

Appendix 1 Mount Sinai Hospital System Departmental Faculty Well-Being Champion Program: Role Description and Curriculum

Faculty Well-Being Champion Role Description

- Gather data on well-being, burnout and faculty satisfaction in your department
 - Conduct focus groups with your faculty (the guide and moderator instructions will be provided)
 - Send brief surveys to understand current state and stressors of faculty
 - Utilize the institution wide data from the biennial faculty survey
 - Present the findings to Departmental Leadership and the Office of Well-being and Resilience
- Attend monthly Well-Being Champion meetings
- Promote/encourage faculty completion of the institution-wide well-being survey
- Develop the knowledge set to independently “make the case for well-being”
 - Participate in / Review 4 “faculty well-being training sessions”
 - Develop a message of well-being that fits your department and share it with your departmental faculty and leadership
 - Promote the principles of well-being in your participation on hospital/departmental committees
- Develop an annual “Departmental Plan to Address Well-Being” with the assistance of the Office of Well-being and Resilience and in partnership with your department chair.
 - Consider creating a small faculty Well-being committee within your department to assist
 - Using data from focus groups and the survey, devise a few potential departmental-level interventions that address specific identified problem areas
 - Review these options with departmental leaders and the Office of Well-being and Resilience
 - With the support of department leadership and faculty – implement 2-3 of the devised interventions
 - As part of your “Departmental Plan to Address Well-Being” you may also consider implementing individual level interventions (such as mindfulness, narrative medicine or discussion groups) to improve the culture of your practice.
 - The Office of Well-being can provide the funding and expertise to run these sessions
 - Provide periodic updates on your process during regular Well-Being Champion meetings
 - Provide a brief summary annually of the major steps, plans and accomplishments of your departmental well-being program.

Faculty Well-Being Champion Curriculum

This curriculum is designed for the faculty well-being champions (FWC) across the Mount Sinai Health System. Each department will identify 1 or more faculty physicians (s) to serve as the departmental well-being champion. The champions will aim to:

- Gather data on well-being, burnout and faculty satisfaction in your department
- Attend regular Well-Being Champion meetings
- Promote/encourage faculty completion of the institution-wide well-being survey
- Develop the knowledge set to independently “make the case for well-being”
- Develop a “Departmental Plan to Address Well-Being” with the assistance of the Office of Well-being and Resilience for approval by the department chair and the Dean’s office

In order to accomplish the above, the Office of Well-being and Resilience will provide an interactive curriculum to prepare, guide and support the FWC in their work.

Goals: Create a cohort of faculty well-being champions with skills in well-being/burnout assessment, leadership, information gathering and departmental well-being plan development.

Objectives: By the end of the curriculum, participants will:

- Explain common metrics for burnout and well-being and their role in our institutional-wide survey and dashboard
- Develop an understanding of the evidence for systems-level change to decrease burnout and promote well-being in physician faculty members
- Delineate the evidence behind personal-level well-being initiatives to improve well-being
- Describe Mount Sinai's model of professional fulfillment and the OWBR's mission and message these consistently to departments
- Describe current offering across the system that are likely to enhance provider well-being
- Develop skills to promote strong relationships with and between co-faculty and leadership
- Utilize a faculty well-being committee to assist in obtaining feedback and creating solutions for multiple sites and practice venues making sure all faculty are represented
- Gain comfort in collecting, filtering, and summarizing feedback on well-being related concerns
- Elicit and develop ideas for potential solutions for well-being concerns in a specific department
- Create a plan for addressing faculty well-being in a specific department or division in a problem-oriented fashion

Curriculum sessions:

Didactic/discussion:

- Mount Sinai's Model and Mission and background of the office
- Effective leadership to promote well-being and how to engage leaders in these efforts
- Top ten system level interventions to improve well-being
- The AMA steps forward program to promote well-being
- Current systems-level and personal-level offerings that may improve well-being and review of the Office of Well-Being and Resilience website
- Recognizing the difference between constructive criticism vs. complaints and how to kindly filter out the complaints
- Developing a plan for addressing well-being / burnout (i.e., brainstorming solutions, running pros and cons, effort, cost, likely impact, basic QI principles for small change PDSA)
- How to "sell" the plan for well-being to leadership

Report out sessions on:

(Each of these will take more than one session to get through all of the departments)

- Focus groups/interviews on challenges and potential solutions
- Draft of departmental plan to improve well-being
- Feedback from leadership regarding the departmental plan to improve well-being

Appendix 2 Faculty Focus Group Guide

Office of Well-Being and Resilience, Icahn School of Medicine at Mount Sinai (ISMMS)

Population of Study

ISMMS Faculty (clinical and non-clinical)

Session Breakdown (60 min)

2-3 Facilitators; 7-10 physicians from each department present

1. Introduction (5 min)

- Thank you/Introduce facilitator and recorder (who will be taking de-identified notes)
- Provide Framework/Rationale
 - o We are here to discuss your thoughts about factors which contribute to faculty wellness and/or burnout in our department, and suggestions you have to improve faculty well-being.
 - o In this discussion, we have invited faculty members in the department to discuss their thoughts about how their work and work environment affect their level of well-being.
 - o Ultimately, we plan work with departmental leadership and the Office of Well-being and Resilience to utilize the results of this focus group as well as an institution wide survey (please fill it out) to devise and implement interventions that can decrease burnout and improve well-being for our departmental faculty.
- Set the stage
 - o To guide the discussion, we will be using a set of guiding questions (listed below).
 - o The sessions are not being recorded and individual names and responses will not be tracked. We will take notes during the sessions so that your groups' comments, ideas and suggestions can be included in the overall needs assessment and can inform our department's future wellness program.
 - o We hope that you will participate fully. However, if you do not feel comfortable with any question or part of the discussion you can choose not to answer or participate, and are also free to leave the session at any point.
 - o We expect to finish the session by ____ (end time).
 - o This session is confidential – since we all know each other and work together, it's important that anything we say in this room, stays in this room.
 - o This is meant to be an open and honest discussion, as well as a safe space, so please be respectful of those people both in and outside of this room.
- Does everyone here consent to participate? (get verbal agreement)

2. Ice Breaker Question (5 min)

- Let's start with an ice breaker (may differ depending on how familiar the group is with each other but it's a critical step even with the most familiar of groups)
- Please introduce yourself and tell us xx (where you went on your last vacation, what you did for fun last month/weekend, what you are grateful for, something this group might not know about you, etc.)

3. Discussion/Key Questions (45 min)

- What are the biggest workplace-related barriers to your own well-being?
 - a. Macro factors contributing to burnout/engagement (5 min).
What institutional factors affect your well-being?
 - i. State that these comments will be recorded and collated with comments from other departments for senior leaders to consider, but that most of this time should be spend discussing local challenges and solutions.

b. Local factors contributing to burnout/engagement.

What are the major local (departmental, practice level) factors that affect your well-being?

- i. How are these factors manifested, please give examples of problems (can name areas - workflow, communication, team dynamics, scheduling, work after work, culture (safe or unsafe), IT problems etc- get granular (40 min)
 - ii. What are some possible solutions for the problems/challenges you have mentioned?
- What change or intervention (or top 2-3) is most likely to improve your well-being?
 - Do you have ideas about how to promote a culture in which the well-being of the physician is valued equally with other goals of the health system?

4. Closing (5 min)

- Is there anything else about burnout/well-being you'd like to share with us?
- Thank you for your time and participation. We value your feedback. If you are interested to know the results of these focus groups, please feel free to follow up with us in the next few months.

Moderators Debrief

- Run through notes and fill in any gaps, clarify any points
- Make sure all pages are numbered, dated and are labeled with name of the department and facilitators
- Send confirmation email with attached notes to focus group leaders
- Review focus group notes for common and reoccurring themes. Also note the outliers.
- Create summary document with major common themes as well as noting outlier opinions
- Send to leadership with planned meeting to review as well as to the Office of Well-Being and Resilience

Appendix 3 Faculty Personal/Professional Characteristics Questions from 2018 Faculty Well-Being Survey

