National Institute for Health Specialties
United Arab Emirates

Wellbeing Guidelines

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Stakeholders:	Training centers, DIOs and program directors, Residents/fellows and faculty, Accreditation Surveyors, NIHS decision-makers and Accreditation Bodies, Institutional Leadership and GME committees

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Abbreviations

CPD	Continuing Professional Development.
DIO	Designated Institutional Official.
GME	Graduate Medical Education
GMEC	Graduate Medical Education Committee.
NIHS	National Institute for Health Specialties

Definitions

Wellness is defined as "the quality or state of being in good health, especially as an actively sought goal". Wellbeing, on the other hand, refers to "the state of being happy, healthy, or prosperous".

According to the UAE's National Guide for Happiness and Wellbeing in the Workplace, NIHS adopts four fundamental pillars to define happiness and positivity in graduate medical education: instilling purpose, promoting health, building relationships, and fulfilling potential.

Instilling Purpose involves ensuring that each institute has a clearly defined vision and set of values, which are effectively communicated to trainees and faculty. This allows individuals to align their own goals with those of the institution.

Promoting health encompasses taking care of both the body and the mind. It also involves fostering a culture where everyone can thrive academically, physically, and emotionally.

Building connections is achieved by fostering teamwork and solidarity among coworkers. This includes building trust and loyalty among trainees, professors, and the institution, encouraging people to step out of their comfort zones. It enables meaningful connections to be made while embracing diversity and inclusiveness.

Fulfilling potential entails supporting Graduate Medical Education (GME) trainees and faculty in their career development, skill improvement, and continuous growth, helping them reach their full potential. It also involves acknowledging and appreciating their accomplishments in the workplace.

Background

The National Institute for Health Specialties (NIHS) has produced this document as part of its role in accrediting institutions that provide residency/fellowship training.

The accreditation standards for both institutions and programs typically cover a wide range of generic standards as well as specialty-specific standards, including those related to wellness. Within NIHS's institutional accreditation standards, under Component 3.4. (Resident/fellow support and growth) and Component 4.2 (Support and growth of the training team), there are requirements for the existence of a system and procedure for trainees and training team safety and wellness within the institution.

Inspired by the vision of our founding fathers, led by the late Sheikh Zayed bin Sultan Al Nahyan, for all residents of the United Arab Emirates (UAE) to be happy, NIHS strongly emphasizes the importance of well-being in Graduate Medical Education. Burnout among GME trainees is a prevalent issue worldwide, including in the UAE. A study conducted in 2018 found that 70% of medical residents in the UAE experienced one or more symptoms of burnout during their training. This high incidence of burnout is associated with increased medical errors, poor patient care quality, decreased academic performance, and gaps in professionalism. As a result, there is a growing demand to prioritize the well-being of GME trainees and develop GME well-being programs.

The purpose of this guideline document is to elaborate on the recommended systems and procedures of GME wellness to support the appropriate implementation of accreditation standards in this regard. The document presents a framework and a roadmap to evaluate GME wellness that aligns with the UAE's National Guide for Happiness and Wellbeing in the Workplace and the 2031 UAE National Wellbeing strategy.

Purpose of the document

This document is intended to serve various audiences and purposes in the context of

GME training and education as follows:

- Supporting training centers and programs in optimizing the dimension of wellbeing activities and programs for residents/fellows and faculty as part of assuring quality and complying with the NIHS accreditation standards.
- Informing residents/fellows and faculty on the framework and key interventions of the GME wellbeing program.
- Guiding accreditation surveyors in verifying performance on wellbeing programs and practices during application review and site visits.
- Supporting the decision-making on accreditation within the NIHS and informing further development of accreditation standards.
- Promoting wellbeing and safe working environment in GME training and enhancing continuous improvement and innovation at institutional, program, and individual levels.

Conceptual framework for the guidelines

The wellbeing guidelines are based on five accreditation domains as depicted in figure 1. These domains represent the pillars for residency/fellowship training and entry points for interventions directed at ensuring robust functioning.

