



Title: PGME WELLNESS POLICY	
Policy Number: TBD	
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Responsible Office(s):	<i>The WELL Office, Faculty of Medicine (PGME)</i>
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I. Policy Statement

This policy reflects the McGill Faculty of Medicine's commitment to a safe, positive, and healthy learning environment for **all McGill** postgraduate medical trainees by creating, promoting, and sustaining a culture of wellness and resilience within the workplace.

Working together with [The WELL Office](#), the Faculty of Medicine's Learner Affairs Office, PGME Resident Professional Affairs offers and supports wellness-related programs that assist learners in optimizing their physical, mental, and emotional well-being. The WELL Office regularly monitors the learning environment through confidential reporting, surveillance, and annual surveys, and assists programs in developing positive learning environments leading to improved learning, satisfaction, and morale.

II. Who Is Affected By This Policy

This policy applies to all residents and fellows in Postgraduate Medical Education at McGill University's Faculty of Medicine, as well as all McGill residency programs and faculty involved in their training.

III. Policy

[The WELL Office](#)

The WELL Office provides McGill post-graduate medical trainees a safe and confidential venue to seek out resources that protect and enhance their health and well-being. Residents and fellows have access to academic support with respect to academic counselling, remediation, and accommodation, as well as wellness support through individual counselling, support groups, and outreach.

1. A confidential environment is provided where learners can discuss concerns freely.
2. No member of the office has an evaluative role, including the Assistant Dean, Resident Affairs.



3. The WELL Office conducts regular assessments and evaluations on meeting wellness objectives, as well as learning environment scans, both in hospital and program-based assessments.
4. The WELL Office develops an annual wellness plan with measurable objectives that address the primary components of a healthy lifestyle during medical training, reflects the needs and interests of residents, and offers all residents the same quality and access to programs.

Wellness Support

Our Wellness Consultants are responsible for establishing and maintaining the infrastructure of the WELL Office, by offering residents daytime and evening appointments for [one-on-one wellness support](#) and facilitating [support groups](#) and [workshops](#) designed to enhance resident resilience and well-being. Wellness Consultants belong to a professional order and are bound by a strict ethics code with regard to confidentiality and conflicts of interest.

Wellness Committee

The Wellness Committee is comprised of three Assistant Deans (UGME, PGME and Schools) and their respective Wellness Consultants, and meets formally to assist in identifying aims, goals, and implementation strategies to encourage healthy behaviors in the clinical setting, advocate for policy change, and create health-friendly work environments. Committee members are expected to be actively involved in programming, including participating in sub-committees.

Accommodations Committee

The Accommodations Committee is an ad-hoc committee that meets upon special request of the Assistant Dean, Resident Affairs to develop plans and request accommodations for residents during their training.

The Accommodations committee is comprised of a representative from the Office of Students with Disabilities, the Program Director, a content expert and resident advocate, and an experienced faculty member from a different discipline. The committee is chaired by the Assistant Dean, Resident Affairs.

The written report and recommendation from this committee is communicated directly to the program director by the Assistant Dean, Resident Affairs and, in cases of conflict, it is presented to the PGME Associate Dean for final decision.

Confidentiality and Conflict of Interest

1. Counselling electronic files are kept securely and are archived for 5 years following their closing, after which time they are deleted.
2. Administrative personnel have absolutely no access to confidential files.
3. Learner information can only be released with the learner's written consent.
4. In cases where a learner has an academic relationship with a physician who has provided them with medical care, the learner has the right to ensure that the provider recuses him/herself from subsequent evaluations. The learner is encouraged to request a change in supervisor or teaching site, as necessary. Alternatively, the learner can still be taught by this physician, as long as there is an explicit understanding that they do not partake in the learner's evaluation process.
5. In cases where a learner has an academic relationship with a provider, they have the right to request that McGill Health Services or any other clinic refer them to another physician.

Policy on Fatigue Risk Management

The following guiding principles are in accordance with recommendations put forward in the recently published [Fatigue Risk Management Toolkit](#), a national resource for Canadian postgraduate medical education.

RESIDENCY PROGRAMS

1. Leaders of clinical learning environments are responsible for ensuring that fatigue risk management (FRM) is a priority, for developing and implementing an institution-wide FRM

policy, and for inviting trainees to effectively contribute to the creation of a management plan.

2. All programs must create a just culture-learning environment that enables the reporting of fatigue-related incidents.

LEARNERS

1. Every trainee bears a responsibility to self, to their peers, and to those they provide care for to manage their own fatigue during training and as they transition into practice.
2. Learners have a responsibility to obtain sufficient sleep, identify when they believe they are at risk of making a fatigue-related error, and report this to their immediate supervisor/attending physician.

*Incident or event reporting is to be **confidential** and for the purposes of maintaining a safe learning environment, therefore residents should feel **safe** in voicing and reporting any fatigue-related risks they observe.*

Complaint Management

The McGill PGME Office, residency programs, faculty, and post-graduate medical learners have a duty to adhere by the [Faculty of Medicine's Code of Conduct](#) to ensure a safe and equitable learning and working environment. This includes, but is not limited to, the following:

1. Ensuring that the workplace is free of harassment, intimidation, or mistreatment on the basis of religion, gender, sexual orientation, race, color, age, health condition, and level of training (see a) McGill's [Policy on Harassment, Sexual Harassment, and Discrimination Prohibited by Law](#) and b) the [Categories of Mistreatment](#) based on the definition of mistreatment by the American Association of Medical Colleges).



- 2. Ensuring that postgraduate trainees are educated with respect to the safety policies governing the workplace and the learning environment (see [Postgraduate Medical Education & McGill Health Care Facility Resident Health & Safety Policy](#)).
- 3. Recording in writing and acting promptly on any safety concerns and incidents reported by residents, following the [McGill Faculty of Medicine Learner Mistreatment Reporting Process](#), or against residents, following the [PGME Process for Investigation of Complaints](#).
- 4. Ensuring that every reasonable effort is made to record resident concerns in confidence and that residents' rights to privacy and anonymity is protected at all times.
- 5. Ensuring that the [FMRQ Collective Agreement](#) with regard to resident leaves of absence, accommodation conditions, call schedule and duty, parental rights, and all other wellness-related policies is followed

All trainees are encouraged to anonymously report incidents of mistreatment in the learning environment via the WELL Office [webform](#), or privately and confidentially to the Assistant Dean, Resident Affairs.

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