

NCICLE NATIONAL COLLABORATIVE
FOR IMPROVING THE CLINICAL
LEARNING ENVIRONMENT

NCICLE
Compendium of
Well-Being Resources
2024

Well-being

The optimal clinical learning environment is engaged in systematic and institutional strategies and processes to cultivate and sustain the well-being of both its patients and clinical care team—including learners. The delivery of safe and high-quality patient care on a consistent and sustainable basis can be rendered only when the clinical learning environment ensures the physical, mental, and emotional well-being of the clinical care team.

(excerpted from the NCICLE Pathways to Excellence 2021¹)

¹National Collaborative for Improving the Clinical Learning Environment. *NCICLE Pathways to Excellence: Expectations for an Optimal Clinical Learning Environment to Achieve Safe and High-Quality Patient Care, 2021*. Chicago, IL: NCICLE; 2021. doi: 10.33385/NCICLE.0003

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FORWARD

In 2024, the National Collaborative for Improving the Clinical Learning Environment (NCICLE) launched an initiative to harvest resources that organizations can use to support and promote well-being in the clinical learning environment (CLE). The effort was successful in gathering more than 30 resources that have been linked or posted to the NCICLE website and are summarized in this compendium. The enthusiastic and wide-ranging responses from the various NCICLE member organizations and the richness of the resources collected demonstrate the collective power of joining forces toward a common goal. NCICLE is pleased to make this compendium available to the public.

BACKGROUND

The NCICLE Well-being Resources Challenge originated from a desire to assist educational leaders—in concert with their CLE's executive leaders—in operationalizing the *NCICLE Pathways to Excellence: Expectations for an Optimal Interprofessional Clinical Learning Environment to Achieve Safe and High-Quality Patient Care*.

The *NCICLE Pathways*, released in 2021, is a tool to promote discussions and actions to optimize the CLE. It emphasizes the importance of the interface between learners and the hospitals, medical centers, and ambulatory sites that serve as their learning environments. The *NCICLE Pathways* address six cross-cutting Focus Areas: Patient Safety, Health Care Quality, Teaming, Supervision, Well-being, and Professionalism. It is a guidance document that applies across health professions, encouraging CLEs to purposely focus on strengthening the interface with members of their care teams who are learning in the context of providing patient care.

The *NCICLE Pathways* document sets expectations to optimize the CLE through a series of pathways and properties that describe the infrastructure, processes, and monitoring needed to optimize both learning and patient care.

To ignite the transition from discussion to action, the leadership of NCICLE sought to capitalize on efforts already underway to address the NCICLE pathways and properties by giving leaders tools and resources they could use as a starting place.

NCICLE views the heterogeneity of its member organizations as a strength. To build upon this strength, these organizations sought to develop and implement a mechanism to tap into the efforts underway within and across the various professions and broadly disseminate ideas that could be adapted throughout the clinical care team.

Recognizing the volume of content covered in the *NCICLE Pathways* document, NCICLE elected to take a stepwise approach to these efforts by concentrating on one focus area at a time. This served as the catalyst for the NCICLE Well-being Resources Challenge.

THE NCICLE WELL-BEING RESOURCES CHALLENGE

July 2024 marked the start of the NCICLE Well-being Resources Challenge—an effort to gather a wide array of well-being resources during a concentrated period of time (late July through mid-September 2024).

Each of NCICLE's 41 member organizations was asked to review the pathways and properties in the Well-being Focus Area of the *NCICLE Pathways* document and identify or develop at least one resource to share with the collective.

The challenge was designed to be informative, meaningful, useful, and fun—a celebration of ideas. As such, no resource was viewed as “too small.” The “ask” was for every organization to contribute something that could be shared and celebrated.

The Outcome

In total, NCICLE collected more than 30 resources from 16 of its member organizations, with several organizations submitting multiple resources. The resources included journal articles, webinars, learning modules, and toolkits. Some had their origins in a single profession or CLE, while others took a health systems-based approach to optimizing well-being. Many of the resources were highlighted through short presentations at the “NCICLE Well-being Resources Celebration” held in November 2024, with plans to subsequently house links to each on the NCICLE website.

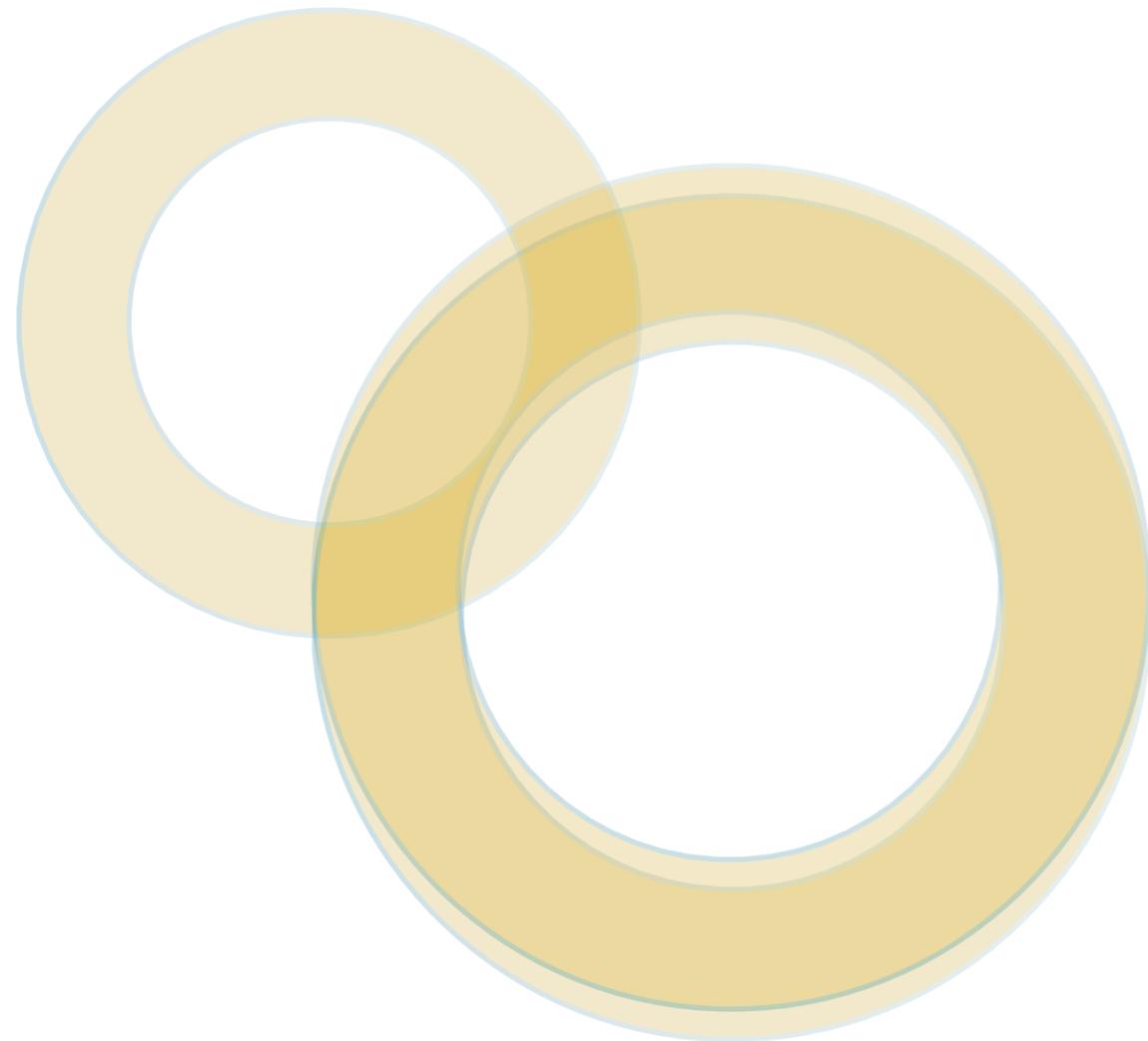
NCICLE Reflections

In reviewing the collection of resources, several themes emerged including:

