

## Mental Health, Wellness, and Fatigue Mitigation Procedure -DO

Policy Information			
Policy# :	ACA.6052	Reviewed Date(s):	9/28/2022
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Policy Owner:	Sen Assoc Dean-Academics COM	Council/Committee Recommendation:	Provost Council
Responsible University Administrator:	VP Academic Affairs/Provost	President Council Approved Date:	9/29/2022

### 1. Purpose

- 1.1. To promote medical education, safety and well-being in a supportive educational environment and ensure that students, faculty and staff appear appropriately rested and appear mentally and physically fit for educational, clinical and administrative responsibilities.
- 1.2. To ensure that both students, faculty and staff recognize the signs of fatigue and sleep deprivation.
- 1.3. To introduce strategies for alertness management, how to protect against fatigue and strategies for fatigue mitigation to students, faculty and staff.
- 1.4. To describe mental health and available resources for stress management and strategies for overall life balance.

### 2. Policy

- 2.1. BUCOM will provide annual education available for all faculty members, students and staff on recognizing the signs of fatigue and sleep deprivation, and information on alertness management as well as self-care and life balance.
  - 2.1.1. BUCOM students will complete a standardized curriculum on fatigue mitigation.
  - 2.1.2. Topics will be presented longitudinally over the four year curriculum, including presentations, role play, videos or other learning modalities.
- 2.2. Any concerns regarding fatigue, health and wellness including perceived symptoms (stress, anxiety, depression, exhaustion etc.) of self or others, may be reported to administration (BUCOM Dean, Assistant Director of Student Affairs, Senior Associate Dean Academic Affairs, or the Senior Associate Dean Clinical Affairs).
- 2.3. Reported concerns will be confidentially investigated. Appropriate strategies will be tailored to best address the problem.
- 2.4. BUCOM administration will communicate with Academic Enrichment Specialists to help augment these strategies.

### 3. Definitions



- 3.1. Medical Student: Any medical student enrolled in BUCOM undergraduate medical education program, including preclinical and clinical training years.
- 3.2. Fatigue: The policy addresses fatigue at a level causing cognitive and/or motor impairment that is defined as weariness or exhaustion from exertion and stress. It can manifest in physical and/or mental symptoms causing impairment in functioning.
  - 3.2.1. The symptoms of fatigue are extremely varied, including but not limited to: lack of energy/motivation, difficulty concentrating, impaired reasoning, anxiety, or mood swings.
  - 3.2.2. Physical conditions can also contribute to fatigue. These include, but are not limited to: sleep apnea, depression, anemia, impaired cardiopulmonary health, thyroid malfunction, and diabetes. Prescription and over-the-counter medications, including those used in treating these diseases, can also increase the symptoms of fatigue.

#### **4. Procedure**

- 4.1. Students will be oriented to the BUCOM process for annual education for all faculty members, students and staff on recognizing the signs of fatigue and sleep deprivation, alertness management, and self-care and life balance.
- 4.2. Faculty and staff will be assigned one Life Curriculum ([The LIFE Curriculum – duke.edu](http://duke.edu)) module quarterly. These modules are available free online and will be mandatory for any BUCOM employee who directly interfaces with BUCOM students.
- 4.3. BUCOM students will complete the Life Curriculum over the four year longitudinal curriculum using the following organization for modules:
  - 4.3.1. Faculty responsible for these educational sessions will present all materials from the Learning to Address Impairment and Fatigue to Enhance Patient Safety (LIFE) teaching guide.
  - 4.3.2. All sessions are mandatory attendance.
- 4.4. Pre-clinical years:
  - 4.4.1. The preclinical academic schedule and attendance policies allow for flexible time for study, life balance and rest as needed. This allows students, faculty and staff to balance various responsibilities with the goal of reducing stress and fatigue.
  - 4.4.2. Year 1 orientation: students complete the Fatigue module
  - 4.4.3. October Year 1: Stress and Depression Module
  - 4.4.4. January Year 1: Substance Abuse
  - 4.4.5. March Year 1: Disruptive behavior
  - 4.4.6. Year 2 orientation: students complete the Boundary violations module
  - 4.4.7. October Year 2: Impairment module
  - 4.4.8. January Year 2: Burnout
  - 4.4.9. March Year 2: Instructive feedback module
- 4.5. Clinical years:
  - 4.5.1. Each third year clerkship will include a mandatory session on impairment and fatigue, including duty hours reporting and processes for reporting fatigue.
  - 4.5.2. Fourth year students will complete the Life Curriculum 2
    - 4.5.2.1. August-October: students complete the Legal Issues in Residency Training online module
    - 4.5.2.2. December through March: students complete the Among the Generations in Medicine module



## 5. Related Information

5.1. COCA Standard 5.3.1

## 6. Publications

Yes	Publication	Yes	Publication
	University Academic Catalog		University Website
	University Student Handbook		MyCampus
	University Faculty and Staff Handbook		Other University Publication: