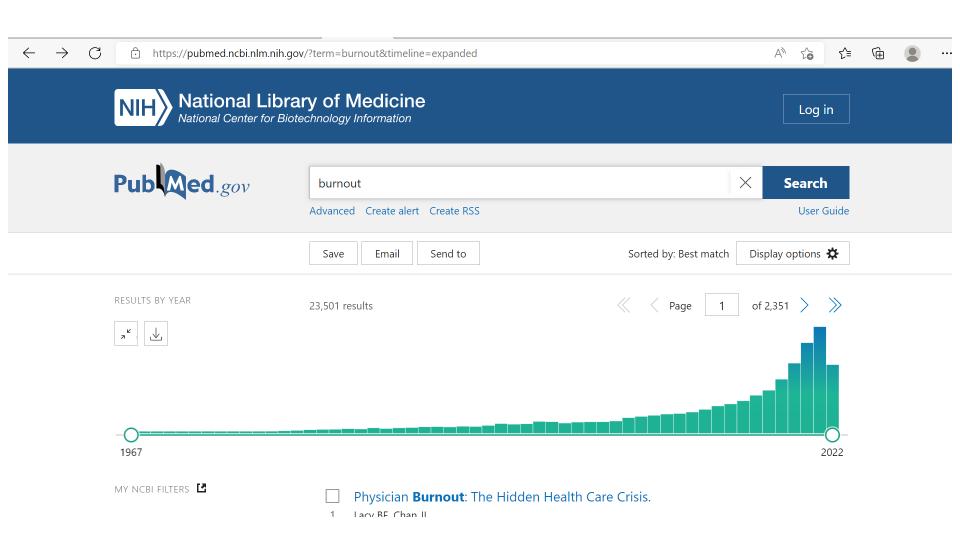
Resident Burnout and Well-being

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Assistant Professor of Internal Medicine
Co-founder of Mentoring Office
Faculty of Medicine
Tehran University of Medical Sciences



Burnout

Emotional Exhaustion

Depersonalization

Lack of personal accomplishment

The prevalence of burnout in Iranian residents

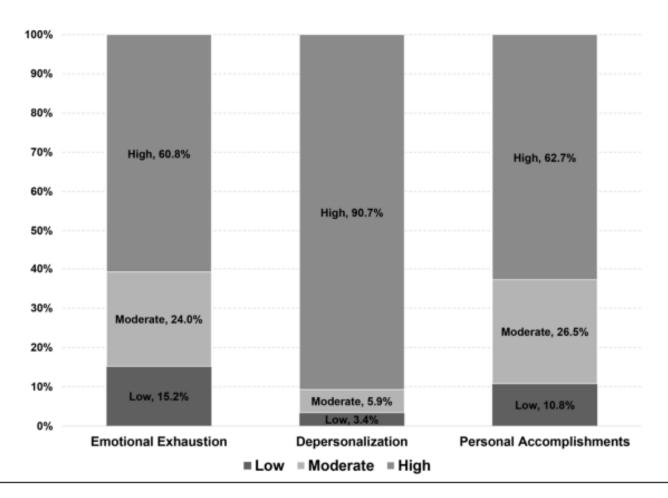
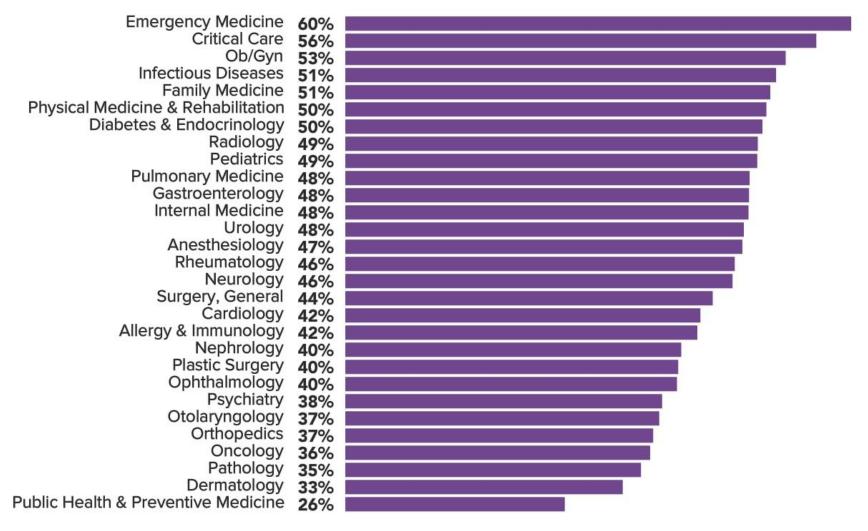