- the myriad approaches to optimizing well-being in the CLE
- the importance of obtaining CLE executive leadership buy-in and support
- the importance of building relationships and trust as a first step to any new initiative
- the importance of building well-being into the CLE's strategic goals

The final theme of note is the importance of trying something new, as often improvement is only realized after multiple tests of change and attempts at innovation.

NCICLE congratulates all authors, owners, and testers of these innovations and offers its sincere appreciation for their willingness to share.



LISTING OF RESOURCES (BY SUBMITTING ORGANIZATION)

Accreditation Council for Graduate Medical Education (ACGME)

<https://dl.acgme.org/learn/video/well-being-focusing-on-a-systems-based-approach>

Alliance of Independent Academic Medical Centers (AIAMC)

<https://dl.acgme.org/learn/course/ncicle-resources/main/pdf-resources?page=2>

American Association of Physician Leadership (AAPL)

<https://www.physicianleaders.org/publications/books/working-happy-how-to-survive-burnout-and-find-your-work-life-synergy-in-the-healthcare-industry-kapoor?v=42812844572852>

<https://www.physicianleaders.org/education/course/practical-tools-for-physician-self-care?v=17029974261831&>

<https://www.physicianleaders.org/webinar/battling-burnout-unlock-the-secrets-to-thrive-in-healthcare?v=webinar&>

American Association of Colleges of Nursing (AACN)

<https://www.aacnnursing.org/developing-nurse-well-being-and-leadership-tool-kit/tool-kit>

American College of Clinical Pharmacy (ACCP)

[https://accpjournals.onlinelibrary.wiley.com/doi/toc/10.1002/\(ISSN\)2574-9870.burnout](https://accpjournals.onlinelibrary.wiley.com/doi/toc/10.1002/(ISSN)2574-9870.burnout)

American Hospital Association (AHA)

<https://nam.edu/compendium-of-key-resources-for-improving-clinician-well-being/>

<https://www.aha.org/system/files/media/file/2024/02/physician-alliance-well-being-blueprint.pdf>

<https://www.aha.org/system/files/media/file/2019/05/plf-well-being-playbook.pdf>

https://www.aha.org/system/files/media/file/2021/02/alliance-playbook-2021_final.pdf

American Medical Association (AMA)

<https://www.ama-assn.org/practice-management/physician-health/ama-joy-medicine-health-system-recognition-program>

<https://cloud.e.ama-assn.org/19-1541-HealthSystemProgram>

<https://cloud.e.ama-assn.org/22-1665-Educator-Well-being-book>

https://cloud.e.ama-assn.org/21-1518-GCEP?gclid=CjwKCAjwydSzBhBOEiwAj0XN4HhHgJfDHRqM6irv_aimz8iX_H4HqBa_OUOMrcUi4Y25-s4siUG1BoC9NwQAvD_BwE

American Osteopathic Association (AOA)

<https://osteopathic.org/life-career/wellness-toolkit/>

American Physical Therapy Association (APTA)

<https://www.apta.org/apta-and-you/news-publications/podcasts/2018/navigating-burnout-xchangesa>

<https://www.apta.org/fit-for-practice/resiliency/moral-injury-burnout-clinical-instructor>

American Society of Health-System Pharmacists (ASHP)

https://www.ashp.org/-/media/assets/professional-development/residencies/docs/ASHP-Well-Being-Resilience-Residency-Resource-Guide-2023.pdf?_gl=1*1k5m9sq*_gcl_au*MTEyMzM0NzExNi4xNzI3MTg2MTUz*_ga*MTE5Mjk3NDMzNi4xNzE5MjU3OTIx*_ga_5WL5JPM7T0*MTcyNzY5Nzc3OS41MC4xLjE3Mjc2OTc5MzAuNjAuMC4w

https://elearning.ashp.org/products/11423/ashp-professional-certificates-well-being-and-resilience-certificate?_gl=1*12x6i8k*_gcl_au*MTEyMzM0NzExNi4xNzI3MTg2MTUz*_ga*MTE5Mjk3NDMzNi4xNzE5MjU3OTIx*_ga_5WL5JPM7T0*MTcyNzY5Nzc3OS41MC4xLjE3Mjc2OTc5NDcuNDMuMC4w

Association for Hospital Medical Education (AHME)

<https://dl.acgme.org/learn/course/ncicle-resources/main/pdf-resources?page=1>

Association for Nursing Professional Development (ANPD)

<https://www.aha.org/suicideprevention/health-care-workforce/guide-in-action/code-lavender-program-expands>

Association of American Medical Colleges (AAMC)

https://www.mededportal.org/doi/10.15766/mep_2374-8265.10975

<https://nam.edu/initiatives/clinician-resilience-and-well-being/#:~:text=Action%20Collaborative%20on%20Clinician%20Well-Being%20and%20Resilience.%20Clinician>

<https://store.aamc.org/the-rise-of-wellness-initiatives-in-health-care-using-national-survey-data-to-support-effective-well-being-champions-and-wellness-programs.html>

https://doi.org/10.15766/mep_2374-8265.10933

https://doi.org/10.15766/mep_2374-8265.10809

https://doi.org/10.15766/mep_2374-8265.11357

<https://journals.lww.com/academicmedicine/pages/collectiondetails.aspx?TopicalCollectionId=48>

<https://www.aamc.org/data-reports/students-residents/report/graduation-questionnaire-gq>

[https://www.aamc.org/about-us/mission-areas/medical-education/wellbeing#:~:text=Overview%20of%20Medical%20Student%20Wellness%20This%20presentation%20\(PDF\)%20helps%20learners](https://www.aamc.org/about-us/mission-areas/medical-education/wellbeing#:~:text=Overview%20of%20Medical%20Student%20Wellness%20This%20presentation%20(PDF)%20helps%20learners)

<https://www.aamc.org/news/wellbeing#:~:text=Well-being%20in%20academic%20medicine%20is%20a%20critical%20issue%20facing%20faculty>

Association of Post Graduate APRN Programs (APGAP)

https://www.canva.com/design/DAFubdF70ns/YPZDfh9lpjfM86Aay8XGfA/view?utm_content=DAFubdF70ns&utm_campaign=designshare&utm_medium=link&utm_source=editor

Council on Podiatric Medical Education (CPME)

Refer to resource description on page 45.