Fig.1. The five domains for accreditation of institutions hosting residency/ fellowship programs

The four domains of governance, training environment, residents/fellows, and faculty are distinct yet interconnected, necessitating a coordinated approach to ensure balanced coverage and synergies among them. The fifth domain of continuous improvement and innovation applies across the four domains hence it is horizontally positioned in the chart.

The structure of the guidelines

The contents of this document are structured into a hierarchy of domains, components, and Requirements. This is in alignment with the institutional accreditation requirements. The domains which describe the main pillars of residency/fellowship training are composed of several components representing sub-sets or functions within each domain. The components are further elaborated and detailed into specific requirements, which are the ultimate units that institutions must fulfil in order to be accredited as training centers. In this document we highlight the institutional accreditation requirements relevant to Wellbeing and provide guideline recommendations to support the sponsoring institution in implementing these requirements.

Summary of the National Institute for Health Specialties Wellbeing Guidelines

Domain 1: Governance	Domain 2: Training environment	Domain 3: Residents/fellows	Domain 4: Faculty and administrative staff	Domain 5: Continuous improvement and innovation
• Form a Wellbeing Sub-Committee • Appoint a Wellness Program Manager and Wellbeing Coordinator • Establish GME Trainee Forum • Promote Trainee Participation in Community Engagement Activities • Implement an Open-Door Policy • Establish Well-Being Policies • Develop Institutional Financial Plan for the GME Well-Being Program • Develop a Strategy/Plan for the GME Well-Being Program • Establish Key Performance Indicators (KPIs) to Assess Well-Being • Maintain Well-Being Data Records	• Ensure a healthy and safe clinical and educational setting. • Provide training to identify well-being concerns in the workplace. • Develop policies and procedures to balance education with service responsibilities. • Create wellness educational programs. • Establish a well-being resource center. • Support research and scholarly activities focused on well-being. • Encourage teamwork and interdisciplinary learning. • Implement a confidential reporting system and a process for addressing concerns. • Promote self-reflection and self-assessment. • Establish mentorship programs, support groups, or social events. • Develop a system for obtaining feedback from trainees	• Ensure that the trainee contract clearly specifies professional coverage, liability protection, and health and disability benefits. • Include well-being initiatives in the orientation program. • Evaluate workplace safety data. • Develop educational programs that promote well-being. • Establish a process to ensure compliance with duty hour policies and procedures. • Establish a process for leave applications. • Provide career guidance and support. • Establish confidential counseling services. • Ensure access to mental health services.	• Implement an induction program focused on well-being. • Develop initiatives to promote the well-being of faculty members and administrative staff. • Establish and execute a recognition program. • Monitor and ensure a balanced distribution of workloads. • Evaluate the impact of implemented strategies on well-being and job satisfaction.	• Include wellbeing review in the program internal review process. • Incorporate wellbeing review in the agenda of the Evaluation Program Committee meeting. • Integrate quality metrics related to the well-being of residents, faculty, and administrators. • Identify benchmarks to determine best practices in graduate medical education (GME) well-being. • Encourage and promote innovative initiatives that enhance the well-being of training programs. • Utilize technology-enhanced learning methods to deliver educational curricula focused on well-being.

Domain 1: Governance

The governance domain focuses on the oversight and steering of the residency/ fellowship training by the sponsoring institution. It examines the components of governance structures, relationships, and processes with the aim of ensuring the existence of robust leadership and oversight for residency training.

Component 1.1. Governance Structures

Establishing effective governance structures in Graduate Medical Education (GME) institutions and programs involves creating clear frameworks, policies, and leadership structures to promote the mental, emotional, and physical health of residents and fellows.

NIHS Requirement related to Governance Structure and relevant to wellbeing include:

Requirement 1.1.3.
Formation of a Graduate Medical Education Committee (GMEC) to support the role of Designated Institutional Officials (DIO) in overseeing all aspects of residency/fellowship training. The GMEC may convene sub-committees to deal with different functions such as the curriculum, assessment, resident welfare, faculty development, research, and evaluation, and any other functions relating to accreditation.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Formation of a GMEC Wellbeing Sub-committee: It is recommended to establish a dedicated GMEC Subcommittee responsible for overseeing wellbeing initiatives within the GME institution. This committee should comprise representatives from GME leadership, faculty members, residents, and other stakeholders. The committee's role is to develop, implement, and monitor wellbeing programs and policies.