Figure 1. The severity distribution of burnout in three MBI subscales

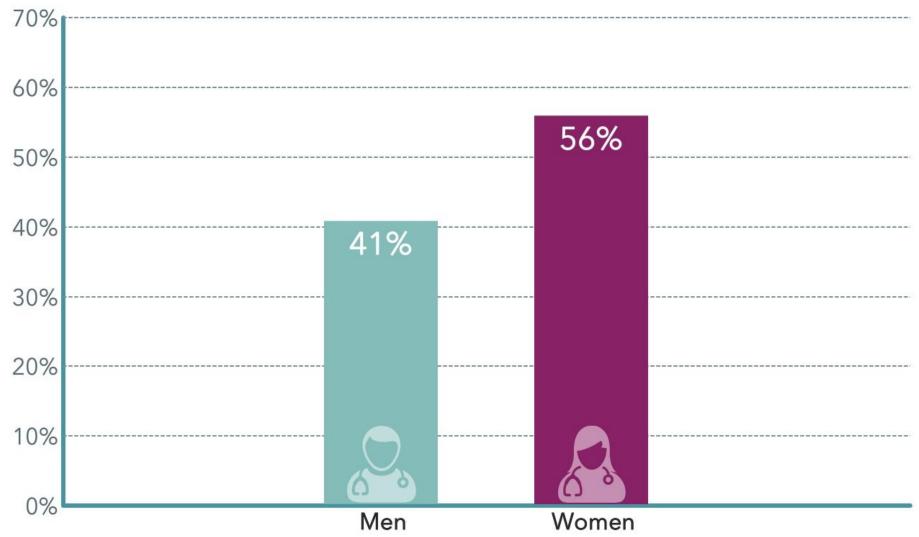
Which Physicians Are Most Burned Out?





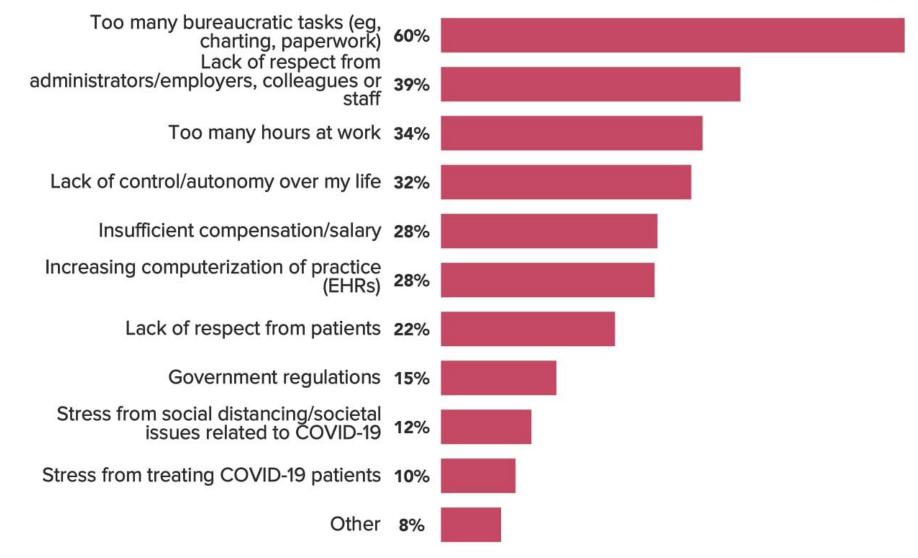
Are More Women or Men Physicians Burned Out?





What Contributes Most to Your Burnout?





How Does Burnout Affect Your Day?



"I have little motivation to reach out to others; my patience is decreased and my irritability has increased."

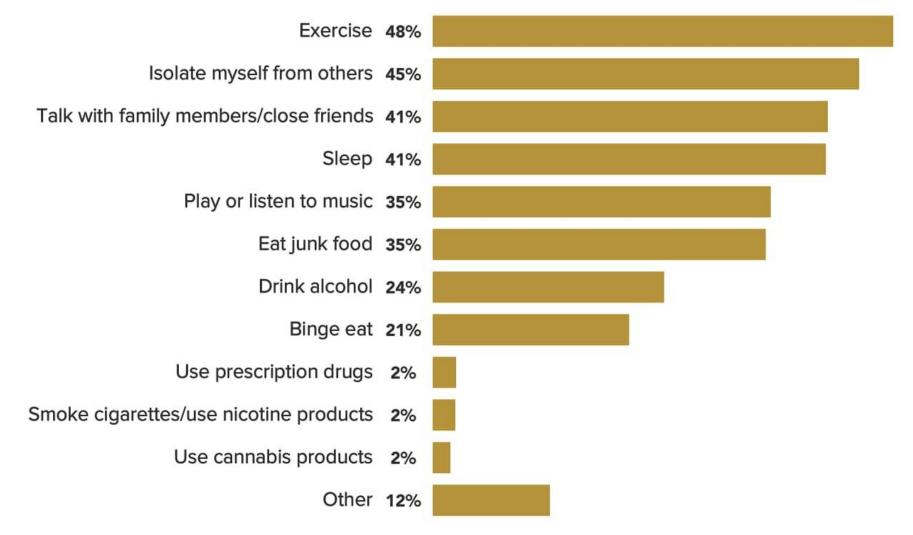
"I'm always tired, I have trouble concentrating, no time for the children, more arguments with my hubby."