Institute for Healthcare Improvement (IHI)

<https://www.ihl.org/resources/white-papers/ihl-framework-improving-joy-work>

National Center for Interprofessional Practice and Education (IPE)

<https://nexusipe.org/informing/resource-center-start>

WELL-BEING RESOURCES: BRIEF DESCRIPTIONS

Note: These resources are organized by submitting member organization and listed in alphabetical order.



Submitted by **Accreditation Council for Graduate Medical Education (ACGME)**

Resource 1 of 1

Resource Type Webinar

Resource Title Well-Being: Focusing on a Systems-Based Approach

Pathway WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty

Target Audience Clinical providers

Required Support The clinical learning environment (CLE) would need to provide administrative support to conduct the webinar and individuals with expertise in well-being to present and facilitate small-group discussion.

Description This resource addresses why a systems-approach to well-being is needed in the CLE.

This webinar demonstrates systems-based actions to prevent, eliminate, or mitigate impediments to the well-being of learners and faculty.

Key Takeaway Focusing on well-being at a systems level promotes interprofessional resilience training and ensures the safe and effective care of patients, mitigates fatigue among staff, ensures that systems are in place to avoid burnout, and identifies and eliminates education systems that may impede well-being in the CLE.

For more information, please click the link below:

<https://dl.acgme.org/learn/video/well-being-focusing-on-a-systems-based-approach>

Submitted by **Alliance of Independent Academic Medical Centers (AIAMC)**

Resource 1 of 1

Resource Type Resident well-being program

Resource Title Balance Resident Wellness Program

Pathways WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty

WB Pathway 5: Clinical learning environment demonstrates mechanisms for identification, early intervention, and ongoing support of learners and faculty who are at risk of or demonstrate self-harm

WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team

Target Audience Residents and faculty physicians

Required Support Resources for a full-time GME Wellness Coordinator

Description The Balance Residency Wellness Program (“Balance”) is an individualized, holistic well-being program designed to empower residents to cultivate healthy coping strategies to maintain their personal well-being. The first goal of The Balance Program is the safety of all GME members; this begins at orientation by reviewing the institution’s crisis prevention plan. After orientation, one-on-one meetings with new interns are scheduled to complete a self-assessment of well-being. A health coach then meets with each intern to discuss their unique well-being goals and challenges. At 8-week intervals throughout the year, formal check-ins with each intern allow for the assessment of progress and needs that have arisen since their last meeting. The well-being of the interns (and all resident staff) is quantitatively assessed in the annual Balance Well-being Survey. These data help The Office of Graduate Medical Education to anticipate trends for next year’s intern class and understand the needs of their current interns as they transition into PGY-2 and beyond.

Key Takeaway Focusing on the well-being of individual physicians throughout residency and beyond has helped to transform well-being at institutions.

For more information, please click the link below:

<https://dl.acgme.org/learn/course/ncicle-resources/main/pdf-resources?page=2>

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|------------------|--|
| Submitted by | American Association for Physician Leadership (AAPL) |
| Resource | 1 of 3 |
| Resource Type | Book |
| Resource Title | <i>Working Happy! How to Survive Burnout and Find Your Work/Life Synergy in the Healthcare Industry</i> |
| Pathway | WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations |
| Target Audience | All health care professionals |
| Required Support | Funds to purchase the book |
| Description | <p><i>Working Happy! How to Survive Burnout and Find Your Work/Life Synergy in the Healthcare Industry</i> by Roger Kapoor, MD, MBA, is a ground-breaking book that offers fresh insights and new solutions on burnout in the health care workplace.</p> <p>This book takes an innovative, hands-on approach to address two causes of employee burnout: workplace environment and personal attitude and behavior.</p> <p>Roger Kapoor explains emotional resilience and provides powerful tools to address burnout. The book encourages readers to find their true purpose in work and life, let the money take care of itself, and develop their ikigai, or “life value.”</p> <p>Dr. Kapoor has an MBA, front-line clinical experience as a practicing MD, and front-line administrative experience in solving the problems encountered by a leader of a major health system.</p> <p><i>Working Happy!</i> is filled with practical advice and actionable strategies that readers can implement right away.</p> |
| Key Takeaway | Readers will feel the satisfaction of identifying the source of their burnout or stress and taking action to make a positive change. |

For more information, please click the link below:

<https://www.physicianleaders.org/publications/books/working-happy-how-to-survive-burnout-and-find-your-work-life-synergy-in-the-healthcare-industry-kapoor?v=42812844572852>

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|------------------|---|
| Submitted by | American Association of Physician Leadership (AAPL) |
| Resource | 2 of 3 |
| Resource Type | Learning module |
| Resource Title | Practical Tools for Physician Self-Care |
| Pathway | WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations |
| Target Audience | Physicians |
| Required Support | Course fee |
| Description | With more than 50% of physicians experiencing burnout, access to the research and theory behind burnout may be key to combatting this problem. This course will discuss the theory and research behind burnout and the psychological and physical impacts it can have among physicians and across the entire health care system. Through text, videos, and interactive moments, the course will discuss assessments commonly used in the industry to measure burnout. |
| Key Takeaway | This course offers practical insights into seeking help, asking for time off, and finding time for enjoyable activities. |

For more information, please click the link below:

<https://www.physicianleaders.org/education/course/practical-tools-for-physician-self-care?v=17029974261831&>

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|------------------|---|
| Submitted by | American Association for Physician Leadership (AAPL) |
| Resource | 3 of 3 |
| Resource Type | Webinar |
| Resource Title | Battling Burnout: Unlock the Secrets to Thrive in Healthcare |
| Pathway | WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations |
| Target Audience | Health care workers |
| Required Support | Time to watch the webinar |
| Description | <p>This 1-hour webinar with Roger Kapoor, MD, MBA, FAAD, explores burnout and discuss strategies to thrive in today's health care environment.</p> <p>Burnout leaves people feeling drained, uncertain, and stuck both personally and professionally. Drawing on research from psychology, neuroscience, and organizational behavior, this research uncovers the root causes of burnout and will help viewers feel empowered and equipped to achieve a healthier work/life balance and reduce the effects of burnout.</p> |
| Key Takeaways | Viewers will learn to identify the signs and symptoms of burnout, discover how work-related stress affects physical and mental well-being, develop self-care practices to combat burnout, and learn to cultivate a workplace environment that prioritizes and enhances employee well-being. |

For more information, please click the link below:

<https://www.physicianleaders.org/webinar/battling-burnout-unlock-the-secrets-to-thrive-in-healthcare?v=webinar&>

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| Submitted by | The American Association of Colleges of Nursing (AACN) |
| Resource | 1 of 1 |
| Resource Type | Online toolkit |
| Resource Title | Developing Nurse Well-Being and Leadership |
| Pathway | WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty |
| Target Audience | Nurses and other health care professionals and learners |
| Required Support | Allocated time, ability to refer to the toolkit |
| Description | As leaders throughout the health care system, today's nurses are expected to promote self-care, personal health, and well-being. This toolkit was designed to help faculty identify active learning strategies and develop curriculum to build competencies that foster well-being, self-care, resilience, and leadership among new nurses. |
| Key Takeaway | This no-cost toolkit is freely available and can be used by non-nurses. |

For more information, please click the link below:

<https://www.aacnnursing.org/developing-nurse-well-being-and-leadership-tool-kit/tool-kit>

