Introduction
Among healthcare providers, there is a common misconception that psychiatrists and psychiatric residents are immune from burnout. In fact, according to Rossi et al, high rates of burnout was found in psychiatrists. One study found that 12% of residents who were identified with burnout have experienced at least one episode of suicidal thought during their training in comparison with residents who were not identified with burnout. According to the recent study in Academic Medicine, suicide was identified as the second leading cause of death among residents and the first leading cause of death among male residents.

Resident wellbeing has become a priority in residency training. ACGME has issued new requirements in March 2017 which expands the responsibilities of programs and institutes to address the physician burnout and emphasize establishing policies and procedures to support both faculty and resident safety.

Our proposed dual curriculum is designed to train a new generation of resilient residents and faculty, who will understand the significance of resident wellbeing and will incorporate this knowledge in their daily practice. The first module is designed for faculty to increase awareness of resident burnout, promote their wellbeing, and familiarize faculty with available resources. The second module is designed for residents to understand the significance of their wellbeing, learn tools to prevent burnout, and utilize available resources, such as mindfulness to enhance their wellbeing.

Methods

Faculty Module: Initially, faculty were approached and informally assessed for their level of awareness on burnout and wellbeing. A workshop was designed and educational material consistent with ACGME requirements were distributed on the topic of burnout and wellbeing, the guidelines for early detection of burnout, and how to foster resilience among trainees were provided. Faculty members who attended the workshop were given pre and post surveys to assess their benefit of this module.

Resident Module: It consisted of a presentation given to residents on the topic of burnout and wellbeing. After the presentation was given, the residents were involved in a mindfulness-based activity where they were taught to utilize mindfulness in their daily practice. A survey was designed, using SurveyMonkey software, and completed by residents to determine their knowledge of the topic and assess their skills and attitudes toward self-directed mindfulness activities.

Results: Faculty Module
- 12 Faculty members participated in the well being workshop.
- 100% of the residents said they would promote wellbeing to their friends and colleagues.
- 88.89% of the residents reported being interested in a mindfulness-based activity incorporated to their curriculum.

Results: Resident Module
- 9 out of 14 trainees (PGY1 and PGY2) participated in the survey and discussion.
- Before the presentation, only 20% of the residents frequently prioritized their wellbeing at daily basis. After presentation, 83.3% of the residents felt they would frequently dedicate time for self care and their well being.
- 77.78% of the residents could differentiate stress from burnout.
- 77.8% of the residents were able to recognize the signs of burnout.

Conclusions
By preparing a simple workshop and providing educational material, our team was able to raise awareness among faculty and trainees about provider burnout. After group specific workshops, faculty and trainees were able to recognize more signs of burnout and understand the significance of prioritizing trainee wellbeing. This workshop also enhanced their knowledge of wellbeing resources, available both at regional and national level.

This comprehensive, multifaceted curriculum is predicted to meet the needs of residents, training programs, and accrediting agencies through its learning objectives, facilitation of resident-led content, and faculty mentorship.

References

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