GMEC Wellbeing Subcommittee roles and responsibilities:

- May be chaired by the DIO or other designated GMEC members as wellness program manager.
- Ensure compliance with NIHS accreditation requirements concerning the wellbeing of residents and faculty.
- Aid institutional programs in maintaining NIHS wellbeing compliance.
- Offer guidance, data, or other relevant support to programs aligning with NIHS wellbeing requirements.
- Educate faculty, residents/fellows, and staff on NIHS wellbeing requirements.
- Maintain and update the GME wellbeing toolkit with current resources and new content.

- Encourage wellbeing initiatives to be integrated into broader institutional policies to promote a culture of wellness across the organization.
- Oversee NIHS wellbeing survey results and provide recommendations to relevant leaders and groups.
- Conduct an annual comprehensive assessment of well-being initiatives, incorporating feedback from residents/fellows, and faculty to evaluate effectiveness and make adjustments as needed.
- Undertake other assigned activities by the DIO, Associate DIO for GME, and/or GMEC.
- Committee membership representation involving program directors, faculty, residents, management and administration, and other relevant representatives.
- Clear terms of reference on the mandate, role, and responsibilities of the committee in addition to its meeting process, decision-making, and reporting.
- Functional committee with regular meetings, minutes, and monitoring mechanism and process leading into a tangible output. The Wellbeing subcommittee should meet quarterly to discuss progress and challenges and take relevant actions.
- Chair or appointee to present an annual report to GMEC.

The recommended Term of reference for the committee is provided in Appendix A.

Recommendation 2: Appointment by senior management of a wellness Program Manager to support GMEC in overseeing the wellbeing program initiatives and activities. The role will include:

- Develop and execute tailored wellness programs addressing the unique needs of medical trainees and faculty, including stress reduction, mental health support, work-life balance, and peer networks.
- Ensure wellness programs meet accreditation standards set by NIHS.
- Provide direct support, mental health services, and wellness activities for medical residents and fellows.
- Integrate wellness initiatives into broader organizational strategies by working with other departments like GMEC and Human Resources (HR).
- Analyze trainee well-being data to assess program effectiveness and identify areas for improvement.
- Conduct sessions on well-being, stress management, and self-care for medical trainees and faculty.
- Develop protocols and resources for mental health crises among trainees, collaborating with counseling services.
- Promote a culture of wellness and resilience by raising awareness and encouraging participation in wellness activities.
- Evaluate program impact through feedback and outcome evaluations, making recommendations for enhancements.

- Engage with key stakeholders to champion wellness initiatives and align them with organizational goals.

Recommendation 3: Appointment of a wellbeing coordinator

The appointment of a wellbeing coordinator is essential for effective oversight of wellbeing initiatives within the residency or fellowship program. This coordinator, reporting directly to the DIO, plays a pivotal role in ensuring the wellbeing committee functions optimally. Responsibilities include organizing committee meetings, maintaining comprehensive records, serving as the primary point of contact for trainees regarding wellbeing matters, and liaising with the DIO on all wellbeing-related issues. The wellbeing coordinator may be a faculty member or administrative staff member dedicated to supporting the health and welfare of trainees.

Component 1.2. Governance Relationships

Governance relationships accreditation requirements of GME typically involve establishing and maintaining effective relationships and structures within the institution to promote and prioritize the health, safety, and overall wellness of residents, fellows, and faculty.

NIHS Requirement related to Governance Relationship and relevant to wellbeing include

Requirement 1.2.1. Timely and effective internal relationships, including among DIO, training committee, program directors, faculty, residents, and administration as evidenced by functional mechanisms and documentation.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation1: Establishing a Resident/Fellow Forum as a platform for residents to discuss residency/fellowship issues and personal matters, fostering relationships among residents, faculty, and staff.

