

**Graduate Medical Education
Resident and Fellow Well-Being Policy**

(REVISED for AY 2024-25)

ACGME Institutional Requirement IV.I.1.

Purpose:

To create and sustain a learning and working environment with a culture of respect and accountability for physician well-being. To remediate issues in a timely manner. To demonstrate a commitment to the well-being of the students, residents, faculty members, and all members of the health care team **through customized, practical and explicit expectations and processes.** (A sample policy is shared below to assist in the customization process; it is not intended to be copied/pasted.)

Scope & Application:

The institutional Well-Being policy applies to all residency and fellowship programs in graduate medical education, consistent with the Common and Specialty-/Subspecialty-Specific Program Requirements. The institutional Well-Being policy below provides a framework for graduate medical education programs to create program-specific well-being policies.

Overview:

Every program must have a customized well-being policy that encourages optimal resident and faculty well-being. In addition to sustaining an environment that promotes well-being, this includes circumstances in which a resident or fellow may be unable to attend work. These policies must:

- a) Provide appropriate support systems to allow residents/fellows the ability to be removed from patient care responsibilities who are unable to provide appropriate patient care.
- b) Explicate the program's contingency plan for coverage and continuity of patient care.
- c) Be attentive to power dynamics and implemented without fear of negative consequences for the resident or fellow who is unable to provide the clinical work.
- d) Be appropriate to the program's unique clinical environment and needs of the humans working to apply and benefit from these policies. Details on how these policies are achieved should be explicit as to how and when they are accomplished.

Policy & Guidelines:

Through their Well-Being Policy, the Program, in partnership with the institution, are responsible for articulating the ways in which they:

1. Educate faculty members and residents/fellows in
 - a. identification of the symptoms of burnout, depression, and substance abuse in themselves *and* others,
 - b. the means to assist those who experience these conditions to seek appropriate care.
2. Encourage residents/fellows and faculty members to alert their program director, DIO, or other designated personnel or programs when they are concerned that another resident/fellow or faculty member may be displaying signs of burnout, depression, substance abuse, suicidal

ideation, or potential for violence.

3. Provide access to appropriate tools for self-screening of mental health concerns.
4. Offer access to confidential, affordable mental health assessment, counseling, and treatment, including access to urgent and emergent care 24 hours a day, seven days a week.
5. Develop a healthy and safe clinical and educational environment that provides for:
 - a. Time away from work to engage with family and friends, as well as to attend to personal needs and to one's own holistic health, including adequate rest, healthy diet, and regular exercise.
 - b. The opportunity to attend medical, mental health and dental care appointments, including those scheduled during their working hours.
 - c. Education annually of all faculty, residents, and fellows on the signs of fatigue and sleep deprivation as well as alertness management and fatigue mitigation strategies.
 - d. Access to food storage and bio-facilities during clinical and educational assignments.
 - e. Sleep/rest facilities that are safe, quiet, clean, and private, and that must be available and accessible for residents/fellows, with proximity appropriate for safe patient care.
 - f. Safe transportation options for residents/fellows who may be too fatigued to safely return home on their own or access to a secure sleep/rest facility.
 - g. Clean and private facilities for lactation with proximity appropriate for safe patient care, and clean and safe refrigeration resources for the storage of breast milk.
 - h. Safety and security measures appropriate to the clinical learning environment site.
 - i. Accommodations for residents/fellows with disabilities, consistent with the Sponsoring Institution's policy (See GME Accommodation of Disabilities Policy).

THIS IS A SAMPLE POLICY. ALL GME PROGRAMS MUST CUSTOMIZE WITH INFORMATION RELEVANT TO THEIR TRAINING PROGRAM AND ENVIRONMENT.

**Sample Accredited Geisinger Residency Program
WELL-BEING POLICY**

Purpose:

To create and sustain a learning and working environment with a culture of respect and accountability for physician well-being. To remediate issues in a timely manner. To demonstrate a commitment to the well-being of the students, residents, faculty members, and all members of the health care team **through customized, practical and explicit expectations and processes.**

Policy & Guidelines:

1. Resident and Faculty well-being is a priority for the program and is integrated across the training experience.
 - a. Faculty members and residents/fellows are educated annually during didactic sessions that take place during August-April:
 - i. Using the UPMC GME WELL TOOLKIT learning modules on identification of the symptoms in themselves and others related to:
 1. Burnout
 2. Depression
 3. Substance misuse
 4. Suicide Risk
 5. Potential for violence toward others
 - ii. On the resources for those struggling in these areas (see below for more details).
 - b. Scheduling, work intensity, and work compression will be monitored monthly by the Program Director through MedHub and SharePoint websites. Concerning trends or violations will be reported to Graduate Medical Education so that appropriate changes are made.
 - c. The well-being of our community is also monitored through:
 - i. Annual Resident and Faculty ACGME surveys
 - ii. Participation in the system-wide administration of the Mayo Well-Being Index
 - iii. Individual quarterly resident meetings with the APD
 - iv. Scheduling GME New Learner Well-Being Check-Ins each the fall
 - v. Initiatives guided by the program's GME Well-Being Champion
2. Should you have concerns about another resident/fellow or faculty member who may be displaying signs of burnout, depression, substance abuse, suicidal ideation, or potential for violence:
 - a. You are encouraged to alert the program director, DIO, or other designated personnel. The goal of such notification is to ensure appropriate support is offered; it is not intended to be punitive in nature.
 - b. You may also consider consultation with the GME Well-Being Program Director to advise on possible next steps.

