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05/11-12/2021

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## EFFECTIVE COMMUNICATION FOR CLINICAL AND NON-CLINICAL FACULTY WITH STUDENTS:

A Variable for Well-Being Index  
Measurement in the Student  
Population and Professional  
Development for Faculty

Presented by Martin Noguera  
Research Administrator  
Department of Anesthesiology

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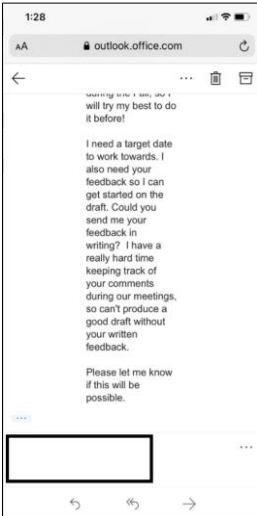
# 1) HOW MANY OF YOU HAD FORMAL EDUCATIONAL TRAINING PRIOR TO BECOMING FACULTY OR CURRENT ROLE?

# 2) HOW MANY OF YOU HAD FORMAL COMMUNICATION TRAINING PRIOR TO BECOMING FACULTY OR CURRENT ROLE?

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## NON-EXAMPLES

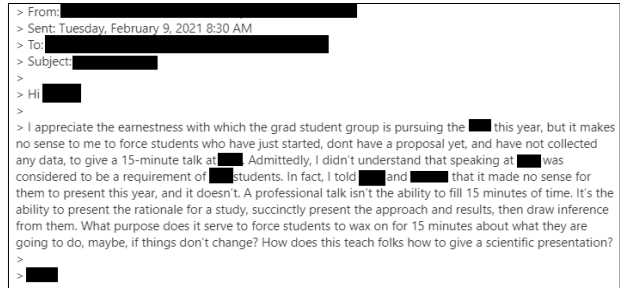
A.



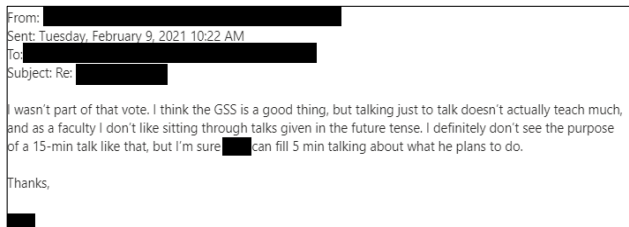
A-1.



B.



B-1.



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## NON-EXAMPLES CONTINUED

C.

From: [REDACTED]  
 Sent: Friday, March 6, 2020 4:18 PM  
 To: [REDACTED]; [REDACTED]; [REDACTED]  
 [REDACTED]; [REDACTED]; [REDACTED]  
 [REDACTED]; [REDACTED]  
 Subject: completely fill out datasheets

Hi,  
 In reviewing datasheets from sampling there are blanks on the data sheets related to the coordinates of sample sites, and then the written name of the site is not correct as that site doesn't exist. This is not acceptable. Always fill out every section of the datasheet. Some of the elements are redundant by design to avoid errors such as this.

This is a basic element of being a professional and is an absolutely essential element of your job.

If you have any questions about the data sheet process please schedule a time to meet with me.

Thanks.  
 [REDACTED]

D.

From: [REDACTED]  
 Sent: Thursday, January 21, 2021 9:28 AM  
 To: [REDACTED]  
 Subject: RE: Upcoming quarterly report for [REDACTED]

You don't have to do it this afternoon or re-run the report graphs. But I'm curious what you think as someone who thinks about data carpentry, stewardship, visualization type things. Do you think the second y axis is informative?

E.

From: [REDACTED]  
 Sent: Thursday, September 26, 2013 1:25 PM  
 To: [REDACTED]  
 Cc: [REDACTED] <[REDACTED]@USGS.GOV>; [REDACTED] <[REDACTED]@USGS.GOV>  
 Subject: Re: Gator telemetry ms

Dear [REDACTED]

Your discussion needs a lot of work. I did what I could but I am in Belize without access to important references. I suggest you get, read, and absorb the dissertations of [REDACTED] and [REDACTED].

I will need to see the revised manuscript before you send it off.  
 [REDACTED]

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## WHAT WOULD BE MORE EFFECTIVE

1. Read and understand student emails. If unclear, kindly inform student.
2. Provide options for meetings (date, time, environment, etc.).
3. Prior to sending emails regarding conferences involving graduate student presentation, it would be helpful to understand the purpose of the presentations.
4. It is better to communicate directly with a student rather than involving multiple individuals. If possible, set up a meeting to constructively discuss.
5. When a student is providing materials for a faculty presentation, it would be helpful to inform student, prior to production, of what is needed.
6. Be mindful of those cc'ed in emails and ask yourself if they truly need to be included. Again, it is better to communicate directly. Ask yourself if it is necessary to give details of your location in order to relay that you don't have time to respond, instead of replying that you will respond when you are available.



