



USF Health - Morsani College of Medicine GME POLICY & PROCEDURE

Title: Resident and Fellow Wellness Policy	GME-227
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Scope: Applies to all University of South Florida Morsani College of Medicine (“USF MCOM”) residents and fellows (“Residents”) in Accreditation Council for Graduate Medical Education (“ACGME”) accredited and non-accredited/non-standard programs as appointed through the House Officer Contract issued by the USF MCOM Graduate Medical Education Office (“GME Office”).

Background: Residents and faculty members are at increased risk for burnout and depression. Psychological, emotional, and physical well-being 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 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 USF MCOM graduate medical education programs, and the Residents themselves to address resident and fellow physician wellness [CPR VI.C. 1.d)]. 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.

Resident: Any physician-in-training in an ACGME-accredited and non-accredited/non-standard programs as appointed through the House Officer Contract issued by the USF MCOM GME Office.

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 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.

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GME Responsibilities

- Assist program directors (PDs) in their initiatives to protect Residents time with patients, minimize non-physician obligations of Residents, provide administrative support to trainees, promote progressive autonomy, and enhance professional relationships.
- Provide PDs with resources to educate faculty and Residents about the symptoms of burnout, depression, and substance use and their avoidance.
- Encourage Residents 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 Residents to report unprofessional behavior and a respectful process for reporting, investigating, and addressing such concerns.
- Provide resources for Residents to self-assess whether they meet validated criteria for burnout, depression, or other conditions and maintain resources on the USF GME website.

Program Responsibilities

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

- Awareness of scheduling, work intensity, and work compression that may impact resident well-being.
- Evaluating workplace safety data and addressing the safety of residents and faculty.
- Making reasonable accommodations allowing Residents to attend medical, dental, and mental health care appointments. Residents may utilize sick days for any appointments and/or physical or mental health symptoms.
- Educating Residents and faculty about symptoms and signs of burnout, depression, and substance use, and how to seek care.
- Encouraging Residents 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, and who is not proactively engaging in self-care.
- Ensuring that programs have sufficient back-up plans in order to provide patient care in the event that a Residents is unable to perform their patient care responsibilities, without fear of negative consequences.
- Promoting and supporting a training culture where Residents wellness is prioritized commensurate with the ACGME Common Program Requirements (CPR VI.C.1.).

For further information, please review the USF GME Wellness Website: <https://health.usf.edu/medicine/gme/wellness>.

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Resident 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 USF (Resident Assistance Program (RAP), USF Employee Assistance Program (EAP), USF Success & Wellness coaching, and other resources on the USF GME website that should be proactively utilized to practice self-care, to enhance wellness, and/or to 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 health care team.
- Reporting honestly their duty hours in the work and learning environment to give programs feedback on schedule intensity.

APPROVED:



Senior Associate Dean, Graduate Medical Education/DIO

Effective: 11/1/2019

Reviewed, Revised, Approved: 11/2019; 03/2021