

## Inventory of Elements of Your Program's Resident 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	<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> </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. Faculty Development</b>        9.1. Identifying trainee Burn Out/Mental Health Issues        9.2. Learning Environment, Assessment, Feedback        9.3. 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>		

## Short and Long Term Wellness Action Plan Items

**Instructions:** When directed, use this worksheet to synthesis your notes from the previous worksheet into specific action items.

Action Item Category (from left column of worksheet 1)	Short term action item (easily attainable). Include notes about the 'what', 'how', 'when', and 'who'.

Action Item Category (from left column of worksheet 1)	Long term (require more planning) Include notes about the 'what', 'how', 'when', and 'who'.