Recommendation 2 Promoting resident and fellow participation in activities aimed at strengthening the community through advocacy, volunteer work, and social engagement.

Recommendation 3: Implementing an open-door policy at all levels, including DIOs, program directors (PDs), and faculty, to address issues related to the well-being of residents and fellows.

Recommendation 4: Supporting NIHS-accredited program(s) in fulfilling their responsibility to address the well-being of residents, fellows, and faculty members in alignment with NIHS institutional and program requirements. Any instances of non-compliance should be promptly addressed.

Component 1.3. Governance Processes

Governance processes accreditation requirements for GME emphasize the importance of establishing robust governance structures and practices that support the development, implementation, monitoring, and evaluation of initiatives.

NIHS Requirement related to Governance Process and relevant to wellbeing include:

Requirement 1.3.1. Existence of effective policies for residency/fellowship training that are developed through transparent consultative processes, documented, accessible for all concerned, and regularly reviewed.

Requirement 1.3.2. Existence of financial strategy/plan for the residency/fellowship program together with budgeting and allocation of sufficient dedicated funds according to priorities and dimensions of the residency/fellowship training.

Requirement 1.3.3. Provision for a strategy/plan for quality assurance and improvement of the residency/fellowship training, including mechanisms for review, monitoring and evaluation, and reporting.

Requirement 1.3.4. Provision for a robust information system including residency databases, files for residents/fellows and faculty, and format for reporting.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Establishing wellbeing policies for residency/fellowship training. These policies should be developed through transparent consultative processes, documented, easily accessible to all stakeholders, and subject to regular review.

Recommendation 2: Developing an institutional financial strategy/plan for the residency/fellowship wellbeing program should be established, including budgeting and allocation of dedicated funds aligned with the priorities.

Recommendation 3: Developing a strategy/plan for the wellbeing of residency/fellowship trainees, incorporating mechanisms for review, monitoring, and evaluation. The GMEC is responsible for presenting an annual report to the sponsoring institution and the governing bodies of major participating sites. This report highlights trainee support, responsibilities, evaluation processes, compliance with well-being standards, and trainee engagement in patient safety and quality of care education.

Recommendation 4: Establishing key performance indicators (KPIs) to assess the well-being of residents/fellows, faculty, and staff, and regularly generates reports for leadership review.

Recommendation 5: Maintaining wellbeing data records, including databases for residency/fellowship trainees and faculty wellbeing data, with a secure and confidential format for reporting. This information should primarily rely on electronic applications to ensure efficiency and privacy.

Domain 2: Training environment

This domain ensures that the training environment and culture within the sponsoring institution is supportive of residents/fellows and faculty and optimal for patient safety. Such a setting will enable residents/fellows to achieve the learning outcomes required by their curriculum.

Component 2.1. Physical setting and infrastructure

Accreditation requirements concerning the physical setting and infrastructure for GME generally involve ensuring that facilities and resources create a safe, healthy, and conducive learning environment for residents, fellows, and faculty.

NIHS Requirement related to Physical setting and infrastructure and relevant to wellbeing include:

Requirement 2.1.3. Provision for amenities and services space, including an adequate number of call rooms, access to food, and personal storage space.

The Sponsoring Institution should ensure a healthy and safe clinical and educational environment that provides for:

- 24 hours access to food during clinical and educational assignments.
- Sleep/rest facilities that are safe, quiet, clean, and private, and that must be available and accessible for residents/fellows, with proximity appropriate for safe patient care.
- Safe transportation options for residents/fellows who may be too fatigued to safely return home on their own.
- Clean and private facilities for lactation with proximity appropriate for safe patient care, and clean and safe refrigeration resources for the storage of breast milk.
- Safety and security measures appropriate to the clinical learning environment site; and
- Accommodations for residents/fellows with disabilities, consistent with the Sponsoring Institution's policy.

Component 2.2. Clinical governance/practices

Accreditation requirements for clinical governance and practices of GME focus on ensuring the delivery of high-quality, safe, and patient-centered care while also supporting the health and well-being of residents and fellows.