"I'm grumpy and unpleasant to be around, I don't care about anyone anymore, I don't care about my hobbies anymore."

"I get angry that my spouse doesn't have a job that will adequately financially support us if I no longer went to work as a physician."

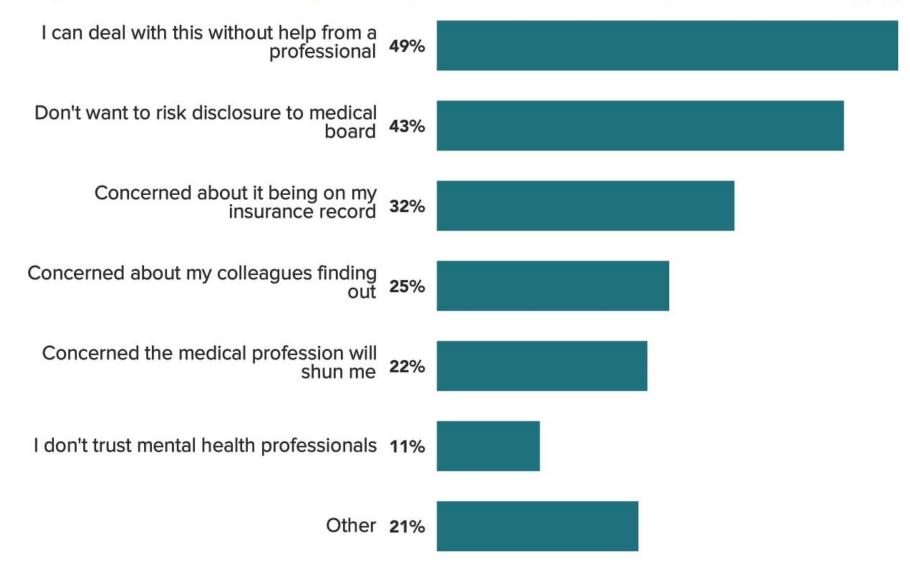
How Do Physicians Cope With Burnout?





Why Have You Not Sought Help for Burnout or Depression?





What Would Help Residents Avoid Burnout at Work?



| Manageable work schedule/call hours | 67% |
|--|---------------|
| Sufficient compensation to avoid finance (eg, paying off medical school debt, ability to purch | V = 0/ |
| Flexibility in schedule | 40% |
| Reasonable patient loads | 37% |
| Adequate support staff | 35% |
| Positive attitudes of colleagues | 34% |
| Adequate amount of paid vacation | 28% |
| Educational/professional growth opport | tunities 10% |

Do Residents Agree That There's a Stigma Against Seeking Mental Health Help?





- **26**% Strongly agree
- **42**% Somewhat agree
- 14% Neither agree nor disagree
- **13**% Somewhat disagree
 - 5% Strongly disagree

Research

JAMA Internal Medicine | Original Investigation | PHYSICIAN WORK ENVIRONMENT AND WELL-BEING

Controlled Interventions to Reduce Burnout in Physicians A Systematic Review and Meta-analysis

Maria Panagioti, PhD; Efharis Panagopoulou, PhD; Peter Bower, PhD; George Lewith, MD; Evangelos Kontopantelis, PhD; Carolyn Chew-Graham, MD; Shoba Dawson, PhD; Harm van Marwijk, MD; Keith Geraghty, PhD; Aneez Esmail, MD

controls). Subgroup analyses suggested significantly improved effects for organization-directed interventions (SMD = -0.45; 95% CI, -0.62 to -0.28) compared with physician-directed interventions (SMD = -0.18, 95% CI, -0.32 to -0.03). Interventions

Click here to view the Editorial Comment by R. Tyssen

doi: 10.1111/joim.12752

Physician burnout: contributors, consequences and solutions

• C. P. West^{1,2} (D), L. N. Dyrbye¹ & T. D. Shanafelt³

From the ¹Department of Medicine; ²Department of Health Sciences Research, Mayo Clinic, Rochester, MN; and ³Department of Medicine, Stanford University Medical Center, Stanford, CA, USA