Participant Demographics	Gender (Multiple choice: Female, Male, Non-binary/third gender, Prefer not to say, Other); Age (Multiple choice: 20-39, 40-59, 60+)
Professional Characteristics	Faculty Level (Multiple choice: Instructor, Assistant Professor, Associate Professor, Professor, Other) Full-time Status (Multiple choice: Full-time, > or = 60% Part-time, < 60% Part-time, Voluntary) - What is your faculty FTE designation? Hours worked per week (Multiple choice: <30, 31-40, 41-50, 51-60, 61-70, 71-80, >80) - On average, how many hours do you work per week? Department (multiple choice with alphabetical list of departments) - Please select your Department:
Depression, Meaning, and Resilience	Depression (PHQ-2) (yes/no response) - During the past month, have you often been bothered by feeling down, depressed, or hopeless? - During the past month, have you been bothered by little interest or pleasure in doing things? Meaning in work (Responses on 5-point Likert scale ranging from strongly disagree to strongly agree) - The work I do is meaningful to me. Resilience (CD-RISC-2) (2 items, 4-point Likert scale [see citation, (16)]+ N/A ranging from Rarely true to True nearly all of the time)
Burnout, Work-life Integration, and Professional Satisfaction	MBI (2-item) (Responses on 7-point Likert scale [see citation, (14)]) Mayo Well-Being Index (6 items, Yes/No responses based on the past month [see citation, (15)]) Work-life balance (WLI)/ Job satisfaction (PS) (Responses on 5-point Likert scale ranging from strongly disagree to strongly agree) - My work schedule leaves me enough time for my personal/family life. - Overall, I am satisfied with my current job. Leave position likelihood (Multiple choice, 5-point Likert ranging from None to Definite) - What is the likelihood that you will leave your current research setting within next 2 years? - What is the likelihood that you will leave your current patient care setting within next 2 years? Reason for considering leaving (Multiple choice, 14 options check all that apply - see table 1 for options) - What is the primary reason you are considering leaving your current research setting within the next 2 years? Plans if leaving position (Multiple choice, 5 options check all that apply - see table 1 for options) - What do you plan to do if you leave your current practice?
Leadership and Mentorship	Direct supervisor title - Please indicate the title of your direct/immediate supervisor Mentor (Yes/No response) - Do you have a mentor(s) for career development within the Mount Sinai Hospital System? Barriers to obtaining mentor (8 options check all that apply, see table 1 for options) - What are the barriers to obtaining a mentor? Mentor satisfaction (5 point Likert-scale ranging from Very satisfied to very dissatisfied) - Overall, how satisfied are you with your mentor? Mentor Index Score (3 point Likert-scale ranging from Not at all skilled to Extremely skilled + N/A) Please rate how skilled you feel your mentor is in each of the follow areas - Active listening - Providing you constructive feedback - Helping you set career goals - Helping you balance work with your personal life

Appendix 4 Resident/Fellow Personal and Professional Characteristics Questions from 2019 Well-Being Survey

Participant Demographics	Gender (multiple choice: female, male, other [free response]); Age (multiple choice: 20-25, 26-30, 31-35, 36-40, >40)
Professional Characteristics	Average hours worked per week (multiple choice: <30, 31-40, 41-50, 51-60, 61-70, 71-80, >80) - On average, how many hours do you work per week? Department (multiple choice with list of specialties) - Please select the group to which your program belongs (specialties are listed alphabetically).
Depression, Burnout, Meaning, and Program Satisfaction	Depression (PHQ-2) (yes/no response) - During the past month, have you often been bothered by feeling down, depressed, or hopeless? - During the past month, have you been bothered by little interest or pleasure in doing things? MBI (22-item) (Responses on 7-point Likert scale: Never, A few times per year or less, Once a month or less, A few times per month, Once a week, A few times per week, Every day) Meaning in work (Responses on 7-point Likert scale ranging from strongly disagree to strongly agree) - The work I do is meaningful to me. Well-Being Champions (yes/no/not sure response) - Does your program have a dedicated FACULTY member (i.e., faculty wellness champion who supports trainee well-being?)

