

Augusta University
House Staff Policies and Procedures

Policy	Source
HS 34.0 Resident Wellbeing, Wellness and Resilience	Graduate Medical Education Office

1.0 Purpose

This policy outlines the responsibility of the Office of Graduate Medical Education, individual training programs and residents and fellows in training to address house staff wellbeing and wellness and resilience.

2.0 Policy Statement

In the current health care environment, residents, fellows and faculty members are at increased risk for burnout and depression. Psychological, emotional, and physical well-being are critical to the development and maintenance of the competent, caring, and resilient physician.

Self-care is an important component of professionalism and high-quality patient care; it is also a skill that must be learned and nurtured in the context of other aspects of residency training. This policy outlines the responsibility of the Office of Graduate Medical Education, MCG residency and fellowship training Programs and residents/fellows to address wellbeing, and wellness and resilience.

This policy applies to all residents, fellows and faculty who participate in an ACGME-accredited post graduate medical education (GME) training program within Medical College of Georgia at Augusta University.

3.0 Procedure:

The following responsibilities are defined for the GME program, individual training programs and resident and fellows.

3.1 GME Program Responsibilities

3.1.1 Assist program directors (PDs) in their initiatives to protect trainee time with patients, minimize non-physician obligations, provide administrative support to trainees, promote progressive autonomy and enhance professional relationships.

3.1.2 Provide PDs with resources to educate faculty and trainees about the symptoms of burnout, depression and substance use and their avoidance.

3.1.3 Identify resources for trainee burnout, depression and substance use.

3.1.4 Encourage trainees and faculty members to alert designated personnel when they are concerned about a community member who is displaying signs of burnout, depression, substance use, suicidal ideation or potential for violence, or who is not proactively engaging in self-care.

3.1.5 Provide access to confidential, affordable, mental health assessment including access to urgent and emergent care 24 hours a day, seven days a week.

3.1.6 Ensure that programs have sufficient back-up plans to provide patient care in the event that a trainee is unable to perform their patient care responsibilities.

3.1.7 Provide a way for residents to report unprofessional behavior and a respectful process for reporting, investigating and addressing such concerns.

4.1 Program Responsibilities: In addition to working with the Institution on the initiatives described above, Programs are responsible for:

4.1.1 Paying attention to trainee schedules to look at work intensity and compression factors.

4.1.2 Allowing trainees to attend medical, dental and mental health care appointments, including those scheduled during work hours.

4.1.3 Educating trainees and faculty about burnout, depression and substance use, and their avoidance.

4.1.4 Teaching and nurturing self-care practices, an important component of professionalism and high-quality patient care.

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4.1.5 Providing a respectful, professional and civil environment that is free from mistreatment, abuse or coercion. There should be education in place about professional behavior and a confidential process for reporting concerns.

5.1 Resident & Fellow Responsibilities

5.1.1 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:

5.1.2 Adopt behaviors that proactive in support of self-care, and modeling of healthy lifestyles and behaviors for patients, students, and colleagues.

5.1.3 Time management surrounding clinical assignments

5.1.4 Impairment recognition and notification, either from illness, fatigue and substance use in themselves, their peers and other members of the health care team

5.1.5 Adoption of lifelong learning skills

5.1.6 Acquisition of performance improvement and quality patient care precepts in their application to healthcare delivery

5.1.7 Reporting of duty hours, patient outcomes and clinical experience (such as case logs) in a timely and accurate manner

Resources: KEPRO from the University System of Georgia Cares (USGCares)

<https://www.usg.edu/well-being/>

Get support when you need it. KEPRO services are convenient, confidential and free.

Find an array of work-life services, available at no cost, including:

- **Counseling Services:** Phone support for crises and emergencies as well as in-person counseling sessions
- **Family Caregiving:** Resources and referrals for dependent care-related services, in addition to emergency back-up childcare and eldercare.
- **Convenience Services:** Assistance in locating household and daily living resources, including pet care services, home repairs, travel planning, and event scheduling.
- **Legal and Financial Services:** Up to 30 minutes of consultation with a Certified Financial Planner and/or attorney.
- **Online Resources:** A wealth of on-demand resources, including articles, self-assessments, resources, and training on a wide range of topics, such as addiction, grief, anxiety, and parenting.

Visit www.EAPHelplink.com and access online using company code **USGCares** or by calling toll-free 1-844-243-4440.

Please see MCG Resident Wellness – GME website:

<https://www.augusta.edu/mcg/residents/residentwellness.php>



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7/1/21
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Effective Date:
9/19

Revision/Review Date:
9/19

Number
HS 34.0