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|------------------|--|
| Submitted by | American College of Clinical Pharmacy (ACCP) |
| Resource | 1 of 1 |
| Resource Type | Journal article |
| Resource Title | Resilience and Burnout in Clinical Pharmacy |
| Pathway | WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty |
| Target Audience | Clinical pharmacists (those providing interprofessional team-based care) |
| Required Support | Financial support for adequate staffing and continuing education |
| Description | This digital issue from the <i>Journal of the American College of Clinical Pharmacy</i> contains editorials, perspectives, and studies related to burnout and the effectiveness of efforts to improve resiliency and well-being. |
| Key Takeaway | Promoting well-being in pharmacy education and team-based patient care is essential to ensure workforce health. |

For more information, please click the link below:

[https://accpjournals.onlinelibrary.wiley.com/doi/toc/10.1002/\(ISSN\)2574-9870.burnout](https://accpjournals.onlinelibrary.wiley.com/doi/toc/10.1002/(ISSN)2574-9870.burnout)

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| Submitted by | American Hospital Association (AHA) |
| Resource | 1 of 4 |
| Resource Type | Compendium that includes reports, case studies, and other media |
| Resource Title | Resource Compendium for Healthcare Worker Well-Being |
| Pathways | WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team |
| Target Audience | All |
| Required Support | Variable |
| Description | Comprehensive gathering of resources by members of the National Academy of Medicine Collaborative for Clinician Well-Being that is organized into six topics: 1. Resources to advance organizational commitment 2. Resources to strengthen leadership behaviors 3. Resources to conduct workplace assessment 4. Resources to examine policies and practices 5. Resources to enhance workplace efficiency 6. Resources to cultivate a culture of connection and support |
| Key Takeaway | This curated set of resources from health care associations and stakeholders is designed to advance the understanding and implementation of system-level solutions to support health care worker well-being. |

For more information, please click the link below:

<https://nam.edu/compendium-of-key-resources-for-improving-clinician-well-being/>

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| Submitted by | American Hospital Association (AHA) |
| Resource | 2 of 4 |
| Resource Type | Tool |
| Resource Title | Building a Systemic Well-Being Program: A 5-Step Blueprint |
| Pathways | <p>WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> <p>WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty</p> <p>WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team</p> |
| Target Audience | Administrative |
| Required Support | System-wide support |
| Description | Resource for hospital and health system leaders looking to implement a well-being program |
| Key Takeaway | This resource will help users identify burnout, establish a program, and create benchmarks to monitor and measure success. |

For more information, please click the link below:

<https://www.aha.org/system/files/media/file/2024/02/physician-alliance-well-being-blueprint.pdf>

| | |
|------------------|--|
| Submitted by | American Hospital Association (AHA) |
| Resource | 3 of 4 |
| Resource Type | Tool |
| Resource Title | Well-Being Playbook |
| Pathways | <p>WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> <p>WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team</p> |
| Target Audience | Administrative |
| Required Support | Support from leadership and buy-in from frontline providers |
| Description | A guide for hospital and health system leaders |
| Key Takeaway | This resource, which provides case examples and best practices resources, will help users understand burnout and create a program to combat burnout. |

For more information, please click the link below:

<https://www.aha.org/system/files/media/file/2019/05/plf-well-being-playbook.pdf>

| | |
|------------------|--|
| Submitted by | American Hospital Association (AHA) |
| Resource | 4 of 4 |
| Resource Type | Tool |
| Resource Title | Well-Being Playbook 2.0 |
| Pathway | WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care |
| Target Audience | Hospital and health system staff |
| Required Support | Various |
| Description | A guide to walk users through well-being program development and execution |
| Key Takeaway | This resource will help users recognize and address burnout and identify the structures to create a burnout program. |

For more information, please click the link below:

https://www.aha.org/system/files/media/file/2021/02/alliance-playbook-2021_final.pdf

| | |
|------------------|---|
| Submitted by | American Medical Association (AMA) |
| Resource | 1 of 4 |
| Resource Type | Recognition program to which health systems apply; includes a toolkit that health systems can use to gain recognition status |
| Resource Title | Joy in Medicine™ Health System Recognition Program |
| Pathways | WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team |
| Target Audience | Physicians and all of those present in the working/learning environment |
| Required Support | Demonstrable evidence of commitment from senior leadership |
| Description | Representing the AMA's steadfast commitment to advancing the science of physician burnout, the AMA Joy in Medicine™ Health System Recognition Program empowers health systems to reduce burnout and build well-being so physicians and their patients can thrive. Objectives <ul style="list-style-type: none"> · Provide a roadmap (PDF) for health system leaders who want to implement programs and policies that actively support well-being. · Unite the health care community in building a culture committed to increasing joy in medicine for the profession nationwide. · Build awareness of solutions that promote joy in medicine and spur investment within health systems to reduce physician burnout. |
| Key Takeaway | This program provides a roadmap for an organizational approach to well-being, that, if followed, can result in recognition of the health system for its commitment. |

For more information, please click the link below:

<https://www.ama-assn.org/practice-management/physician-health/ama-joy-medicine-health-system-recognition-program>

| | |
|------------------|--|
| Submitted by | American Medical Association (AMA) |
| Resource | 2 of 4 |
| Resource Type | Curriculum |
| Resource Title | The AMA Health System Program |
| Pathways | <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team</p> |
| Target Audience | Physicians and all others in the working/learning environment |
| Required Support | Full commitment from senior leadership. |
| Description | This multi-modal program provides a well-being toolkit, a community of learning, and opportunities to amplify each organization's efforts to improve their local environment. |
| Key Takeaway | This program offers guidance on systems-level strategies to promote staff well-being. |

For more information, please click the link below:

<https://cloud.e.ama-assn.org/19-1541-HealthSystemProgram>

| | |
|------------------|--|
| Submitted by | American Medical Association (AMA) |
| Resource | 3 of 4 |
| Resource Type | Book |
| Resource Title | <i>Educator Well-Being in Academic Medicine</i> |
| Pathways | <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty</p> |
| Target Audience | Educators, and by association, learners |
| Required Support | None |
| Description | <p>The AMA's <i>Educator Well-Being in Academic Medicine</i> is a book for administrators and leaders in academic medicine who are looking to improve the well-being of educators by making changes at the systems level.</p> <p>This book:</p> <ul style="list-style-type: none"> • Includes information relevant to clinical and nonclinical educators from allopathic and osteopathic institutions across the undergraduate and graduate continuum • Provides suggestions for systems-level changes that uplift the educational mission and lead to educators feeling valued • Explores evidence-based research, personal narratives, and lived experiences focused on educator experiences with well-being • Offers recommendations and guidance that can help to resolve issues of well-being at the individual institutional level and also heal US medical education at the systems level |
| Key Takeaway | This free handbook created by educators and experts in well-being provides information for organizational leaders regarding the specific stressors on—and systems-level solutions to support—educators. |

For more information, please click the link below:

