

<b>UNIVERSITY OF MARYLAND MEDICAL CENTER GRADUATE MEDICAL EDUCATION POLICY AND PROCEDURE MANUAL</b>	PAGE:  1 of 4	PROCEDURE NO:  <b>GMS - BB</b>
	EFFECTIVE DATE: July 1, 2020	
SUBJECT: <b>Resident, Fellow &amp; Faculty Member Well-being</b>		
APPROVALS: <b>Graduate Medical Education Committee: June 25, 2020</b>		

## 1. Purpose

UMMC as the Sponsoring Institution is committed to supporting its Graduate Medical Education programs to develop a culture of well-being. The central feature in this culture is the well-being of all members of the health care team, including faculty and staff members, residents and fellows and other learners. Psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician and require proactive attention to life inside and outside of medicine. Self-care and responsibility to support other members of the health care team are important components of professionalism; and they are skills that must be modeled, learned, and nurtured in the context of other aspects of residency and fellowship training.

## 2. Scope

This policy applies to all residency training programs that the University of Maryland Medical Center (UMMC) sponsors. The term “resident” in this policy refers to both specialty residents and subspecialty fellows. Physicians and all members of the healthcare team share responsibility for the well-being of each other.

## 3. Responsibility

It is the responsibility of all graduate medical education program directors, faculty, residents and fellows, in partnership with the Sponsoring Institution, to comply with this policy.

## 4. Procedure

The programs, in partnership with the sponsoring institution have the same responsibility to address well-being as other aspects of resident competence. The responsibility, as outlined in the Resident Duty Hours in the Learning and Working Environment Policy (GMS-P) includes:

Efforts to enhance meaning that each resident and fellow finds in the experience of being a physician, including but not limited to:

- Protected time with patients
- Minimizing non-physician obligations
- Providing administrative support
- Promoting progressive autonomy and flexibility
- Enhancing professional relationships
- Attention to scheduling, work intensity and work compression that impacts well-being
- Evaluating workplace safety data, i.e. physical safety, monitoring of workplace injuries, physical or emotional violence, vehicle collisions, emotional well-being after adverse events for all members of the health care team

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- Providing residents and fellows with the opportunities to attend medical, mental health and dental care appointments, including those scheduled during their working hours

**4.1 Opportunity to Raise Concerns:** The programs, in partnership with the sponsoring institution, will provide a learning and working environment in which residents and fellows have the opportunity to raise concerns and are instructed on the use of systems to report unsafe conditions and/or injuries and the opportunity to provide feedback in a confidential manner as appropriate, without fear of intimidation or retaliation.

**4.2 Tools to Recognize Symptoms:** The program, in partnership with the Sponsoring Institution, will provide education in the identification of the symptoms of burnout, depression, and substance abuse, including the means to assist those who experience these conditions and access to appropriate tools for self-screening.

**4.3 Fatigue Mitigation:** The program, in partnership with the sponsoring institution, will assure that faculty, residents and fellows are educated to recognize the signs of fatigue and sleep deprivation and in the use of fatigue mitigation processes as outlined in GMS-P.

**4.4 Referral:**

- 4.4.a.** The program, in partnership with the sponsoring institution, must encourage residents, fellows and faculty members to alert the program director, the DIO or other designated personnel or programs when they are concerned that another resident, fellow, or faculty member may be displaying signs of burnout, depression, substance abuse, suicidal ideation, or potential for violence
- 4.4.b.** In addition to the program director, the program must designate personnel and a defined reporting structure to report concerns that is shared with the residents, fellows and faculty so that there is timely assessment of the situation and intervention to facilitate access to appropriate care.
- 4.4.c.** The program, in partnership with the sponsoring institution will provide access to confidential, affordable mental health assessment, counseling and treatment, including access to 24/7 urgent and emergent care. See GMS-M Physician Impairment and Counseling Services and UMMC Medical Staff Professional Assistance Committee PolicyStat ID: 4614424.

**4.5 Unscheduled Absence:** For circumstances in which a resident/fellow may be unable to attend work, including but not limited to fatigue, illness, family emergencies, and parental leave, the program must allow an appropriate length of absence for residents/fellows unable to perform their patient care responsibilities. The program must have policies and procedures in place to ensure coverage of patient care that must be implemented without fear of negative consequences for the resident/fellow who is or was unable to provide

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the clinical work. Residents/fellows may need to extend their length of training depending on length of absence and specialty board eligibility requirements.

