

The following are responsible for the accuracy of the information contained in this document

Responsible Policy Administrator
Associate Dean for Graduate Medical Education

Responsible Department
Graduate Medical Education

Contact (508) 856-2903

Policy Statement:

Each residency and fellowship program must develop and implement procedures to address well-being of residents/fellows and faculty members, consistent with the ACGME Common and specialty-/subspecialty-specific Program Requirements. The Office of Graduate Medical Education (OGME) in partnership with all residency and fellowship programs will educate faculty members and Residents/Fellows on symptoms of burnout, depression, and substance use disorder and on resources available to support trainee health and well-being.

Reason for Policy

Residents, fellows and faculty members are at increased risk for burnout and depression. Psychological, emotional, and physical well-being are critical in the development of the competent, caring and resilient physician. Self-care is an important component of professionalism; it is also a skill that must be learned and nurtured in the context of other aspects of residency/fellowship training

Scope - Entities Affected By This Policy

- ◆ UMass Chan residents and fellows in ACGME Accredited and Non-Standard training Programs
- ◆ Residency and Fellowship Program Directors and Coordinators
- ◆ All UMass Chan Clinical Faculty involved in resident and fellow education

Responsibilities and Procedures

1. Office of Graduate Medical Education
 - Provide wellness curriculum to all incoming residents and fellows as part of orientation

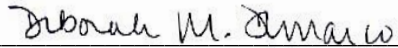
- Provides tool for self-assessment of depression and burn-out
 - Identify and provide information to program directors, coordinators, faculty and residents/fellows on resources for trainee burnout, depression and substance use
 - Encourage Residents/Fellows and faculty members to alert designated personnel when they are concerned about a community member who displays signs of burnout, depression, substance use, or potential for self-harm or endangering others.
 - Provide access to confidential, affordable, mental health care
 - Assist program directors with initiatives to protect the trainee work and learning environment including backup care systems to address resident absence
 - Provide adequate sleep facilities and safe transportation options for Residents/Fellows who are too fatigued to drive home safely
 - Provide a mechanism for Residents/Fellows to report unprofessional behavior and a process for investigation to address those concerns
 - Provide information on other wellness support including but not limited to: fitness center, debt management, emergency loan and grant programs
2. Residency and Fellowship Programs
- Educate Residents/Fellows and faculty about fatigue, fatigue mitigation, burnout, depression and substance use and avoidance
 - Teach self-nurturing self-care practices as an important component of professionalism
 - Have policies in place to ensure coverage of patient care when a trainee is unable to attend work.
 - Promoting and supporting a learning environment where trainee wellness is prioritized
 - Make reasonable accommodations to allow Residents/Fellows to attend medical, dental and mental health appointments
3. Residents and Fellows
- Proactive self-care
 - Seeking help if needed (resources and information available include GME website, MedHub, program director, chief resident, program coordinator and OGME)
 - Referring colleagues or notifying program director, program coordinator or chief resident about concerns
 - Provide receipts for transportation services to department administrator, if applicable

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.

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.

Approvals



Responsible Policy Administrator
Deborah DeMarco, MD
Associate Dean for Graduate Medical Education

8/5/2022

Date