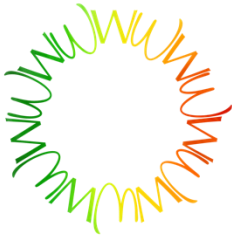


Wisdom, Wellbeing, and Peer Support Training (WWPST)



Wisdom &
Wellbeing

Wisdom, Wellbeing & Peer Support Training (WWPST) provides a comprehensive approach to fostering skills for healthcare professionals and support personnel dedicated to providing quality care to patients and families. This three-tiered training program is designed to build the capacity for resilience and peer support at the individual, workplace/practice setting, and institution levels.



Audience: All Health Workers, including physicians, nurses, advanced practice providers, pharmacists, social workers, and other care team members and relevant community members welcome to attend

Tier 1 A, B, C, D

Description: Individual Awareness. All workers in health care settings can increase awareness and skill building to develop insights and perspectives that foster resilience and peer support, including the early recognition of potential stress injury in a peer or loved one.

Learning Outcomes: Upon completion of this learning activity, participants should be able to:

- Recognize occupational stress and resilience actions across a continuum
- Recognize when a peer has a stress injury and be able to provide stress first aid
- Understand what resources are available within their organizations, their community, and the state
- Demonstrate knowledge and skills to foster peer support strategies within their work teams that include wisdom and resilience practices and Stress First Aid
- Recognize when a system issue is causing unnecessary stress
- Demonstrate an awareness of organizational and other resources available to assist their team members build resiliency
- Demonstrate an awareness of organizational and other resources available to assist team members in distress

Tier 2 A, B, C

Description: Workplace/Work Unit Peer Support. Training for Leaders and Peer Support Champions who are interested in serving as a skilled resource or peer supporter for their team. These skills build on the Tier 1 knowledge and skills to assess for gaps in resources and approaches that foster a peer support network in the workplace setting. These individuals can also become part of a regional peer support network.

Learning Objectives: Upon completion of this learning activity, participants should be able to:

- Apply WWP actions (resilience and well-being strategies, stress first aid, and team-based peer support) within their work teams
- Conduct systematic and ongoing WWP activities (usually at least one per month) within their work teams
- Demonstrate knowledge and skills to support a peer in distress and guide another team member who is supporting a peer in distress
- Know at least two stress and coping resources that are readily available for team members and who to contact to identify other resources
- Integrate the WWP actions into their normal workflow, work behaviors, and communication strategies
- Participate in the WWPST peer support team collaborative within the region to review lessons learned, identify new training strategies, and address training challenges

Tier 3

Description: Institutional Commitment to Peer Support. Through a Train-the-Trainer (T3) program for an organization and its workplace/work unit teams, leaders can develop advanced WWPST skills, resources and develop a capacity building plan of action for the organization/institution.

Learning Objectives: Upon completion of this learning activity, participants should be able to:

- Support sustainability by providing Tier 1 and Tier 2 training within their organizations
- Provide mentorship and guidance for Tier 2 trained Peer Support Team Members
- Support review of organizational policies and procedures to reduce unnecessary stressors
- Engage with the WWPST collaborative to support the dissemination of WWP content across state and national organizations
- Participate in the WWPST trainer collaborative within the region to review lessons learned
- Identify new training strategies, and address training challenges
- Participate as members of the Lorna Breen Heroes Foundation (LBHF) training collaboration

Accreditation Statement:



In support of improving patient care, the University of Virginia School of Medicine and School of Nursing is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.

Credit Designation Statement:

AMA PRA Category 1 Credits™: The University of Virginia School of Medicine and School of Nursing designates this live series activity for a maximum of **1 AMA PRA Category 1 Credits™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

ANCC Contact Hours: The University of Virginia School of Medicine and School of Nursing awards up to **1 contact hour(s)** for nurses who participate in this educational activity and complete the post activity evaluation.

