

## Inventory of Elements of Your Residency Program Well-Being Plan

**Instructions:** During the presentations and "think-pair-share" sessions, use this worksheet to make notes of ideas and issues that come to mind.

Resource/Intervention	Check-In Question	Yes/No	Notes about Challenges/Barriers and Action Plans
<b>1. Institutional Resources</b>	<ul style="list-style-type: none"> <li>• Do you have an institutional House Staff Mental Health Program?</li> <li>• Does your institution's Well-being programs address residents?</li> <li>• Do your residents use your Workforce Health and Safety or EPA services? Have you identified institutional resources which could address resident well-being and mental health issues?</li> <li>• Does your institution require each department to develop a well-being plan?</li> </ul>		
<b>2. Departmental Culture and Leadership</b>	<ul style="list-style-type: none"> <li>• Is your departmental culture supportive of physician well-being?</li> <li>• Does the chairman articulate his support of faculty and resident well-being?</li> <li>• Do you have a Physician Well-being Committee?</li> </ul>		
<b>3. Departmental/ Program Model of Well-being</b>	<ul style="list-style-type: none"> <li>• Do you have a group of faculty and residents to shape this view?</li> </ul>		
<b>4. Departmental Orientation</b>	<ul style="list-style-type: none"> <li>• Do you describe institutional and program specific resources and policies related to resident well-being?</li> <li>• Do you address residents' well-being explicitly?</li> <li>• Do you engage them in your department's community?</li> </ul>		
<b>5. Written Policies</b> 5.1. Duty Hour 5.2. Fatigue Management 5.3. Sick Call/Health Care 5.4. Supervision 5.5. Maternity/Paternity leave	<ul style="list-style-type: none"> <li>• Do you have written policies which are known by both residents and faculty?</li> <li>• What is your sick call/health care policy?</li> </ul>		
<b>6. Program Elements</b> 6.1. Small group sessions 6.2. Professionalism Case Discussions 6.3. Bi-annual review	<ul style="list-style-type: none"> <li>• Have you included sessions in your formal curriculum which explicitly address resident well-being?</li> <li>• Can you make time for these?</li> <li>• Do you discuss well-being at your bi-annual review?</li> </ul>		
<b>7. Clinical Care Challenges</b>	<ul style="list-style-type: none"> <li>• Are trainees encouraged to discuss work flow issues?</li> <li>• How do you get feedback on this?</li> <li>• Have you identified supervision vulnerabilities?</li> <li>• Do you ensure that there is an appropriate balance of service to education?</li> </ul>		

<p><b>8. Mentorship/Advising</b>                  8.1. Peer Buddy Systems                  8.2. Coaching</p>	<ul style="list-style-type: none"> <li>• Have trainees been assigned to mentors and advisors?</li> <li>• Is the mentoring and advising system structured?</li> <li>• How do you want to integrate well-being into your system?</li> <li>• Have mentors and mentees been oriented to expectations?</li> </ul>		
<p><b>9. Promoting Community</b></p>	<ul style="list-style-type: none"> <li>• Are there departmental social gatherings attended by faculty and residents?</li> </ul>		
<p><b>10. Faculty Development</b>                  10.1. Identifying trainee Burn Out/Mental Health Issues                  10.2. Learning Environment, Assessment, Feedback                  10.3. Faculty Well-Being</p>	<ul style="list-style-type: none"> <li>• Do you have faculty development sessions?</li> <li>• Do faculty members attend the sessions?</li> <li>• Are sessions focused on improving training?</li> <li>• Are sessions directed to improving faculty well-being?</li> </ul>		
<p><b>11. Crisis Management Plan</b></p>	<ul style="list-style-type: none"> <li>• Do you have a plan for managing crises related to GME, such as the death of a trainee?</li> <li>• Have you identified members of a Crisis Response Team?</li> <li>• Do you have a communication plan?</li> </ul>		

**Konopasek L, Slavin S.** Addressing trainee mental health and well-being: What can you do in your department? *J Peds.* 2015;167(6):1183-1184.e1.