<https://cloud.e.ama-assn.org/22-1665-Educator-Well-being-book>

| | |
|------------------|---|
| Submitted by | American Medical Association (AMA) |
| Resource | 4 of 4 |
| Resource Type | Curriculum |
| Resource Title | The AMA GME Resource Program |
| Pathway | WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty |
| Target Audience | Physicians |
| Required Support | This paid platform requires organizational membership. |
| Description | This comprehensive platform supports GME programs, including curriculum for residents and multiple community tools for leaders of GME programs. |
| Key Takeaway | The AMA GME Resource Program is a multi-modal paid platform that addresses many topics. The platform includes individual and programmatic training and resources to support well-being. |

For more information, please click the link below:

https://cloud.e.ama-assn.org/21-1518-GCEP?gclid=CjwKCAjwydSzBhBOEiwAj0XN4HhhgJfDHRqM6irv_aimz8iX_H4HqBa_OUOMrcUi4Y25-s4siUG1BoC9NwQAvD_BwE

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| Submitted by | American Osteopathic Association (AOA) |
| Resource | 1 of 1 |
| Resource Type | Tool |
| Resource Title | AOA Wellness Toolkit |
| Pathway | WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations |
| Target Audience | Osteopathic physicians and osteopathic medical students |
| Required Support | Leadership prioritization of well-being initiatives and an inclusive culture. |
| Description | The AOA Wellness Toolkit supports the wellness of osteopathic physicians and medical students from the first days of medical school through retirement. This toolkit addresses and provides resources for issues including building and maintaining wellness throughout the physician's/student's career, recognizing the signs of physician and medical student burnout, and identifying the warning signs of depression and suicidal ideation. |

Key Takeaway The AOA Wellness Toolkit emphasizes the importance of maintaining a healthy body, mind, and spirit to balance personal well-being with professional duties. It provides tools to recognize and manage burnout, depression, and other mental health challenges. The toolkit fosters a clinical learning environment that values psychological safety and mutual support.

For more information, please click the link below:

<https://osteopathic.org/life-career/wellness-toolkit/>

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| Submitted by | American Physical Therapy Association (APTA) |
| Resource | 1 of 2 |
| Resource Type | Audio (podcast) |
| Resource Title | Navigating Burnout: Practical Tips and Advice for Avoiding Burnout During and After PT or PTA School |
| Pathway | WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations |
| Target Audience | Physical therapists |
| Required Support | Access to podcast |
| Description | Mike Connor, PT, DPT, shares practical tips and advice on how to avoid burnout during and after PT or PTA school. |
| Key Takeaway | Addressing provider health and wellness is a priority. |

For more information, please click the link below:

<https://www.apta.org/apta-and-you/news-publications/podcasts/2018/navigating-burnout-xchangesa>

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| Submitted by | American Physical Therapy Association (APTA) |
| Resource | 2 of 2 |
| Resource Type | Audio (podcast) |
| Resource Title | Moral Injury Versus Burnout of the Clinical Instructor |
| Pathway | WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty |
| Target Audience | Physical Therapists |
| Required Support | Access to podcast |
| Description | Recent research on moral injury among health science clinical educators is discussed during this podcast. |
| Key Takeaway | The podcast host takes a deep look at why moral injury is happening and what managers, therapists, and students can do to address the current situation. |

For more information, please click the link below:

<https://www.apta.org/fit-for-practice/resiliency/moral-injury-burnout-clinical-instructor>

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| Submitted by | American Society of Health-System Pharmacists (ASHP) |
| Resource | 1 of 2 |
| Resource Type | Tool |
| Resource Title | ASHP Resource Guide for Well-Being and Resilience in Residency Training |
| Pathways | <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> |
| Target Audience | Pharmacy residency educators |
| Required Support | Support is needed for implementation |
| Description | This is a resource guide for residency programs to incorporate wellness priorities into their programs. |
| Key Takeaway | This guide was developed to guide residency programs in the initial phases of implementing well-being and resilience programs. The ASHP Accreditation Services Office and the ASHP Commission on Credentialing are committed to the success of programs in implementing this initiative and will update this guide annually with the latest resources, as applicable. |

For more information, please click the link below:

https://www.ashp.org/-/media/assets/professional-development/residencies/docs/ASHP-Well-Being-Resilience-Residency-Resource-Guide-2023.pdf?_gl=1*1k5m9sq*_gcl_au*MTEyMzM0NzExNi4xNzI3MTg2MTUz*_ga*MTE5Mjk3NDMzNi4xNzE5MjU3OTIx*_ga_5WL5JPM7T0*MTcyNzY5Nzc3OS41MC4xLjE3Mjc2OTc5MzAuNjAuMC4w

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| Submitted by | American Society of Health-System Pharmacists (ASHP) |
| Resource | 2 of 2 |
| Resource Type | Learning Module |
| Resource Title | ASHP PROFESSIONAL CERTIFICATES SM Well-Being and Resilience Certificate |
| Pathways | <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> |
| Target Audience | Pharmacists and pharmacy technicians seeking to expand their knowledge and skills in health care professional well-being and resilience |
| Required Support | Financial support and time to complete |
| Description | The Well-Being and Resilience Certificate is self-guided, with online learning activities designed so participants can increase the knowledge and skills to enhance well-being and resilience in their personal lives and professional practices. The curriculum includes seven learning modules that address core principles associated with burnout in the health care workforce, individual resilience strategies, redesigned work system approaches, and cultures to sustain health care professional well-being and resilience. |
| Key Takeaway | Upon completing all seven learning module activities, participants should be proficient in individual well-being strategies to improve resilience for self and others and applying systems-based and human-centered design principles to transform organizations into cultures of well-being. |

For more information, please click the link below:

https://elearning.ashp.org/products/11423/ashp-professional-certificates-well-being-and-resilience-certificate?_gl=1*12x6i8k*_gcl_au*MTEyMzM0NzExNi4xNzI3MTg2MTUz*_ga*MTE5Mjk3NDMzNi4xNzE5MjU3OTIx*_ga_5WL5JPM7T0*MTcyNzY5Nzc3OS41MC4xLjE3Mjc2OTc5NDcuNDMuMC4w

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| Submitted by | Association for Hospital Medical Education (AHME) |
| Resource | 1 of 1 |
| Resource Type | Slide presentation |
| Resource Title | Wellness Director to Optimize Wellbeing in a Clinical Learning Environment |
| Pathway | WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty |
| Target Audience | All medical education professions |
| Required Support | Financial support is needed to provide compensation for the wellness director. |
| Description | Programmatic processes are needed for the successful integration of a wellness director into leadership at institutions and/or programs. This framework can be adapted to many medical education fields, including nursing education and pharmacy residencies. |
| Key Takeaway | Educational programs in the health professions strive to create a culture that prioritizes wellness/well-being. Incorporating a qualified wellness director into the program's leadership provides curricular instruction and continuous assessment of the wellness and well-being of the program and its stakeholders. |

For more information, please click the link below:

<https://dl.acgme.org/learn/course/ncicle-resources/main/pdf-resources?page=1>

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| Submitted by | Association for Nursing Professional Development (ANPD) |
| Resource | 1 of 1 |
| Resource Type | Description of Code Lavender with bibliography |
| Resource Title | Code Lavender |
| Pathway | WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty |
| Target Audience | All clinical staff |
| Required Support | Top/mid-level policy approval and provision of resources, including staff training |
| Description | Overview of using a Code Lavender after stressful work events, with a bibliography |
| Key Takeaway | This resource describes a rapid-response team that provides well-being support for health care personnel after a traumatic experience. The response team might be made up of a chaplain, employee assistance program representative, psychiatric nurse practitioner, social worker, trained volunteer, or others who provide debriefing and stress relief tools. |