NIHS Requirement related to clinical governance/practices and relevant to wellbeing include:

Requirement 2.2.3. Systems in place to ensure education-service balance, including arrangements to deal with peripheral activities.

Below are recommendations for the above-listed requirement to enhance wellbeing:

Recommendation 1: Ensure clinical teams are equipped with the necessary knowledge and skills to address well-being concerns effectively.

Recommendation 2: Established systems maintain a balance between education and service by assigning staff other than residents to handle peripheral activities such as patient support services and minor procedures.

Recommendation 3: The sponsoring institution and program should focus on scheduling, work intensity, and workload compression that affect resident wellbeing.

Component 2.3. Learning/training resources:

Accreditation requirements for learning and training resources in GME typically involve ensuring that institution and programs have sufficient resources and support mechanisms to prioritize the health, safety, and overall wellbeing of residents and fellows.

NIHS Requirement related to Learning/training resources and relevant to wellbeing include:

Requirement 2.3.3. Existence of a library, including reading space and discussion area, educational resources, and access to relevant electronic databases. **Requirement 2.3.4.** Provision for setup and facilities for research and scholarly activities including training, guidelines, and support such as statistical services.

Below are recommendations to the above-listed requirements to enhance wellbeing:

Recommendation 1: Training for residents and faculty to include wellness educational efforts that can help them develop healthy habits and coping strategies and provide them

with the knowledge, skills and attitudes that will assist them in making informed decisions related to their health, their personal goals, and their future education and careers.

The Wellness curricula may include the following aspects:

- Mental health education modules (longitudinal educational sessions, workshops, or seminars focused on stress management, burnout resilience-building techniques, work-life balance etc.)
- Mental health self-screening programs
- Coaching programs, support groups
- Movement and physical activities (exercise, games, individual and dual activities)
- Healthy nutrition education
- Drug abuse education and prevention
- Medical and dental health checkup
- Healthy relationships (strategies for forming healthy relationships, support for individuals in unhealthy relationships)
- Trainee and faculty retreat
- Financial wellness education
- Personal organizational skills
- Mindfulness
- Crisis management training

Recommendation 2: Establishing a well-being resource center in the library with a designated reading space and discussion area, educational materials focused on mental health and wellness, and access to electronic databases that support well-being initiatives.

Recommendation 3: Ensuring setup and facilities that support research and scholarly activities focused on well-being, including training, guidelines, and support services such as statistical assistance.

Component 2.4. Positive learning culture

Accreditation requirements for fostering a positive learning culture in GME involve establishing and maintaining an environment that promotes professional growth, support, and overall wellness for residents and fellows.

NIHS Requirement related to Positive learning culture and relevant to wellbeing include:

Requirement 2.4.1. Provision for a caring and compassionate culture promoting team spirit, interdisciplinary and inter-professional learning, and nurturing lifelong learning and inquiry.

Requirement 2.4.2. Flexible and motivating learning environment based on respect, collegiality, and value for opinion and feedback.

Requirement 2.4.3. A secure system of raising concerns and resolving issues with no fear of adverse consequences.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Encourage teamwork and interdisciplinary learning by facilitating interprofessional collaborations and opportunities for joint learning experiences, such as multidisciplinary case discussions and shared learning activities.

Recommendation 2: Provide regular opportunities for residents/fellows to provide feedback on the program, curriculum, and teaching methods, and actively consider and implement their suggestions when feasible.

Recommendation 3: Implement a confidential reporting system, such as an anonymous reporting mechanism or a designated person to whom residents can report concerns or grievances. Ensure that residents are aware of this system and feel safe using it.

Recommendation 4: Establish a structured process for addressing concerns and resolving conflicts, such as regular meetings between residents and program leadership, where concerns can be openly discussed, and appropriate actions can be taken.

Recommendation 5: Provide residents/fellows with training and resources on professionalism, ethical conduct, and the importance of maintaining confidentiality and privacy.

Recommendation 6: Encourage self-reflection and self-assessment through activities like peer feedback, mentorship programs, and regular evaluations, to help residents recognize and address any unprofessional behavior.

