

**Part 1 - Burnout**

		Every day	A few times a week	Once a week	A few times a month	Once a month or less	A few times a year	Never
1	I deal very effectively with the problems of my patients	6	5	4	3	2	1	0
2	I feel I treat some patients as if they were impersonal objects	6	5	4	3	2	1	0
3	I feel burned out from my work	6	5	4	3	2	1	0
4	I feel fatigued when I get up in the morning and have to face another day on the job	6	5	4	3	2	1	0
5	I've become more callous towards people since starting residency	6	5	4	3	2	1	0
6	I feel I'm positively influencing other people's lives through my work	6	5	4	3	2	1	0
7	Working with people all day is really a strain for me	6	5	4	3	2	1	0
8	I don't really care what happens to some patients	6	5	4	3	2	1	0
9	I feel exhilarated after working closely with my patients	6	5	4	3	2	1	0

1,6,9 = Personal accomplishment – higher scores are better

3,4,7 = Emotional Exhaustion – higher scores are worse

2,5,8 = Depersonalization – higher scores are worse

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\* question 5 clarified with the word residency

Physician Health and Well Being: The Art and Science of Self-Care in Medicine Hilary McClafferty, MD | October 29, 2014

“Stress, burnout and doctors' attitudes to work are determined by personality and learning style: A twelve year longitudinal study of UK medical graduates.” McManus IC, Keeling A, Paice E. *BMC Medicine* 2004, 2:29 doi:10.1186/1741-7015-2-29

“Early predictors of job burnout and engagement.” Maslach C, Leiter MP. *J Appl Psychol.* 2008 May;93(3):498- 512. doi: 10.1037/0021-9010.93.3.498

Shanafelt single item burnout study:

Single questions with the highest factor loading on the emotional exhaustion (EE) (“I feel burned out from my work”) and depersonalization (DP) (“I have become more callous toward people since I took this job”)

## Part 2 – Meaning

	Absolutely Untrue		Neither True nor Untrue / Can't say		Absolutely True
I have found a meaningful career	1	2	3	4	5
I view my work as contributing to my personal growth	1	2	3	4	5
My work really makes no difference in the world	1	2	3	4	5
I understand how my work contributes to my life's meaning	1	2	3	4	5
I have a good sense of what makes my job meaningful	1	2	3	4	5
I know my work makes a positive difference in the world	1	2	3	4	5
My work helps me better understand myself	1	2	3	4	5
I have discovered work that has a satisfying purpose	1	2	3	4	5
My work helps me make sense of the world around me	1	2	3	4	5
The work I do serves a greater purpose	1	2	3	4	5

Steger, M. F., Dik, B. J., & Duffy, R. D. (in press). Measuring meaningful work: The Work and Meaning Inventory (WAMI). *Journal of Career Assessment*.

**Part 3 -  
Vitality:**

	Strongly Disagree				Strongly Agree
I feel alive and vital.	1	2	3	4	5
Sometimes I feel so alive I just want to burst.	1	2	3	4	5
I have energy and spirit.	1	2	3	4	5
I look forward to each new day.	1	2	3	4	5
I nearly always feel alert and awake.	1	2	3	4	5
I feel energized.	1	2	3	4	5

The original scale, which was 7 items, was developed by Ryan and Frederick (1997). Subsequent research by Bostic, Rubio, and Hood (2000) indicates that eliminating items # 2 improves the scale's effectiveness. The 6 questions above are updated to reflect this. The removed item was "(2) - I don't feel very energetic"

Ryan, R. M., & Frederick, C. M. (1997). On energy, personality and health: Subjective vitality as a dynamic reflection of well-being. *Journal of Personality, 65*, 529-565.

Bostic, T. J., Rubio, D. M., & Hood, M. (2000). A validation of the subjective vitality scale using structural equation modeling. *Social Indicators Research, 52*, 313-324.

<b>Part 4 - Learning Environment:</b>	Strongly Disagree						Strongly Agree
I feel that my attendings provide me choices and options.	1	2	3	4	5	6	7
I feel understood by my attendings	1	2	3	4	5	6	7
My attendings conveyed confidence in my ability to do well in the course.	1	2	3	4	5	6	7
My attendings encouraged me to ask questions.	1	2	3	4	5	6	7
My attendings listen to how I would like to do things.	1	2	3	4	5	6	7
My attendings try to understand how I see things before suggesting a new way to do things.	1	2	3	4	5	6	7

\* re-worded instructor to attending

**Perceived Autonomy Support: The Climate Questionnaires The Learning Climate Questionnaire (LCQ)**

The LCQ has a long form containing 15 items and a short form containing 6 of the items. The questionnaire is typically used with respect to specific learning settings, such as a particular class, at the college or graduate school level. Thus, the questions are sometimes adapted slightly, at least in the instructions, so the wording pertains to the particular situation being studied--an organic chemistry class, for example. In these cases, the questions pertain to the autonomy support of an individual instructor, preceptor, or professor. If, however, it is being used to assess a general learning climate in which each student has several instructors, the questions are stated with respect to the autonomy support of the faculty members in general.