Mid-Career Psychiatry

The Sandwich Generation

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Disclosures

• “I’m still writing and reading the map”

• We are not representing any major systems, universities, or employers

• Within the past 12 months, Dr. Dennis has had consulting relationships with Amae Health, Lifespeak, Somethings, and Spring Health, she was Clinical advisor for Big Health, and was employed by Blue Cross and Blue Shield of North Carolina.
Discussion Topics

• INTRODUCTION:
  • What is this mid-life thing?
• OUR STORIES
• YOUR STORY
• VALUES
• PUTTING IT TOGETHER
Biopsychosocial Aspects of Mid-life
Biological

• Creation of families in a variety of ways
• Reproduction and reproductive senescence
• Mid-life ailments, morbidity and mortality
• Aging parents/loved ones
Psychological

• Identity
• Wisdom
• Managing stress, roles, responsibilities: Work/Life Balance
Social

- Community
- Finances
- Safety
# Erikson’s Psychosocial Stages

<table>
<thead>
<tr>
<th>Stage</th>
<th>Basic Conflict</th>
<th>Virtue</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Infancy 0–1 year</td>
<td>Trust vs. mistrust</td>
<td>Hope</td>
<td>Trust (or mistrust) that basic needs, such as nourishment and affection, will be met</td>
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<tr>
<td>Early childhood 1–3 years</td>
<td>Autonomy vs. shame/doubt</td>
<td>Will</td>
<td>Develop a sense of independence in many tasks</td>
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<tr>
<td>Play age 3–6 years</td>
<td>Initiative vs. guilt</td>
<td>Purpose</td>
<td>Take initiative on some activities—may develop guilt when unsuccessful or boundaries overstepped</td>
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<td>School age 7–11 years</td>
<td>Industry vs. inferiority</td>
<td>Competence</td>
<td>Develop self-confidence in abilities when competent or sense of inferiority when not</td>
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<tr>
<td>Adolescence 12–18 years</td>
<td>Identity vs. confusion</td>
<td>Fidelity</td>
<td>Experiment with and develop identity and roles</td>
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<tr>
<td>Early adulthood 19–29 years</td>
<td>Intimacy vs. isolation</td>
<td>Love</td>
<td>Establish intimacy and relationships with others</td>
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<tr>
<td>Middle age 30–64 years</td>
<td>Generativity vs. stagnation</td>
<td>Care</td>
<td>Contribute to society and be part of a family</td>
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<tr>
<td>Old age 65 onward</td>
<td>Integrity vs. despair</td>
<td>Wisdom</td>
<td>Assess and make sense of life and meaning of contributions</td>
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Medical Education may delay the stages

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OUR STORIES

• IDENTITY:
  • Who am I?
  • No longer in training → the trainer

• VOCATION:
  • Stability vs. Risk
  • What am I doing?
  • Is this how I want to spend my life?

• MEANING

• CONNECTION
  • Starting/Maintaining personal relationships
  • Dependents
  • Parents
YOUR STORIES

• In your group:
  • Introduce yourself
  • How do you practice psychiatry?
  • What is in your sandwich?
What do you value?

- Helping others
- Work-life balance
- Connection to others
- Financial security
- Variety
- Comfort
- Travel
- Equity/equality/justice/access
- Intellectual stimulation
- Consistency
- Spontaneity
- Fitting in
- Standing out
- Physical Health
- Emotional Health
- Authenticity
- Safety
- Simplicity
Living with intention and examination

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• What is really important about your career in terms of values?
• Why are they important?
• What happens when your actions manifest those qualities?
• What would life look like if your career were a values-based journey of your choosing?
• What would it feel like?
Go round in group

- Share what you are comfortable with from what you journaled (4 min per person)
Post-Process

• Ask yourself: did you notice any themes?
• Ask yourself: Any surprises?
• Set an intention
  • Write down an intention you can honor when leaving