

Improving Resident Wellness Through a Formal Wellness Curriculum



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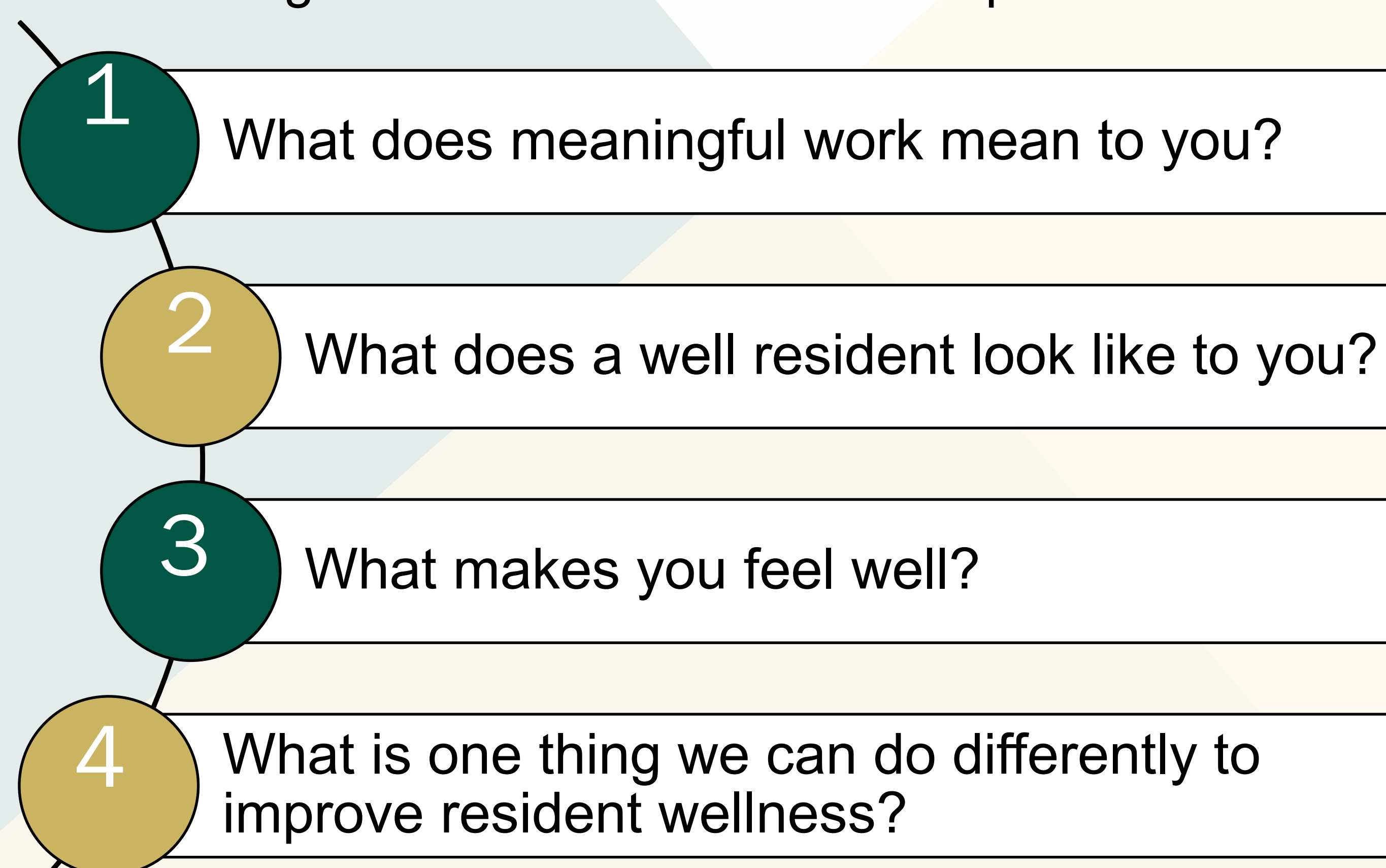
INTRODUCTION/PLAN

- In 2018, we began a quality improvement (QI) initiative to address resident wellness by developing a formal wellness curriculum including events (outside of work), breaks (during lecture days) and a wellness library (e.g., books, games).
- Despite these measures, surveys revealed persistent deficiencies in wellness and perceptions of meaningful work.
- The goal of the next phase in our initiative is to better understand resident perceptions of what it means to be "well" and engage in "meaningful work."

DO

- Qualitative interview questions were created (Figure 1.)
- 5-minute interviews were conducted by team members and recorded via zoom.
- Interviews were reviewed by the team.

Figure 1. Qualitative interview questions



STUDY

- 65% (n=11/17) residents participated in interviews
- Barriers to participation: night shift, inpatient work, away rotations and vacation

1

WHAT DOES MEANINGFUL WORK MEAN TO YOU?

Task completion/value (PGY1)

"Productive workday"
"Meaningful tasks"



Emotion focused (PGY2/PGY3)

"Looking forward to workday"
"Feeling good"
"Not dreading work"

2

WHAT DOES A WELL RESIDENT LOOK LIKE TO YOU?

Physical attributes (73%)

"Smiling"
"Positive attitude"
"Well-kempt"



4

WHAT CAN WE DO DIFFERENTLY TO IMPROVE RESIDENT WELLNESS?

"Increased administration time"
"More free time for personal appointments"
"Mentorship opportunities"

3

WHAT MAKES YOU FEEL WELL?

27%
"Sleep"

55%
"Time away from residency"
"Work-life balance"

ACT

Plan to modify the wellness curriculum for 2021/2022 academic year:

- Replace wellness breaks during lecture with resident administration time
- Residents can use this time for clinical tasks, research projects, personal care, etc.