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Applicable Department : College of Health Sciences

1. ABBREVIATIONS AND DEFINITIONS

ACGME-I: Accreditation Council for Graduate Medical Education International

GME: Graduate Medical Education

DIO: Designated Institutional Official

GMEC: Graduate Medical Education Committee

PDs: Program Directors

2. RATIONALE

According to ACGME-I requirements as below:

III.C.8. Well-Being: The Sponsoring Institution must:

III.C.8.a) oversee its ACGME-I-accredited program's(s') fulfillment of the responsibility to address well-being of residents/fellows and faculty members, consistent with the Foundational and Advanced Specialty/Subspecialty Requirements, addressing areas of non-compliance in a timely manner;

III.C.8.b) educate faculty members and residents/fellows in identification of the symptoms of burnout, depression, and substance abuse, including the means to assist those who experience these conditions, to include education on how to recognize these symptoms in themselves and how to seek appropriate care;

III.C.8.c) encourage residents/fellows and faculty members to alert their program director, DIO, or other designated personnel or programs when they are concerned that a resident/fellow or faculty member may be displaying signs of burnout, depression, substance abuse, suicidal ideation, or potential for violence;

III.C.8.d) provide access to appropriate tools for self-screening; and,

III.C.8.e) provide access to confidential, affordable mental health assessment, counseling, and treatment, including access to urgent and emergent care 24 hours a day, seven days a week.

3. POLICY

3.1. GMEC Responsibilities

- Assist program directors (PDs) in their initiatives to protect residents time with patients, minimize non-physician obligations, provide administrative support to residents, promote progressive autonomy and enhance professional relationships.
- Assist PDs with creating schedules that enhance resident well-being.
- Evaluate workplace safety data and address the safety of residents and faculty members.
- Provide PDs with resources to educate faculty and residents about the symptoms of burnout, depression and substance use and their avoidance.

- Identify resources for resident burnout, depression and substance use.
- Encourage residents and faculty members to alert designated personnel when they are concerned about a community member who is displaying signs of burnout, depression, substance use, suicidal ideation or potential for violence, or who is not proactively engaging in self-care.
- Provide access to appropriate tools for self-screening for depression and burnout
- Provide information on how to access to confidential, affordable, mental health assessment including access to urgent and emergency care 24 hours a day, seven days a week.
- Ensure that programs have sufficient back-up plans to provide patient care in the event that a resident is unable to perform their patient care responsibilities including, but not limited to, fatigue, illness family emergencies and parental leave.
- Provide adequate sleep facilities for residents who are too fatigued to drive/ride home safely in their own vehicle.
- Provide a way for residents to report unprofessional behavior and a respectful process for reporting, investigating and addressing such concerns.

3.2. Program Responsibilities

In addition to working with GMEC on the initiatives described above, Programs are responsible for:

- Paying attention to resident schedules to look at work intensity and compression factors.
- Allowing residents to attend medical and mental health care appointments, including those scheduled during work hours.
- Educating residents and faculty about fatigue, fatigue mitigation, burnout, depression and substance use, and their avoidance.
- Teaching and nurturing self- care practices, an important component of professionalism and high-quality patient care.
- Providing a respectful, professional and civil environment that is free from mistreatment, abuse or coercion. There should be education in place about professional behavior and a confidential process for reporting concerns.
- Having policies in place to ensure coverage of patient care when a resident is unable to attend work.

3.3. Resident & Fellow Responsibilities

Learning self-care is an important component of professionalism and patient care, and residents have a responsibility to themselves and to their patients and programs to ensure that they are fit for work through behaviors such as:

- Proactive self-care, and modeling of healthy lifestyles and behaviors for patients, students, and colleagues.
- Time management surrounding clinical assignments
- Impairment recognition and notification, either from illness, fatigue and substance use in themselves, their peers and other members of the health care team

- Lifelong learning
- Performance improvement indicator monitoring

Reporting duty hours, patient outcomes and clinical experience (such as case logs)

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