**4.6 Learning and Working Environment:** The program, in partnership with its Sponsoring Institution, must ensure healthy and safe learning and working environments that promote resident and fellow well-being and provides for:

- (a) access to food while on duty;
  - (b) safe, quiet, clean, and private sleep/rest facilities available and accessible for residents/fellows with proximity appropriate for safe patient care;
  - (c) clean and private facilities for lactation that have refrigeration capabilities, with proximity appropriate for safe patient care;
  - (d) security and safety measures appropriate to the participating site;
  - (e) accommodations for residents/fellow with disabilities consistent with the Sponsoring Institution's policy
- GMS-Q Technical Requirements for Applicants and Residents of Graduate Medical Education Programs.

<b>Tools, resources and activities to assist Programs and Program directors in establishing, assessing, and monitoring their local well-being initiatives:</b>	<b>Description:</b>
ACGME Annual Resident/Fellow and Faculty Survey well-being questions	<ul style="list-style-type: none"> <li>• Aggregated, confidential, anonymous tool to assist in program self-assessment</li> </ul>
AWARE App	<ul style="list-style-type: none"> <li>• Introduces users to common cognitive routines that contribute to stress and burnout, and then directs users toward cognitive behavioral therapy practices that may be helpful to undoing those routines and improving well-being</li> <li>• Download the app to a mobile device through the <a href="#">Apple Store</a> or <a href="#">Google Play</a>.</li> </ul>
ACGME <a href="#">AWARE</a> Well-Being Resources	<ul style="list-style-type: none"> <li>• A suite of resources that focus on individual strategies for cognitive skill building, includes a video workshop, podcasts, and the ACGME AWARE app</li> <li>• For Institutions, Programs, Program members, an educational resource for use or integration into local curricula</li> </ul>
ACGME Learn	<ul style="list-style-type: none"> <li>• Faculty Development, on-line learning portal <a href="https://dl.acgme.org/">https://dl.acgme.org/</a></li> </ul>
ACGME's Task Force on Physician Well-Being Tools and Resources	<ul style="list-style-type: none"> <li>• Screening tools, survey instruments, educational modules, selected articles <a href="https://www.acgme.org/What-We-Do/Initiatives/Physician-Well-Being/Resources">https://www.acgme.org/What-We-Do/Initiatives/Physician-Well-Being/Resources</a></li> </ul>
Culture of Safety Survey	<ul style="list-style-type: none"> <li>• AHRQ institutional survey used to assess the extent to which organizational culture supports patient safety</li> </ul>

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Employee Assistance Program	<ul style="list-style-type: none"> <li>Free confidential counseling &amp; referral service available to all employees and their family members <a href="https://umms-eap.org/">https://umms-eap.org/</a></li> </ul>
Employee Health & Wellness	<ul style="list-style-type: none"> <li><a href="http://intra.umms.org/ummc/hr/employeehealth">http://intra.umms.org/ummc/hr/employeehealth</a></li> </ul>
MedChi Maryland Physicians Health Program (MPHP)	<ul style="list-style-type: none"> <li>established by the Maryland State Medical Society (MedChi), by physicians for physicians, to assist, support and provide advocacy, as appropriate, for physicians to address any potential conditions that may affect their ability to practice medicine in a safe and competent manner <a href="http://www.healthymaryland.org">www.healthymaryland.org</a></li> </ul>
Medical Staff Professional Assistance Committee	<ul style="list-style-type: none"> <li>Assists members of the medical staff who may be at risk due to impairment <a href="https://um-mc-universitycampus.policystat.com/policy/4614424/latest/">https://um-mc-universitycampus.policystat.com/policy/4614424/latest/</a></li> </ul>
UMMC GME Applicant Communication Packet & Employment Agreement	<ul style="list-style-type: none"> <li>GME resident/fellow agreement including financial support, leave, benefits, insurance, counseling and resources, conditions of appointment</li> <li>See UMMC GME web page</li> </ul>
UMMC Resident & Fellow Wellness	<ul style="list-style-type: none"> <li>Trainee-focused screening tools, activities, resources <a href="https://www.umms.org/ummc/pros/gme/current/wellness">https://www.umms.org/ummc/pros/gme/current/wellness</a></li> </ul>