- c. General guidance on supporting a learner in distress can be found on the GME Well-Being SharePoint.
 - d. Our Residents are scheduled annually to participate in a program-coordinated M-PATH training to take place during protected education time. All other Geisinger employers are encouraged to become a trained Peer Supporter through the M-PATH Program. program Learn more at the Center for Professionalism & Well-Being SharePoint site.
3. Residents are encouraged to use appropriate tools for self-screening of mental health concerns. Links are available on the GME Well-Being SharePoint site, in the GME Well-Being Resource Guide available in the Resident Breakroom, and listed below:
 - i. Burnout: https://www.mindtools.com/pages/article/newTCS_08.htm
 - ii. Suicide: https://www.integration.samhsa.gov/clinical-practice/Columbia_Suicide_Severity_Rating_Scale.pdf
 - iii. Suicide: https://www.integration.samhsa.gov/images/res/SAFE_T.pdf
 - iv. Alcohol: https://www.integration.samhsa.gov/AUDIT_screener_for_alcohol.pdf
 - v. Depression: <https://www.integration.samhsa.gov/images/res/PHQ%20-%20Questions.pdf>
 - vi. Drug and Alcohol: <https://www.integration.samhsa.gov/images/res/CAGEAID.pdf>
 - vii. Drug: http://www.emcdda.europa.eu/attachements.cfm/att_61480_EN_DAST%202008.pdf
 - viii. Anxiety: <https://www.integration.samhsa.gov/clinical-practice/GAD708.19.08Cartwright.pdf>
 - ix. Anxiety: <https://www.integration.samhsa.gov/clinical-practice/PC-PTSD.pdf>
4. All residents/fellows and faculty have access to confidential, affordable mental health assessment, counseling, and treatment.
 - a. For non-urgent concerns, GME learners and faculty have a range of options:
 - i. Contact the GHP Behavioral Health Care Connector team Monday-Friday at 888-839-7972. Anyone they connect you to is generally also considered an In-Network provider, and subject to only your co-pay.
 - ii. Guidance Resources (aka EAP – Employee Assistance Program) often provides a few FREE sessions to begin with. Call 888-327-4623 to connect to a representative who can help you identify resources.
 - iii. For residents/fellows who aren't sure whether they want/need counseling, consider a therapeutic consultation with Kelly Shaw, PsyD to explore your options.
 - b. For urgent and emergent care 24 hours a day, seven days a week
 - i. Seek immediate care at the nearest emergency department.
 - ii. Call EAP at 1-866-248-4096 for mental health support and direction.
 - iii. Contact the Suicide Prevention Lifeline at 9-8-8.
 - iv. Critical incidence stress debriefing is available for any resident or faculty member that has suffered a traumatic event 24/7. TigerText M-PATH through TigerText to initiate a range of supports from across the system, including Spiritual Care and the Center for Professionalism and Well-Being.
5. A healthy and safe clinical and educational environment provides for time away from work to engage with family and friends, as well as to attend to personal needs and to one's own health, including adequate rest, health diet, and regular exercise.

- a. Built in “Wellness Time” to the ambulatory clinic schedule allows proactive scheduling of medical, dental, or mental health appointment. Residents are asked to give 60-days’ notice if they will be utilizing this time for personal appointments.
 - b. In the event of an unexpected need, residents are asked to notify the Chief in charge of scheduling for the day they are needing time off from. Residents are not obligated to reveal the reason for time off, and it is assumed residents won’t misuse last-minute requests.
 - a. Residents are granted time away as per the “vacation and time off” policy. This policy is available for review on the GME SharePoint and MedHub. Exceptions will be made on an as needed basis and must be approved by the program director. Coverage of patient care duties for the affected resident will be coordinated by program leadership; we support you taking time off without worrying that you are burdening others.
6. Physical and mental fatigue is a debilitating experience for many GME learners and faculty.
 - a. Faculty, residents, and fellows are educated annually on the signs of fatigue and sleep deprivation as well as alertness management and fatigue mitigation strategies using the UPMC GME WELL TOOLKIT module on Fatigue.
 - a. Sleep/rest facilities are available to all residents for overnight call assignments, strategic napping, and post-call naps. Call Rooms are located on the lower-level Resident Call Room and lounge.
 - b. If you do not feel safe to drive home inform the PD, APD, or Program Administrator so we can arrange transportation.
7. Other considerations to support the well-being of our community:
 - a. **FOOD STORAGE & ACCESS:** Residents have access to food storage and bio-facilities during clinical and educational assignments through the Resident Work Room and Call Room Lounge refrigerators. Food is also available from the Atrium Cafeteria 24/7.
 - b. **LACTATION:** Residents are granted time away from clinical duties along with a private location for lactation upon request. Facilities for lactation are available across GMC, including the designated Lactation Call Room, the Lactation Pod located in the Atrium. Refrigerated storage for breast milk is available on Dickey 3 and Call Room refrigerators.
 - c. **SAFETY:** Safety and security measures appropriate to the clinical learning environment site include the panic button/alert-badges given to every clinician. Employees who feel unsafe walking to/from their vehicle are encouraged to contact Security for an escort.
 - d. **DISABILITY:** Employees with diagnosed disabilities have a right to formal accommodations through the ADA. When relevant, please submit the required to the designated HR Representative, consistent with the Sponsoring Institution’s policy (See GME Accommodation of Disabilities Policy).
 - e. **WORK ENVIRONMENT SUPPORT:**
 - i. Patient support services, such as patient transport, phlebotomy, IV team and laboratory services are available.
 - ii. Residents have continuous access to laboratory results, medical records, and radiological information via the Electronic Health Record (EHR).
 - iii. Appropriate workspace on Dickey 3 is available for our residents.
 - f. **EDUCATION ON-CALL:** Education as an on-call Administrator available 24/7. They are listed in the online Geisinger phonebook under “Academic Affairs” and can be reached via TigerText.