

Appendix 3. A list of evidence-informed guidelines for registrar wellbeing promotion, and burnout prevention and management

Registrar guidelines

1. Explore what your values and goals are, how you can realistically fulfil these, and prioritise engagement in these activities (eg investing in positive personal and professional relationships, leading a physically healthy lifestyle)
2. Using relevant resources, proactively reflect on what burnout might look like for you and adopt techniques to recognise early warning signs. Using this information, proactively prepare your own contingency plan detailing what to do if you notice signs that you are heading towards burnout
3. Learn about, and use, psychological strategies to modify perceptions of stressors (eg reframing, acceptance)
 - Note: While using psychological strategies such as reframing is not always appropriate, such strategies can be effective when used with other strategies (eg debriefing) in response to certain inevitable stressors, such as dealing with aggressive patients
4. Strive to establish and maintain boundaries between your personal and professional domains to prevent undesired spill over
 - Note: What form such boundaries take will depend on your preferences and the context in which you are working and living
5. Refer to regional training organisation-collated, wellbeing-promotion and burnout-management resources (eg information guides, lists of supports)
6. If you are experiencing burnout, seek help from those best suited to providing support (eg general practitioner [GP], practice, training organisation, registrar liaison officers [RLOs], other registrars, mental health professionals)
 - Note: The best person or people to seek support from will depend on the specific situation and whom you feel most comfortable approaching

Practice guidelines

1. Incorporate wellbeing education and supports into registrars' placement (eg debriefing sessions, modelling wellbeing, opportunistically incorporating wellbeing discussions into teaching sessions)
2. Recognise registrars' personal circumstances and be open to negotiate requests regarding matters such as working hours/scheduling and leave

3. Strive to foster a collegiate practice culture that promotes staff wellness (eg supportive relationships, models wellness behaviours)
4. Monitor your registrar's wellbeing (eg through opportunistic discussions), drawing on the training organisation's resources and tools as appropriate
5. If your registrar is struggling, explore causes and solutions with them and provide guidance and support, seeking the training organisation's support as required

Training organisation guidelines

1. Acknowledge the importance of wellbeing by including this in educational policies and guidelines (eg using a 'Health in All Policies' approach)
2. Integrate and highlight preventive wellbeing training and resources for registrars throughout the training program, covering common topics such as organisational skills, management of critical incidents, and imposter syndrome
 - a. Consider a mandatory wellbeing workshop at/before commencement of community general practice training, plus further workshops throughout training
 - b. Training and resources should be easily (eg clearly signposted on websites) and universally accessible (eg covering work hours to permit workshop attendance, providing alternative options for those unable to attend), and regularly highlighted throughout training
 - c. Training and resource topics should be targeted to be maximally relevant for trainees' needs; for example, tailoring discussions based on trainees' stage of training (eg discussing exam stress management techniques in the lead up to the exam, discussing transitioning to independent practice following exams)
 - d. All stakeholders (eg supervisors, practice managers, medical educators [MEs], training organisation staff) should be able to direct registrars to relevant resources or people
3. Provide wellbeing guidelines, resources and training sessions for practices to improve their ability to support registrars' wellbeing
4. Continue to review and improve educational requirements and methods, including streamlining assessments
5. Support practices to provide quality learning environments that optimise registrar learning (including adherence to National Terms and Conditions for the Employment of Registrars requirements)
6. Engage stakeholders (eg registrars, supervisors) in the development and implementation of policies and processes
7. Provide upfront clarity and transparency in policies, decision making and training requirements to minimise expectation mismatches
8. Provide logistical supports for registrars throughout their training; for example, assisting registrars to find and prepare for placements
9. Provide supports to ease the hospital to GP adjustment, such as:
 - a. 'Transition days' prior to community-based training (ie registrars attend their placement to observe how the practice functions)
 - b. A voluntary near-peer mentoring system, including mentoring training for the mentors
 - c. Building on registrars' understanding of the practicalities of general practice (eg billings, referrals, employment contracts)
10. Provide opportunities for registrars to build and maintain peer networks throughout training
11. Use multiple methods to informally monitor registrars' wellbeing (eg surveys or telephone catchups) and establish protocols for responding to concerning results
12. Be flexible, within reason, to accommodate registrars' personal circumstances. This might include allowing part-time registrars to complete education on a part-time schedule
13. For registrars identified as experiencing burnout, explore the causes of this with them and provide supports such as:
 - a. Flexible leave arrangement
 - b. Confidential support pathways
 - c. Advocacy
 - d. Self-help guides and resources, including key contacts best placed to address particular issues (eg supervisors, MEs), as well as details of relevant mental health support services (eg GPs or psychologists who will see registrars)

System guidelines

1. Colleges to increase guidance regarding study requirements for Fellowship exams
2. Ensure there are sufficient resources, within reason, to manage registrars' professional demands. For example, increasing rural registrars' leave time to enable relocation, establishing working condition parity between hospital and general practice registrars

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3. Increase prevocational trainees' exposure to, and knowledge of, general practice and, where appropriate, rural general practice
4. Mandate wellbeing personal development activities as part of doctors' continuing professional development
5. Destigmatise mental health help-seeking, including clarifying mandatory reporting requirements
6. Provide opportunities for peer mentoring and networking