For more information, please click the link below:

<https://www.aha.org/suicideprevention/health-care-workforce/guide-in-action/code-lavender-program-expands>

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| Submitted by | Association of American Medical Colleges (AAMC) |
| Resource | 1 of 8 |
| Resource Type | Curriculum |
| Resource Title | A Curriculum to Teach Resilience Skills to Medical Students During Clinical Training |
| Pathway | WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty |
| Target Audience | Physicians |
| Required Support | Various |
| Description | A MedEdPORTAL publication, this curriculum served as an introduction to the concept of resilience and teaches skills to cultivate resilience and promote wellness. The sessions allow for identification of and reflection on stressors in the clinical learning environment, including straining team dynamics, disappointment, and uncertainty. Educational sessions include resilience skill-building exercises to manage expectations, letting go of negative emotions, dealing with setbacks, and finding meaning in daily work. Materials include lesson plans for small-group facilitators, learner pre- and post-curriculum surveys, and a social media activity guide. |
| Key Takeaway | Burnout in medical students is extensive and a critical issue. It is associated with increased rates of depression, suicide, and poor perception of the educational environment. Enhancing the ability to adapt well in the face of adversity is a potential tool to mitigate burnout and improve medical student wellness. |

For more information, please click the link below:

https://www.mededportal.org/doi/10.15766/mep_2374-8265.10975

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| Submitted by | Association of American Medical Colleges (AAMC) |
| Resource | 2 of 8 |
| Resource Type | Numerous/various |
| Resource Title | NAM Action Collaborative on Clinical Well-Being and Resilience |
| Pathways | WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty WB Pathway 5: Clinical learning environment demonstrates mechanisms for identification, early intervention, and ongoing support of learners and faculty who are at risk of or demonstrate self-harm WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team |
| Target Audience | Diverse audiences depending upon tool or resource |
| Required Support | Diverse depending upon tool or resource |
| Description | The AAMC is cofounder of the NAM National Action Collaborative on Clinical Wellbeing. Numerous resources and publications are related to this collaborative, such as Clinician Resilience and Well-Being from National Academy of Medicine (nam.edu). Resources are available at the macro, meso, and micro levels. |
| Key Takeaway | This collaborative dates back to 2017 and includes a wealth of tools and resources for educators across professions. |

For more information, please click the link below:

<https://nam.edu/initiatives/clinician-resilience-and-well-being/#:~:text=Action%20Collaborative%20on%20Clinician%20Well-Being%20and%20Resilience.%20Clinician>

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| Submitted by | Association of American Medical Colleges (AAMC) |
| Resource | 3 of 8 |
| Resource Type | Data |
| Resource Title | The Rise of Wellness Initiatives in Health Care: Using National Survey Data to Support Effective Well-Being Champions and Wellness Programs |
| Pathways | <p>WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care</p> <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> <p>WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty</p> <p>WB Pathway 5: Clinical learning environment demonstrates mechanisms for identification, early intervention, and ongoing support of learners and faculty who are at risk of or demonstrate self-harm</p> <p>WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team</p> |
| Target Audience | Diverse |
| Required Support | None |
| Description | This report presents data from two recent surveys of health care professionals, highlights common elements of wellness programming, and describes roles of the well-being champions who lead and support wellness efforts. |
| Key Takeaway | This report provides new data, insights, and recommendations to help institutions establish and continue to develop wellness leaders and initiatives and outlines 10 recommendations to help organizations promote a culture of well-being. |

For more information, please click the link below:

<https://store.aamc.org/the-rise-of-wellness-initiatives-in-health-care-using-national-survey-data-to-support-effective-well-being-champions-and-wellness-programs.html>

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| Submitted by | Association of American Medical Colleges (AAMC) |
| Resource | 4 of 8 |
| Resource Type | Curriculum |
| Resource Title | MedEdPORTAL publications |
| Pathways | <p>WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care</p> <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> <p>WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty</p> <p>WB Pathway 5: Clinical learning environment demonstrates mechanisms for identification, early intervention, and ongoing support of learners and faculty who are at risk of or demonstrate self-harm</p> <p>WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team</p> |
| Target Audience | Health professions educators |
| Required Support | Variable, depending upon the resource |
| Description | MedEdPORTAL is a unique peer-reviewed and indexed journal that publishes full resources, curricular tools, and aids for teaching and supporting well-being. |
| Key Takeaway | There are numerous publications in MedEdPORTAL (an open-access journal). |

For more information, please click the links below:

Cheston CC, Sox CM, Michelson CD, Fraiman YS. MINdl: Mindfulness Instruction for New Interns. MedEdPORTAL. 2020;16:10933. https://doi.org/10.15766/mep_2374-8265.10933

Govindan M, Keefer P, Sturza J, Stephens MR, Malas N. Empowering Residents to Process Distressing Events: A Debriefing Workshop. MedEdPORTAL. 2019;15:10809. https://doi.org/10.15766/mep_2374-8265.10809

Arquette C, Peicher V, Ajayi A, Alvarez D, Mao A, Nguyen T, Sawyer A, Sears CM, Carragee EJ, Floyd B, Mahanay B, Blankenburg R. Moral Injury: How It Affects Us and Tools to Combat It. MedEdPORTAL. 2023;19:11357. https://doi.org/10.15766/mep_2374-8265.11357

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| Submitted by | Association of American Medical Colleges (AAMC) |
| Resource | 5 of 8 |
| Resource Type | Journal Article |
| Resource Title | <i>Academic Medicine</i> Collection: Learning Environment and Its Effect on Learner Wellness and Resilience |
| Pathways | <p>WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care</p> <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> <p>WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty</p> <p>WB Pathway 5: Clinical learning environment demonstrates mechanisms for identification, early intervention, and ongoing support of learners and faculty who are at risk of or demonstrate self-harm</p> <p>WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team</p> |
| Target Audience | Diverse |
| Required Support | Variable |
| Description | <i>Academic Medicine's</i> article collection: Learning Environment and Its Effect on Learner Wellness and Resilience |
| Key Takeaway | This collection includes more than 100 publications and features articles and reports focused on residents' and students' experiences during medical school and residency, especially regarding how the learning environment affects learner wellness. |

For more information, please click the link below:

<https://journals.lww.com/academicmedicine/pages/collectiondetails.aspx?TopicalCollectionId=48>

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| Submitted by | Association of American Medical Colleges (AAMC) |
| Resource | 6 of 8 |
| Resource Type | Data |
| Resource Title | Graduation Questionnaire |
| Pathways | <p>WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care</p> <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> <p>WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty</p> <p>WB Pathway 5: Clinical learning environment demonstrates mechanisms for identification, early intervention, and ongoing support of learners and faculty who are at risk of or demonstrate self-harm</p> <p>WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team</p> |
| Target Audience | Medical schools |
| Required Support | None |
| Description | The Graduation Questionnaire includes data on wellness, burnout, and mistreatment. |
| Key Takeaway | Data from the AAMC Graduation Questionnaire has been tracked for many years. |