 Table 2 Common drivers and selected solutions for physician burnout

| Driver | Organization-level solutions | Individual-level solutions |
|--------------------|--|--|
| Excessive workload | Fair productivity targets | Part-time status |
| | Duty hour limits | Informed specialty choices |
| | Appropriate distribution of job roles | Informed practice choices |
| Work inefficiency | Optimized electronic medical records | Efficiency and skills training |
| and lack of | Nonphysician staff support to | Prioritize tasks and delegate work |
| work support | offload clerical burdens | appropriately |
| | Appropriate interpretation of regulatory | |
| | requirements | |
| Lack of work-home | Respect for home responsibilities in | Reflection on life priorities and values |
| integration | setting schedules for work and meetings | Attention to self-care |
| | Include all required work tasks within | |
| | expected work hours | |
| | Support flexible work schedules, including | |
| | part-time employment | |
| | | |

| Loss of control | Physician engagement in establishing | Stress management and resiliency training |
|-----------------|--------------------------------------|---|
| and autonomy | work requirements and structure | Positive coping strategies |
| | Physician leadership and shared | Mindfulness |
| | decision-making | |
| Loss of meaning | Promote shared core values | Positive psychology |
| from work | Protect physician time with patients | Reflection/self-awareness of most |
| | Promote physician communities | fulfilling work roles |
| | Offer professional development | Mindfulness |
| | opportunities | Engagement in physician small-group |
| | Leadership training and awareness | activities around shared work experiences |
| | around physician burnout | |



ADVANCES IN PEDIATRICS

Advances in Pediatrics ■ (2018) ■-■

Battling BurnoutStrategies for Promoting Physician Wellness

Kelly Callahan, MD, MPT^{a,*}, Grant Christman, MD^b, Lauren Maltby, PhD, ABPP^a

^aDepartment of Pediatrics, Harbor-UCLA Medical Center, UCLA David Geffen School of Medicine, 1000 West Carson Street, Box 460, Torrance, CA 90502, USA; ^bDepartment of Pediatrics, Children's Hospital Los Angeles, USC Keck School of Medicine, 4650 Sunset Boulevard #94, Los Angeles, CA 90027, USA

Key points

- Burnout consists of 3 components: emotional exhaustion, cynicism, and inefficacy.
- Individually-focused strategies for addressing burnout include mindfulness meditation, exercise, gratitude, healthy relationships with family/friends, and in some cases seeking mental health care.
- Organization-focused strategies include evaluating workload, autonomy, choice, and fairness.
- Emerging wellness research should better characterize the relative effectiveness of the 2 approaches and explore possible advantages of combining them into a holistic approach.

Resident Well-being Programs

- Wellness Committee
- Crisis Committee
- Resident Mental and Physical Health Support
- Life-Residency Balance
- Volunteer Opportunities
- Mentoring
- System-level Involvement
- Resident Training Committee
- Regular Check-in Sessions
- Resident Retreats

Wellness Committee

- Half day wellness retreats
- Wellness themed didactics
- Resident birthday
- Snacks on main clinical services
- Advocacy for the promotion of resident well-being



Common Program Requirements (Residency) Contents

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ACGME common program requirements

 Since 2017 Common Program Requirements address well-being more directly and comprehensively.

 The requirements emphasize that psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician.

ACGME common program requirements

- Enhance the meaning that each resident finds in the experience of being a physician, including
 - Protecting time with patients
 - Minimizing non-physician obligations
 - Providing administrative support
 - Promoting progressive autonomy and flexibility, and
 - Enhancing professional relationships
- Attention to scheduling, work intensity, and work compression that impacts resident well-being
- Addressing the safety of residents and faculty members

ACGME common program requirements

- Well-being includes having time away from work
- Residents must be given the opportunity to attend medical, mental health, and dental care appointments
- Provide access to confidential, affordable mental health assessment, counseling, and treatment, including access to urgent and emergent care 24 / 7
- Each program must allow an appropriate length of absence for residents unable to perform their patient care responsibilities.



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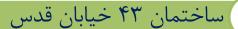
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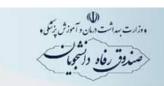
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گروه چشم پزشکی

گروه زنان و زایمان



In summary

- A shift from viewing burnout as an individual problem to a problem of the organization as a whole.
- Well-being is a critical part of Residency Program
- Autonomy
- Respect
- Gratitude

< Previous Next >

Resident Burnout and Well-Being: A Q&A with Educator Benjamin R. Doolittle, MD

JAG: What can program directors do to promote wellness in their institutions?

BRD: This is the most important thing a program director can do: listen to the residents. And then, respond as best we can. If we can empower the residents to craft their own solutions, even better. What is eating away at the gang? The tough heme-onc rotation? The lack of connection to

I am really interested in the power of culture—both the micro-culture of the wards and clinics and the macro-culture of the institution. How do morning teaching rounds go? Does the attending model authentic care towards the patient or is the attending rushed and apathetic? Does the

Residents do not want "programs" so much as they want real connection and a supportive community with great learning opportunities.