Recommendation 7: Encourage the development of supportive relationships among residents/fellows through mentorship programs, support groups, or social events.

Domain 3: Residents/fellows

This domain ensures that the training environment and culture within the sponsoring institution is supportive of residents/fellows and faculty and optimal for patient safety. Such a setting will enable residents/fellows to achieve the learning outcomes required by their curriculum.

Component 3.1. Recruitment and deployment

This component underscores essential requirements for recruitment, deployment, and trainee care, showcasing the sponsoring institution's commitment to supporting residents and fellows throughout their educational journey. It encompasses specific provisions such as liability protection, health benefits, disability coverage, comprehensive leave options, and a tailored induction process to familiarize trainees with the training environment while prioritizing their well-being.

NIHS Requirement related to Recruitment and deployment and are relevant to wellbeing include:

Requirement 3.1.4. The sponsoring institution and program directors must ensure that residents and fellows are provided with a written agreement/contract outlining the terms and conditions of their appointment to a program. This includes professional coverage, liability protection, health and disability benefits and leaves of absence; to include annual, parental, sick, and other leaves of absence.

Requirement 3.1.5. An induction process in place to introduce residents/fellows to the training environment and context of work based on the specific program requirements.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Develop a standardized template for the written agreement/contract that includes all the necessary terms and conditions of residents' and fellows' appointments to the program. Ensure that the agreement explicitly outlines professional coverage, liability protection, and health and disability benefits.

Recommendation 2: Develop a comprehensive induction process that focuses on wellbeing to introduce residents/fellows to the training environment and work context in alignment with specific program requirements.

Component 3.2. Competency acquisition

Competency acquisition in GME involves balancing education and service duties while prioritizing patient safety and trainee wellbeing. This section outlines requirements to create a supportive and safe learning environment for residents and fellows. It includes guidelines for duty balancing, workplace safety evaluation, policies promoting wellbeing, access to medical appointments, confidential counseling services, and support for residents facing training difficulties.

NIHS Requirement related to Competency acquisition and are relevant to wellbeing include:

Requirement 3.2.2. Existence of a policy and guidelines on the training process

Requirement 3.2.4. Provision for a special policy and guidelines on identifying and coaching "residents with difficulties in progress" including identification of reasons and provision of remedial actions.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Establishing guidelines for effective balance of education and service duties, not compromising patient safety yet still enabling skill acquisition by residents/fellows.

Recommendation 2: Evaluating the workplace safety data and addressing the safety of residents and faculty members.

Recommendation 3: The sponsoring institution has policies and programs that encourage optimal resident and faculty member wellbeing

Recommendation 4: Residents and fellows should be given the opportunity to attend medical, mental health, and dental care appointments, including those scheduled during their working hours if it does not affect patient care.

Recommendation 5: Confidential and free counseling services are available for residents and fellows.

Component 3.3. Training procedures

Training procedures in GME include guidelines and policies to ensure compliance with duty hours, on-call arrangements, vacations, and leaves of absence for residents and fellows. This section outlines key requirements aimed at promoting work-life balance, well-being, and training regulation adherence. It includes procedures for duty hour compliance, on-call scheduling, vacation policies, and emergency leaves aligned with NIHS training bylaws.

NIHS Requirement related to Training procedures and are relevant to wellbeing include:

Requirement 3.3.2. Procedures for compliance and duty hours for residents/fellows including on call arrangements.

Requirement 3.3.4. Policy and procedures for vacations and leaves of absence, including emergency leaves in line with NIHS training bylaw.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Conduct regular training sessions to educate all trainees and faculty on the duty hour policies and procedures. Make sure they understand the importance of compliance for their own well-being and the overall success of the organization. (e.g. during the induction training of all new residents and faculty)

Recommendation 2: Implement a system for documenting and tracking duty hours. This may include time-tracking software, paper logbooks, or electronic forms. Encourage trainees to accurately record their hours worked and rest periods taken.

