	POLICY # 24814
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NCH Healthcare System	OF: 4
TITLE: Faculty Resident Wellness Policy	EFFECTIVE: October 31, 2022
DEPARTMENT: Graduate Medical Education (GME)	OWNER: Admin Director Medical Education

## Purpose

This policy defines the ways in which residents and fellows are supported in their efforts to become competent, caring and resilient physicians while completing Accreditation Council for Graduate Medical Education (ACGME) accredited training programs at NCH.

## Scope

Applies to all NCH Healthcare System (NCH) trainees in Accreditation Council for Graduate Medical Education (ACGME) accredited and non- accredited/non-standard programs.

## Policy Statement

Residents, fellow, and faculty members are at increased risk for burnout and depression. Psychological, emotional, and physical wellbeing are critical to the development and sustained performance of the competent, caring, and resilient physician. Self-care is an important component of professionalism and is a necessary tool in delivery of high-quality patient care. These skills must be learned and nurtured in the context of the many roles that residents, fellows, and faculty must play as a result of their profession both at work and at home. This policy outlines the terms used in discussing physician wellness and the responsibilities of the Office of Graduate Medical Education (GME), the NCH graduate medical education programs, and the faculty and trainees themselves to address physician wellness. In the event of an emergency, please call 911. If you or someone you know is at risk of self-harm, please call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

## Definitions

### **Burnout**


Long-term exhaustion and diminished interest in work. Components of burnout include emotional exhaustion, depersonalization, and feelings of lack of competence or success in one's work. Burnout can lead to depression, anxiety, and substance abuse disorders.

### **Trainee**

Any physician-in-training in an ACGME accredited graduate medical education program including residents and fellows.

### **Resilience**

The ability to withstand and recover quickly from difficult conditions or situations. During training, residents may face difficult patient care, education, or personal events, which have the ability to negatively affect their well-being. One of the goals of wellness training and

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learning about self-care is to develop resilience in the face of these challenges.

### Well-being

Refers to the state of being healthy, happy, and successful. Well-being may be positively increased by interacting with patients and colleagues at work, being intellectually stimulated, and by feeling that one is making a difference and helping others. Additional self-care activities include exercise, getting plenty of rest, and connecting with others.


### GME Responsibilities

- Assist Program Directors (PDs) in their initiatives to protect trainee time with patients, minimize non-physician obligations of trainees, provide administrative support to trainees, promote progressive autonomy, and enhance professional relationships.
- Provide PDs with resources to educate faculty and trainees about the symptoms of burnout, depression, and substance use and their avoidance.
- Encourage trainees and faculty members to alert institutional or program leadership when they are concerned about a community member who is displaying signs of burnout, depression, substance use, suicidal ideation, or potential for violence.
- Provide access to confidential, affordable, mental health assessment including access to care 24 hours a day, either in person or remotely.
- Provide a way for trainees to report unprofessional behavior and a respectful process for reporting, investigating, and addressing such concerns.
- Provide resources for trainees to self-assess whether they meet validated criteria for burnout, depression, or other conditions and maintain resources on the NCH GME website.

### Program Responsibilities

In addition to working with the institution on the initiatives described above, individual programs are responsible for:

- Attention to scheduling, work intensity, and work compression that may impact resident well-being.


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- Evaluating workplace safety data and addressing the safety of residents and faculty.
- Making reasonable accommodations allowing trainees to attend medical, dental, and mental health care appointments to include those scheduled during working hours. Trainees may utilize sick days for any appointments and/or physical or mental health symptoms.
- Educating trainees and faculty about symptoms and signs of burnout, depression, substance abuse, suicidal ideation, potential for violence and how to assist those who experience these conditions.
- Encouraging recognition of these symptoms in themselves and how to seek appropriate care. Access to appropriate tools for self-screening.
- Ensuring that programs have sufficient back-up plans in order to provide patient care in the event that a trainee is unable to perform their patient care responsibilities, without fear of negative consequences.
- Promoting and supporting a training culture where trainee wellness is prioritized commensurate with the ACGME Common Program Requirements.


### **Resident and Fellow Responsibilities**

Learning self-care is an important component of professionalism and patient care and trainees have a responsibility to themselves and to their patients and programs to ensure that they are fit for work through behaviors such as:


- Acknowledging that each trainee has resources through NCH that should be proactively utilized to practice self-care, to enhance wellness, and/or seek help to improve mental wellness.
- Devoting sufficient time to resting outside of work so as to be prepared for professional duties/responsibilities.
- Impairment recognition and notification, either from illness, fatigue, or substance use in themselves, their peers, and other members of the healthcare team.

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- Reporting honestly their duty hours in the work and learning environment to give programs feedback on schedule intensity.

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