Appendix 5 Departmental Plan Template

Icahn School of Medicine at Mount Sinai
REVISED Office of Well-being and Resilience
Department of X Plan to Address Faculty Well-being (Template)

Date:

The world and our health system have changed dramatically during the pandemic. In this era, addressing clinician and staff well-being is more important than ever. We would like to move forward by working with each department to create their plan with a continued focus on system-level initiatives to advance well-being. The operative premise remains that there are ways to promote well-being that also have the potential to enhance productivity, engagement and retention.

Please complete the template below in conjunction with the Chair, Well-being Champion and OWBR keeping in mind the following suggestions:

1. Consider implementing efficiency of practice initiatives that lead to both well-being and productivity—this can be done by adding or shifting resources or by leveraging technology.
2. Consider charging a well-being committee representing all stakeholders in your department to generate ideas for efficiencies. Often, those in practice know best and when empowered to share their ideas there is a salutary effect on their well-being.
3. Consider limiting your initiatives to 2-3 major efforts likely to have impact on the above.
4. Integrate well-being culture, efficiency and resilience initiatives that require an expense into your existing budget and indicate how you will measure their effectiveness.

Department of X Plan to Address Faculty Well-being

- Departmental Well-Being Infrastructure
 - o Faculty Wellness Champion(s):
 - o Formation of a Faculty Wellness Committee: (Y/N, Composition)
- Initial Needs Assessment [Describe from where you are getting data]
 - o For example
Process of data collection [briefly describe process of data collection, i.e., we utilized results from the survey and conducted 3 focus groups of approximately x faculty. Data was collated and reviewed by the Faculty Well-being Champion (s) and Departmental Leadership. The following plan reflects the information collected from faculty and joint efforts of the FWC and Leadership to improve well-being in our department. Or: data was collected via informal discussions with faculty and collated by the WBC.
- Identified Well-being Priorities
[List top 2–3 identified departmental level barriers to well-being]
 1. Priority 1 [What is the issue/concern]
 - a. Main Barrier and Evidence [briefly describe evidence supporting this item as a barrier to well-being in your department]
Solution 1 [Name and briefly describe of the plan]
 - b. Stakeholders—identify stakeholders and plan to garner stakeholder support
 - c. Resources—describe needed resources (either re-allocated or additional) [include staff, funding, IT support, space, time, external resources, etc.] and the plan for how to obtain the needed resources
 - d. Process—describe who will be involved in the development and implementation of the plan and how the process will

- unfold and a brief timeline for implementation
 - e. Assessment—briefly describe the ways in this solution will be evaluated for success
 - i. Mechanism for ongoing assessment and feedback
 - ii. Process Metrics (e.g., dashboard)
 - iii. Outcome Measure
2. Priority 2 [What is the issue/concern]
- a. Main Barrier and Evidence [briefly describe evidence supporting this item as a barrier to well-being in your department]
 - Solution 2 [Name and briefly describe of the plan]
 - b. Stakeholders—identify stakeholders and plan to garner stakeholder support
 - c. Resources—describe needed resources (either re-allocated or additional) [include staff, funding, IT support, space, time, external resources, etc.] and the plan for how to obtain the needed resources
 - d. Process—describe who will be involved in the development and implementation of the plan and how the process will unfold and a brief timeline for implementation
 - e. Assessment—briefly describe the ways in this solution will be evaluated for success
 - i. Mechanism for ongoing assessment and feedback
 - ii. Process Metrics (e.g., dashboard)
 - iii. Outcome Measure
3. Priority 3 [What is the issue/concern] (optional for 2022)
- a. Main Barrier and Evidence [briefly describe evidence supporting this item as a barrier to well-being in your department]
 - Solution 3 [Name and briefly describe of the plan]
 - b. Stakeholders—identify stakeholders and plan to garner stakeholder support
 - c. Resources—describe needed resources (either re-allocated or additional) [include staff, funding, IT support, space, time, external resources, etc] and the plan for how to obtain the needed resources
 - d. Process—describe who will be involved in the development and implementation of the plan and how the process will unfold and a brief timeline for implementation
 - e. Assessment—briefly describe the ways in this solution will be evaluated for success
 - i. Mechanism for ongoing assessment and feedback
 - ii. Process Metrics (e.g., dashboard)
 - iii. Outcome Measure