Hours of Participation: The University of Virginia School of Medicine and School of Nursing awards up to **1 hours of participation** (consistent with the designated number of *AMA PRA Category 1 Credit(s)™* or ANCC contact hours) to a participant who successfully completes this educational activity. The University of Virginia School of Medicine and School of Nursing maintains a record of participation for six (6) years.

ACPE Credit will be uploaded to CPE Monitor within 60 days of the end date of the activity. A certificate from our learning portal validates only learner participation. It will be the responsibility of the pharmacist or pharmacy technician to provide the correct information in order to receive credit for participating in this CE activity. Please log into your NABP Profile to see your credit recorded and print your official transcript.

AAPA The University of Virginia School of Medicine and School of Nursing has been authorized by the American Academy of PAs (AAPA) to award AAPA Category 1 CME credit for activities planned in accordance with AAPA CME Criteria. This activity is designated for up to **1 AAPA Category 1 CME credits**. PAs should only claim credit commensurate with the extent of their participation.

APA: Continuing Education (CE) credits for psychologists are provided through the co-sponsorship of the American Psychological Association (APA) Office of Continuing Education in Psychology (CEP). The APA CEP Office maintains responsibility for the content of the programs. The University of Virginia School of Medicine and School of Nursing designates this live activity for a maximum of 12 continuing education hours.

ASWB: As a Jointly Accredited Organization, The University of Virginia School of Medicine and School of Nursing is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved under this program. Regulatory boards are the final authority on courses accepted for continuing education credit. Social workers completing this course receive [Insert #] general continuing education credits.

ADA CERP: The University of Virginia School of Medicine and School of Nursing is an ADA CERP Recognized Provider. ADA CERP is a service of the American Dental Association to assist dental professionals in identifying quality providers of continuing dental education. ADA CERP does not approve or endorse individual courses or instructors, nor does it imply acceptance of credit hours by boards of dentistry. The University of Virginia School of Medicine and School of Nursing designates this activity for [Insert #] continuing education credits.

Disclosure of faculty financial affiliations

The University of Virginia School of Medicine and School of Nursing as a Joint Accreditation Provider adhere to the ACCME Standards for Integrity and Independence in Accredited Continuing Education, released in December 2020, as well as Commonwealth of Virginia statutes, University of Virginia policies and procedures, and associated federal and private regulations and guidelines. As the accredited provider for this CE/IPCE activity, we are responsible for ensuring that healthcare professionals have access to professional development activities that are based on best practices and scientific integrity that ultimately supports the care of patients and the public.

All individuals involved in the development and delivery of content for an accredited CE/IPCE activity are expected to disclose relevant financial relationships with ineligible companies occurring within the past 24 months (such as grants or research support, employee, consultant, stock holder, member of speaker's bureau, etc.). The University of Virginia School of Medicine and School of Nursing employ appropriate mechanisms to resolve potential conflicts of interest and ensure the educational design reflects content validity, scientific rigor and balance for participants. Questions about specific strategies can be directed to the University of Virginia School of Medicine and School of Nursing of the University of Virginia, Charlottesville, Virginia.

The faculty, staff, CE Advisory Committee and planning committee engaged in the development and/or peer review of this CE/IPCE activity in the Joint Accreditation CE Office of the School of Medicine and School of Nursing have no financial affiliations to disclose.

Disclosure of discussion of non-FDA approved uses for pharmaceutical products and/or medical devices

As a Joint Accreditation provider, the University of Virginia School of Medicine and School of Nursing, requires that all faculty presenters identify and disclose any off-label or experimental uses for pharmaceutical and medical device products. It is recommended that each clinician fully review all the available data on new products or procedures prior to clinical use.

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Disclosures:

The following planning committee members have no personal or professional financial relationships with a commercial entity producing healthcare goods and/or services: Planning Committee: Richard Westphal, Margaret Plews-Ogan, Natalie May, Wendy Novicoff, Jean Eby, Mary Burton, Kathleen Bunch Meneses