Recommendation 3: Schedule regular audits to review compliance with duty hour policies and procedures. This could involve examining time records, conducting interviews with trainees, and assessing any potential risks or violations. (e.g. chief resident will report monthly to PD, PD will quarterly report to GMEC)

Recommendation 4: Assign supervisors or designated personnel to oversee duty hour compliance within their respective departments or teams. They should be responsible for monitoring trainees' schedules, addressing any concerns or deviations, and providing support as needed (chief resident).

Recommendation 5: Establish a confidential reporting mechanism for trainees to raise concerns or report instances of non-compliance with duty-hour policies. This could be a hotline, online form, or designated email address. (chief resident=> program Director=> DIO).

Recommendation 6: Encourage feedback from trainees regarding the effectiveness of the duty hour policies and procedures. Use this feedback to identify areas for improvement and make necessary adjustments to enhance compliance and address any challenges or issues that arise.

Recommendation 7: Establish a clear process of leave application and familiarize the residents/fellows with the requirement during the program orientation.

Component 3.4. Resident/fellow support and growth

Resident and fellow support and growth are essential aspects of GME programs, emphasizing their development and wellbeing. This section outlines key requirements focused on fostering a positive learning culture, ensuring health and safety, providing access to resources, empowerment opportunities, leadership development, support services, and disaster preparedness policies.

NIHS Requirement related to resident/fellow support and growth and are relevant to wellbeing include:

Requirement 3.4.1. Provision for a positive learning culture with fairness, respect for diversity and non-discrimination.

Requirement 3.4.2. Adoption of procedures for health and safety and risk management in addition to options for training continuation in cases of closing training programs.

Requirement 3.4.3. Access to learning resources and support, including participation in conferences, information and electronic databases, and effective communication means.

Requirement 3.4.4. Empowerment and participation of residents/fellows, including representation in suitable committees and mechanisms, reflections, and voice such as through resident forums, and confidential feedback channels.

Requirement 3.4.5. Opportunities for leadership and career progression for residents/ fellows in preparation for the independent professional role such as through career advice and support, opportunities to teach students and junior trainees, and selection to leadership tasks.

Requirement 3.4.6. Existing system and procedures for counseling and support, including occupational health services, confidential mental health counselling, and disability policies. Residents/fellows should take part in physician impairment training including issues relating to substance abuse and sleep deprivation.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Implement diversity and inclusion training programs to raise awareness and promote cultural competency among faculty, residents, and fellows.

Recommendation 2: Establish a risk management framework to identify potential risks associated with the training program and ensure appropriate measures are in place to mitigate those risks.

Recommendation 3: Establish a resident/fellow forum as a platform for residents to discuss residency/fellowship issues and personal matters, fostering relationships among residents, faculty, and staff.

Recommendation 4: Provide career guidance and support, including access to resources for job searches, interview preparation, and CV development.

Recommendation 5: Provide training for residents and faculty to include wellness educational efforts that can help them develop healthy habits and coping strategies and

provide them with knowledge, skills and attitudes that will assist them in making informed decisions related to their health, their personal goals, and their future education and careers.

Recommendation 6: Provide residents/fellows with access to confidential mental health services, which may include individual counseling, therapy, or psychiatric consultations.

Recommendation 7: Establish partnerships with local mental health providers and organizations to facilitate referrals for residents who require specialized or long-term mental health support. The referral network should include diverse specialists to address a range of mental health conditions, ensuring residents can access the appropriate level of care when needed.

Recommendation 8: Establish a mechanism in place to respond efficiently and effectively to mental health crises. A crisis intervention plan outlines the steps to be taken when a resident is in immediate distress or poses a risk to themselves or others. This plan includes contact information for emergency services, such as hotlines or crisis centers, and guidance on how to access urgent mental health care.

Domain 4: Faculty and administrative staff

This domain ensures that members of the training team in the context of residency/ fellowship programs have the necessary requirements, knowledge, and skills for their expected role and duties. It also ensures that faculty and administrative staff get the support, resources, and personal development needed to secure an optimum training environment that enables residents/fellows to realize all competencies required by their curricula.