Signatures:

Department Chair

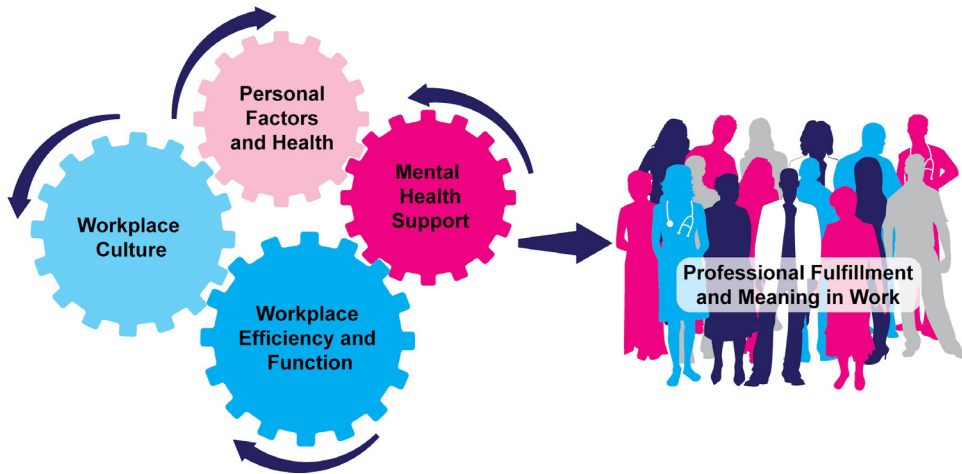
Faculty Well-being Champion (s)

Optional Signatures

Chief Wellness Officer Associate Dean for Faculty Well-Being and Resilience

Addendum: Guide for Choosing Priorities and Solutions

1. Target multiple areas of the model



In our model there are 4 critical elements that drive Professional Fulfillment and Meaning in Work. These elements are: Workplace Efficiency and Function, Workplace Culture, Personal Factors, and Mental Health Support. Each element is critical to improving the overall well-being but departments should consider interventions focusing on Workplace Efficiency and Function and Workplace Culture first and foremost.

- Workplace Efficiency and Function
 - o Electronic health record optimization – individual/small group trainings, epic inbasket management optimization (offload messages from providers)
 - o Improved team-based care – workflows, clear roles/responsibilities, incoming message triage
 - o Communication skills training
 - o Address clinical documentation burden- dictation, scribes, physician extenders
 - o Consider low cost interventions that also improve efficiency or practice
- Workplace Culture
 - o Create a well-being committee or workflow committee to engage physicians in identifying solutions to improve their well-being
 - o Create a mentorship program for career development, promotions
 - o Consider schedule flexibility
 - o Consider the role of leadership
 - Annual Assessment—may be a good opportunity to practice well-being leadership skills
 - The 20% rule—well-being increases when faculty spend 20% of their time doing what they like the most
 - What is the 20% they most want to be involved in?
 - What other leadership strategies can be used to improve wellbeing (see your survey results on the leadership index breakdown)
 - o Novel compensation strategies
- Personal Factors and Health
 - o Gratitude/recognition efforts
 - o Improve mistreatment identification and resolution efforts
 - o Make available relevant individual-level intervention offerings (mindfulness, yoga, massage, resilience and leadership trainings, peer support, pet therapy)

- Mental Health Support
 - o o Normalize stressors and help-seeking behavior
 - o Expand mental health resources when possible
 - o Provide mental health resource information
 - o Advertise employee assistance and other mental health programs available to employees

- 2. Synergize with system-level interventions underway
 - o Integration of system-level interventions
 - Leadership Training
 - Mentorship
 - Childcare
 - Parental/family leave
 - Mental Health

- 3. (Optional) Create a budget for your proposed solutions along with a brief justification for each item.
 - This can be done in excel or a table in word e.g.

Item	Category	Cost	Justification
	(e.g., personnel, supplies, equipment, hardware, software, food, travel, consultant, IT support, space upgrades, etc.)		(e.g., reason for need and how will improve well-being)