For more information, please click the link below:

<https://www.aamc.org/data-reports/students-residents/report/graduation-questionnaire-gq>

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| Submitted by | Association of American Medical Colleges (AAMC) |
| Resource | 7 of 8 |
| Resource Type | Diverse |
| Resource Title | Medical School Wellness Curriculum Collection AAMC |
| Pathways | <p>WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care</p> <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> <p>WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty</p> <p>WB Pathway 5: Clinical learning environment demonstrates mechanisms for identification, early intervention, and ongoing support of learners and faculty who are at risk of or demonstrate self-harm</p> <p>WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team</p> |
| Target Audience | Undergraduate and graduate medical education students |
| Required Support | None |
| Description | The Group on Student Affairs Committee on Student Affairs Working Group on Medical Student Wellbeing recognizes the need for resources for those who are in the process of developing or refining curricula for wellness content. Based upon a review of the literature and the expertise of working group members, these foundational well-being topics represent the best evidence-based practices in these areas. Presentations were created for each of these topics and are posted on this website. |

Key Takeaway Each presentation can be adapted to fit delivery in large-group or small-group settings. There is some planned overlap in content between certain topics, so the presentation may be adjusted to meet the needs of various learning environments.

For more information, please click the link below:

[https://www.aamc.org/about-us/mission-areas/medical-education/wellbeing#:~:text=Overview%20of%20Medical%20Student%20Wellness%20This%20presentation%20\(PDF\)%20helps%20learners](https://www.aamc.org/about-us/mission-areas/medical-education/wellbeing#:~:text=Overview%20of%20Medical%20Student%20Wellness%20This%20presentation%20(PDF)%20helps%20learners)

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| Submitted by | Association of American Medical Colleges (AAMC) |
| Resource | 8 of 8 |
| Resource Type | Diverse |
| Resource Title | Well-being and Emotional Resiliency in Academic Medicine |
| Pathways | <p>WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care</p> <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 3: Clinical learning environment promotes an environment where learners and faculty can maintain their personal well-being while fulfilling their professional obligations</p> <p>WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty</p> <p>WB Pathway 5: Clinical learning environment demonstrates mechanisms for identification, early intervention, and ongoing support of learners and faculty who are at risk of or demonstrate self-harm</p> <p>WB Pathway 6: Clinical learning environment monitors its effectiveness at achieving the well-being of the clinical care team</p> |
| Target Audience | Undergraduate and graduate medical education students |
| Required Support | Variable |
| Description | The well-being resources in this collection have been curated by the AAMC with the help of the AAMC Council of Faculty and Academic Societies. |
| Key Takeaway | Well-being in academic medicine is a critical issue facing faculty members, clinicians, researchers, residents, and students. The COVID-19 pandemic heightened the need to solve problems around well-being in academic medicine. Resources address the latest in well-being; how to get help; and conferences, programs, and courses. |

For more information, please click the link below:

<https://www.aamc.org/news/wellbeing#:~:text=Well-being%20in%20academic%20medicine%20is%20a%20critical%20issue%20facing%20faculty>

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| Submitted by | Association of Post Graduate APRN Programs (APGAP) |
| Resource | 1 of 1 |
| Resource Type | Slide presentation |
| Resource Title | Fifth Fridays: An Embedded Program to Increase Wellbeing through Fellowship and Community Engagement |
| Pathway | WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty |
| Target Audience | Nursing, Advanced Practice |
| Required Support | This program requires the support and dedication of faculty and learners four times per year. Leadership can financially support funding related to the activities. |
| Description | Fifth Fridays are a quarterly embedded activity as a part of a larger wellness program for an advanced practice fellowship. Faculty lead and design a full day of activities that are categorized into two parts: community service and team building. The community service activity provides learners and faculty the opportunity to give back to local organizations within the community—a strategy that can impact emotional well-being of learners. The team-building activity provides the opportunity for learners and faculty to come together as a larger group across multiple disciplines and professions as they take time to reflect and recover from the challenges that learners face in the clinical learning environment. This activity helps programs meet outcomes for organizations and is highly rated by fellows. |
| Key Takeaway | <p>Program directors can support the emotional well-being of learners by creating team events that include both faculty and learners.</p> <p>Participation in community service and team building events is a way to encourage resiliency, compassion for self and others, and peer and faculty support.</p> |

For more information, please click the link below:

https://www.canva.com/design/DAFubdF70ns/YPZDfh9lpjfM86Aay8XGfA/view?utm_content=DAFubdF70ns&utm_campaign=designshare&utm_medium=link&utm_source=editor

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| Submitted by | Council on Podiatric Medical Education (CPME) |
| Resource | 1 of 1 |
| Resource Type | Conversation tool |
| Resource Title | Roses and Thorns: aka Peaks and Pits |
| Pathway | WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care |
| Target Audience | All professionals within the clinical learning environment (CLE) |
| Required Support | Time to create this ongoing experience and allow for trust to build among the team |
| Description | Roses and Thorns: aka Peaks and Pits allows learners to speak frankly about the highs and lows of their day. This normalizes experiences in the CLE to allow for camaraderie and a building of trust and support among learners. |
| Key Takeaway | Using a conversation game such as Roses and Thorns: aka Peaks and Pits allows learners to speak openly about their shared experiences in the CLE. Learners have the opportunity to share the best part of their day/week and the worst part. This builds camaraderie and trust and demonstrates support among learners. |

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| Submitted by | Institute for Healthcare Improvement (IHI) |
| Resource | 1 of 1 |
| Resource Type | White paper |
| Resource Title | IHI Framework for Improving Joy in Work |
| Pathway | WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty |
| Target Audience | All professions (within and beyond health care) |
| Required Support | Familiarity with the tool and commitment to use and teach others to use the tools; the tool is freely available to all |
| Description | <p>With burnout and staff turnover in health care continuing to rise at alarming rates, this white paper describes four steps leaders can take to improve joy in work and workforce well-being; a framework with nine critical components for ensuring a joyful, engaged workforce; key change ideas; and measurement and assessment tools.</p> <p>This tool has been used worldwide by all types and levels of health care colleagues. IHI also offers a companion Joy in Work online course with coaching to support implementation.</p> |
| Key Takeaway | This resource is designed to guide health care organizations as they engage in a participative process during which leaders ask colleagues at all levels, "What matters to you?" This process helps participants more effectively understand barriers to joy in work as they create meaningful, high-leverage strategies. |

For more information, please click the link below:

