

## WELLNESS ELECTIVE PROPOSAL

Jan 8, 2018

Faculty sponsor: Arlene S. Chung

### Background

Resident burnout is depressingly common. Trainees must balance long work hours against time with family and friends, manage crushing student debt on a minimal salary, and also learn how to make life-or-death decisions for their patients each day. One systematic review found that as many as 75% of residents met criteria for burnout in some studies.<sup>1</sup> Residents suffering from burnout demonstrate more absenteeism, less empathy with patients, decreased interpersonal communication skills, and more frequently self-report medical errors.<sup>2</sup> They also have a higher risk of developing depression, anxiety, and substance abuse problems.<sup>2</sup>

### Goals

The goal of this elective is for participating residents to become well-educated regarding issues surrounding physician wellness. Relevant competencies include the following milestone set:

21. Accountability (PROF2) Demonstrates accountability to patients, society, profession and self.					
Has not Achieved Level 1	Level 1	Level 2	Level 3	Level 4	Level 5
	Demonstrates basic professional responsibilities such as timely reporting for duty, appropriate dress/grooming, rested and ready to work, delivery of patient care as a functional physician  Maintains patient confidentiality  Uses social media ethically and responsibly  Adheres to professional responsibilities, such as conference attendance, timely chart completion, duty hour reporting, procedure reporting	Identifies basic principles of physician wellness, including sleep hygiene  Consistently recognizes limits of knowledge in common and frequent clinical situations and asks for assistance  Demonstrates knowledge of alertness management and fatigue mitigation principles	Consistently recognizes limits of knowledge in uncommon and complicated clinical situations; develops and implements plans for the best possible patient care  Recognizes and avoids inappropriate influences of marketing and advertising	Can form a plan to address impairment in one's self or a colleague, in a professional and confidential manner  Manages medical errors according to principles of responsibility and accountability in accordance with institutional policy	Develops institutional and organizational strategies to improve physician insight into and management of professional responsibilities  Trains physicians and educators regarding responsibility, wellness, fatigue, and physician impairment
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Comments:					

## Objectives

*By the end of the elective, residents will be able to:*

- Identify basic principles of physician wellness, including sleep hygiene (*Level 2*)
- Demonstrate knowledge of alertness management and fatigue mitigation principles (*Level 2*)
- Form a plan to address impairment in one's self or a colleague, in a professional and confidential manner (*Level 4*)
- Train physicians regarding responsibility, wellness, fatigue, and physician impairment (*Level 5*)

## Proposed Activities

In addition to meeting with the faculty sponsor during regularly scheduled meetings, the resident will participate in a variety of wellness-related advocacy and on-going projects. *May be subject to change with approval of the faculty sponsor, depending on each resident's specific goals for the elective.*

- Attend meetings and conference calls for both local and national wellness committee meetings (ACEP Well-Being Committee, NYACEP Wellness Subcommittee, All NYC EM)
- Assist on specific tasks based on the objectives of both local and national wellness committees (ACEP, NYACEP, All NYC EM)
- Lead wellness education for medical students rotating through the Emergency Department (*Mindfulness in Emergency Medicine* curriculum)
- Participate in a self-directed Mindfulness-Based Stress Reduction course
- Read and analyze a set of required articles for the elective (TBD by the faculty sponsor) and write a final reflection on the content, adding personal experiences as relevant
- Submit a final project by the end of the elective. Projects may include, but are not limited to the following:
  - Letter to the Editor of a peer-reviewed journal on a wellness issue
  - Well-researched submission to an established EM blog
  - Compilation of wellness resources to be available to EM residents
  - Newsletter article (e.g. ACEP Now, EMRA, NYACEP EPIC)
  - Video cast on a wellness issue or describing resources
  - Substantial work on a core wellness curriculum for resident education

## References

1. Ishak WW, Lederer S, Mandili C, et al. Burnout during residency training: a literature review. *J Grad Med Educ.* 2009. 1(2):236-42.
2. Maslach C, Schaufeli WB, Leiter MP. Job Burnout. *Annu Rev Psychol.* 2001; 52: 397-422.