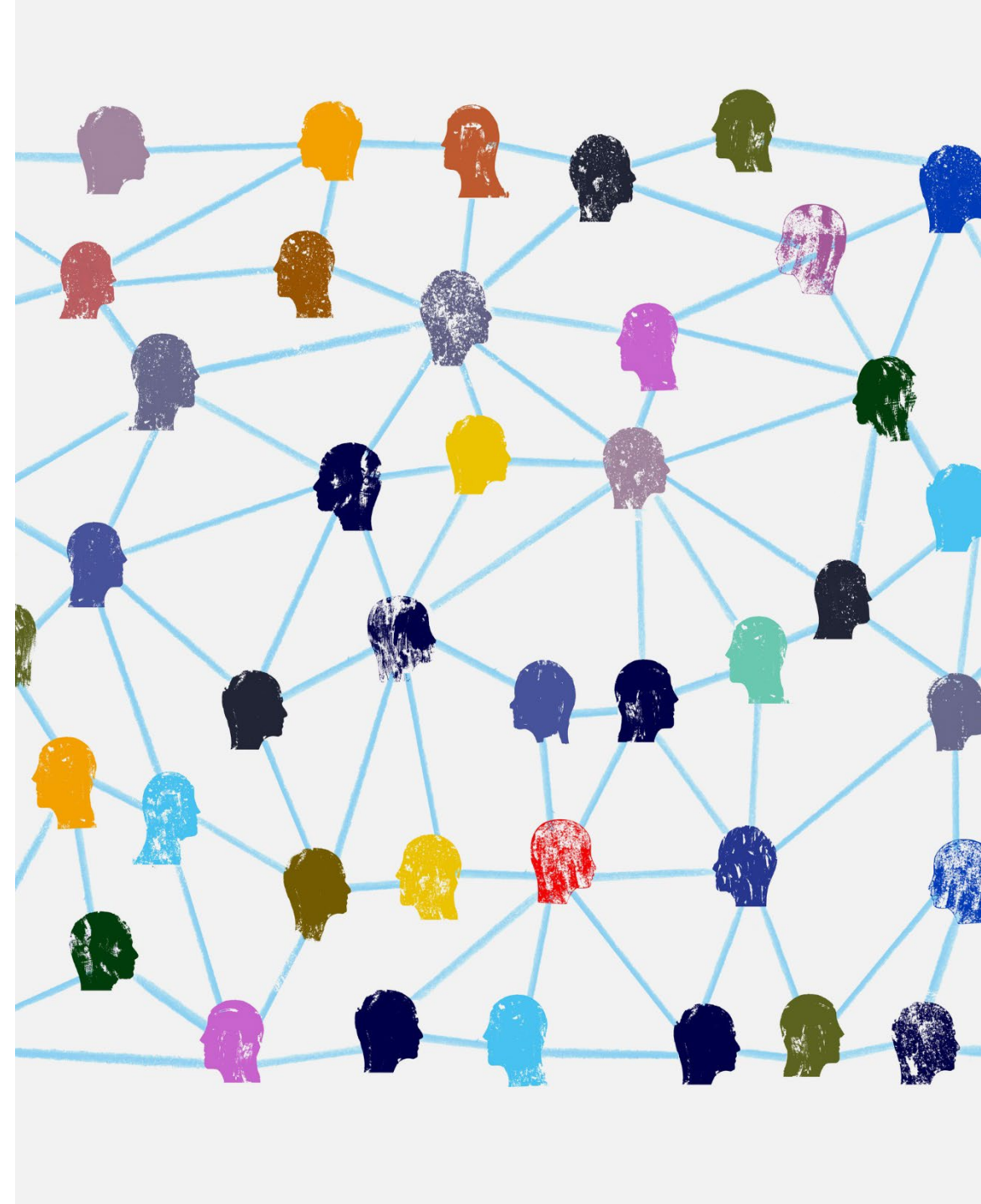
# BUILD YOUR SUPPORT NETWORK

**Identify the right person(s) for each role:**  
Mentor, Coach, Peer Support, Teacher and Sponsor.

**Build relationships** and discuss **clear expectations** of all parties.

Be **open to feedback** and be willing to **invest time and effort** into these partnerships.

**Continue to review** your personal and professional development and **add to your network** when needed.







**Access additional well-being resources**

[www.acponline.org/minibutmighty](http://www.acponline.org/minibutmighty)

[www.acponline.org/wellbeing](http://www.acponline.org/wellbeing)

[www.acponline.org/supporthub](http://www.acponline.org/supporthub)