<https://www.ihl.org/resources/white-papers/ihl-framework-improving-joy-work>

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| Submitted by | National Center for Interprofessional Practice and Education (IPE) |
| Resource | 1 of 1 |
| Resource Type | This online database of community-generated resources supports interprofessional practice and education. Many resources specifically address well-being of individual health professionals and health teams. |
| Resource Title | National Center for Interprofessional Practice and Education Resource Center |
| Pathways | <p>WB Pathway 1: Clinical learning environment promotes well-being across the clinical care team to ensure safe and high-quality patient care</p> <p>WB Pathway 2: Clinical learning environment demonstrates specific efforts to promote the well-being of learners and faculty</p> <p>WB Pathway 4: Clinical learning environment demonstrates system-based actions for preventing, eliminating, or mitigating impediments to the well-being of learners and faculty</p> |
| Target Audience | All professions |
| Required Support | Varies based upon the specific resource selected |
| Description | A freely available community-populated collection of resources supports interprofessional practice and education. Many resources address well-being of individual health professionals and of the team. A search for resources addressing "joy in practice," for example, results in 24 distinct resources to support work in this space. Anyone can upload a new resource by creating a profile on the National Center for Interprofessional Practice and Education website at nexusipe.org . Although this is not a peer-reviewed reference, the Resource Center is freely available for use by any health professional, educator, or learner. |
| Key Takeaway | The National Center for Interprofessional Practice and Education Resource Center is a freely available, community-generated, searchable database of resources that support interprofessional practice and education. The Resource Center contains a variety of resources that address well-being and joy in practice for individuals and for health teams. |

For more information, please click the link below:

<https://nexusipe.org/informing/resource-center-start>

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Accreditation Council for Graduate Medical Education
Administrative Support

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Accreditation Council for Graduate Medical Education
Administrative Support

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Accreditation Council for Continuing Medical Education (ACCME)

Accreditation Council for Graduate Medical Education (ACGME)

Accreditation Council for Occupational Therapy Education (ACOTE)

Accreditation Council for Pharmacy Education (ACPE)

Alliance of Independent Academic Medical Centers (AIAMC)

American Association for Physician Leadership (AAPL)

American Association of Colleges of Nursing (AACN)

American Association of Colleges of Osteopathic Medicine (AACOM)

American Association of Colleges of Pharmacy (AACCP)

American Board of Medical Specialties (ABMS)

American Colleges of Clinical Pharmacy (ACCP)

American Council of Academic Physical Therapy (ACAPT)

American Dental Education Association (ADEA)

American Hospital Association (AHA)

American Medical Association (AMA)

American Nurses Credentialing Center (ANCC)

American Organization for Nursing Leadership (AONL)

American Osteopathic Association (AOA)

American Physical Therapy Association (APTA)

American Society of Health-System Pharmacists (ASHP)

Assembly of Osteopathic Graduate Medical Educators (AOGME)

Association for Hospital Medical Education (AHME)

Association for Nursing Professional Development (ANPD)

Association of American Medical Colleges (AAMC)

Association of Post Graduate APRN Programs (APGAP)

Association of Post Graduate PA Programs (APPAP)

Council of Medical Specialty Societies (CMSS)

Council on Podiatric Medical Education (CPME)

Council on Social Work Education (CSWE)

Health Professions Accreditors Collaborative (HPAC)

Health Resources and Services Administration (HRSA)

Institute for Healthcare Improvement (IHI)

Institute for Safe Medication Practices (ISMP)

Liaison Committee on Medical Education (LCME)

National Board of Medical Examiners (NBME)

National Center for Interprofessional Practice and Education (IPE)

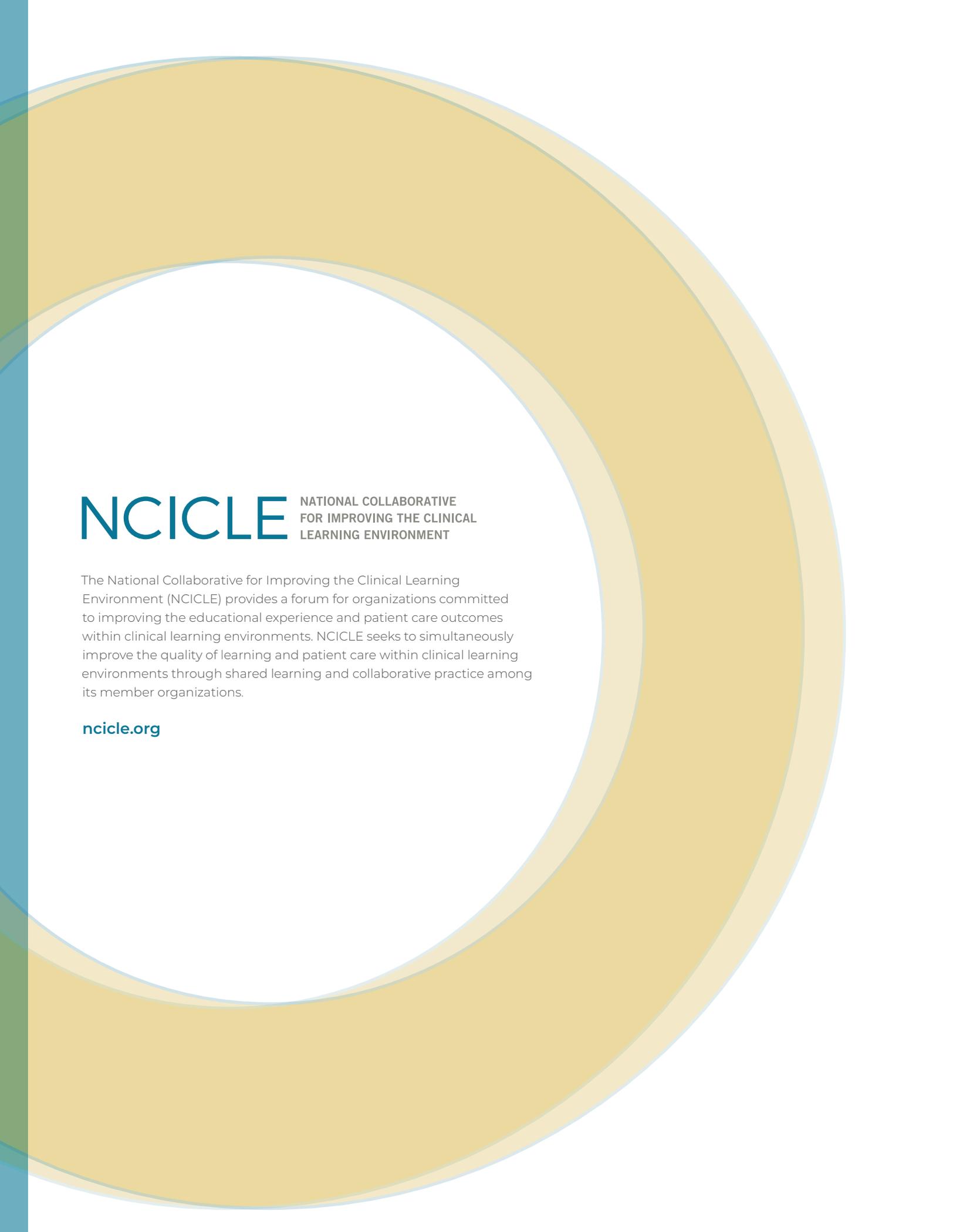
Organization of Program Director Associations (OPDA)

The American Red Cross

The Joint Commission

Veterans Health Administration (VA)

Vizient, Inc.



NCICLE

NATIONAL COLLABORATIVE
FOR IMPROVING THE CLINICAL
LEARNING ENVIRONMENT

The National Collaborative for Improving the Clinical Learning Environment (NCICLE) provides a forum for organizations committed to improving the educational experience and patient care outcomes within clinical learning environments. NCICLE seeks to simultaneously improve the quality of learning and patient care within clinical learning environments through shared learning and collaborative practice among its member organizations.

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