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## WELL-BEING index

### What is the Well-Being Index and how does it relate to communication with students?

- ▶ Created by researchers Dr. Liselotte Drybye, M.D., M.H.P.E. and Dr. Tait Shanafelt, M.D. at Mayo Clinic.
- ▶ This online self assessment measures mental distress and well-being and assists in identifying areas of risk in the following populations: Medical Student, Physician, Resident/Fellow, Healthcare Employee, Advanced Practice Provider, and Pharmacist Well-Being.
- ▶ Non-medical students are not addressed in Well-Being Index.
- ▶ Communication between clinical and non-clinical faculty with students not addressed directly.
- ▶ Well-being of both medical and non-medical students may be influenced by communication between clinical and non-clinical faculty.

## WELL-BEING INDEX DEMO QUESTIONS

1. During the past month, have you felt burned out from medical school?
2. During the past month, have you worried that medical school is hardening you emotionally?
3. During the past month, have you often been bothered by feeling down, depressed, or hopeless?
4. During the past month, have you fallen asleep while sitting inactive in a public place?
5. During the past month, have you felt that all the things you had to do were piling up so high that you could not overcome them?
6. During the past month, have you been bothered by emotional problems (such as feeling anxious, depressed, or irritable)?
7. During the past month, has your physical health interfered with your ability to do your daily work at home and/or away from home?

## WELL-BEING INDEX DEMO GAUGES



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## PROFESSIONAL DEVELOPMENT FOR FACULTY

If a significant and direct correlation between faculty communication and student well-being exists, courses tailored to faculty can be created in order to:



- Improve student-teacher relations throughout campus.
- Decrease burn-out in student population.
- Improve well-being within student population.
- Improve and increase successful research collaborations.
- Create a more welcoming and inclusive environment within student population.
- Lead in global impact + stature among public universities.
- Lead in national rankings among Universities.

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# RESOURCES

## Well-Being Index

- Well-Being Index: [www.mywellbeingindex.org/](http://www.mywellbeingindex.org/)
- Dr. Lotte Drybye on Resident Burnout and Racial Bias: <https://www.youtube.com/watch?v=cFmbGhLe8OM>

## Mytraining Courses

- BCC010 Communication Confidence. Instructor: Ronda Mitchell.
- BCC060 Email Effectiveness. Instructor: Jenny Seitz.
- BCC030 Communicate Assertively. Instructor: Verlissa Ford.
- BCC020 Now Hear This: Listening, Comprehending, Communicating. Instructor: Sarah Hanson.
- GET255 Giving and Receiving Feedback. Instructor: Courtney Moon.

## Surveys

- National Student Survey: <https://www.thestudentsurvey.com/>
- Burn out and Work-Life Balance Survey: [https://ufl.qualtrics.com/jfe/form/SV\\_25WKP6MnTjS6kf4](https://ufl.qualtrics.com/jfe/form/SV_25WKP6MnTjS6kf4)

### RESEARCH PARTICIPANT INFORMED CONSENT FORM

Please read this document carefully before you decide to participate in this research study. Your participation is voluntary, and you can decline to participate, or withdraw consent at any time, with no consequences.

#### Study Title:

Anesthesiology and PA School Employee Burnout Survey: A longitudinal Assessment of the Impact of Professional Work and the COVID-19 Pandemic

#### Person(s) conducting the research:

Brenda Fahy, MD, PI, Department of Anesthesiology. BFahy@anest.ufl.edu. (859) 402-4360

Basma Mohamed, MBChB: Co-I, Department of Anesthesiology. Bmohamed@anest.ufl.edu. (952) 465-6581

Cyndi Garvan, PhD, Co-I, Department of Anesthesiology. CGarvan@anest.ufl.edu. (352) 870-5403

Terrie Vasilopoulos, PhD, Department of Anesthesiology. TVasilopoulos@anest.ufl.edu. (724) 972-1934

Nina Multak, PhD, PA-C, Co-I, College of Medicine, School of PA Studies, nina.multak@pap.ufl.edu. 352-665-3413

Amy Gunnett, RN, CCRC, Research Coordinator, Department of Anesthesiology. AGunnett@anest.ufl.edu.

#### Purpose of the research study:

To evaluate the impact of the work environment and the COVID-19 pandemic on the prevalence and degree of burnout among UF Anesthesiology and PA School employees.

#### What you will be asked to do in the study:

You will be asked to respond to a brief survey on your perceptions of work life and extent of "burnout," and the impact of the COVID-19 pandemic. We hope to provide the survey twice a year, on a semi-annual basis, to longitudinally assess for aggregate changes in relation to changes in the work environment.

# THANK YOU

MARTIN NOGUERA

OFFICE: 352-294-8294

EMAIL: [MNOGUERA@UFL.EDU](mailto:MNOGUERA@UFL.EDU)

**UF** Human Resources  
UNIVERSITY of FLORIDA

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