Component 4.1. Scope and recruitment of faculty and administrative staff

This component highlights the recommendation for a wellbeing-focused induction designed to introduce staff to their roles, ensuring they receive essential guidance related to the training environment with a specific emphasis on supporting well-being.

NIHS Requirement related to scope and recruitment of faculty and administrative staff and are relevant to wellbeing include:

Requirement 4.1.4. Adoption of an induction policy and procedure for introducing faculty and administrative staff to their expected roles and providing for all necessary information and guidance in relation to training environment and process.

Below is a recommendation for the above listed requirement to enhance wellbeing:

Recommendation 1: Implementation of a wellbeing-focused induction policy and procedure to introduce faculty and administrative staff to their roles, ensuring they receive essential information and guidance related to the training environment and processes, with a focus on promoting wellbeing.

Component 4.2. Support and growth of the training team

This component outlines key requirements aimed at promoting team safety, wellness, and career advancement. These requirements include procedures for training team safety and wellness, effective feedback mechanisms, a faculty development program focused on well-being, and support for career progression and promotion.

NIHS Requirement related to Support and growth of the training team and are relevant to wellbeing include:

Requirement 4.2.2. Existence of a system and procedure for training team safety and wellness in addition to effective channels for raising concerns and obtaining feedback and remedial action.

Requirement 4.2.3. Existence of a faculty development program, including training needs assessment, relevant educational activities, and access to knowledge resources.

Requirement 4.2.4. Provision for career progression or promotion including recognition for outstanding performance.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Develop a comprehensive system and procedure for training team safety and wellness that includes training sessions, workshops, or seminars on topics such as communication skills, conflict resolution, stress management, and burnout prevention.

Recommendation 2: Conduct regular training needs assessments to identify areas of improvement and development for faculty members and administrative staff relevant to wellbeing.

Recommendation 3: Implementing schemes or programs that acknowledge exceptional achievements, such as awards, incentives, or public recognition.

Component 4.3. Performance Management of training team

This component outlines key requirements related to performance appraisal and workload management aimed at promoting faculty well-being and professional development.

NIHS Requirement related to Performance Management of training team and are relevant to wellbeing include:

Requirement 4.3.2. Procedures in place to ensure a suitable balance among training duties, service duties, and research activities for faculty, including mechanisms for feedback and follow-up.

Requirement 4.3.3. Provision for fair treatment of the training team members supported by an appeal process allowing for an objective and timely response.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Monitor workload distribution regularly and make necessary adjustments based on faculty/admin feedback.

Recommendation 2: Implement workload distribution systems that consider the unique demands and responsibilities of each faculty member, considering teaching, clinical duties, research commitments, and service obligation

Recommendation 3: Collect data and feedback from faculty members, administrative staff, and other stakeholders to measure the impact of implemented strategies on wellbeing and job satisfaction.

Domain 5: Continuous improvement and innovation

This domain ensures that members of the training team in the context of residency/fellowship programs have the necessary requirements, knowledge, and skills for their expected role and duties. It also ensures that faculty and administrative staff get the support, resources, and personal development needed to secure an optimum training environment that enables residents/fellows to realize all competencies required by their curricula.

Component 5.1. Internal review

The component emphasizes the internal review process as critical for assessing program performance and ensuring compliance with accreditation standards. It details key

requirements aimed at conducting a comprehensive evaluation of each program within the institution.

NIHS Requirement related to Internal review and are relevant to wellbeing include:

Requirement 5.1.1. GMEC must develop, implement, and oversee an internal review process that should be conducted by an internal review committee for each program

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Dedicate specific sections of the internal review process to evaluate the wellbeing of residents/fellows and faculty comprehensively. This may include assessment of the workload distribution, work hours, duty hour compliance, and call schedules to identify potential sources of stress or burnout.

Recommendation 2: Analyze resident/fellow and faculty feedback to identify patterns or themes related to wellbeing and include it in the report.

Recommendation 3: Review report of the Program Evaluation Committee relevant to evaluation of wellbeing interventions within programs.

Component 5.2. Quality improvement culture and system

This component outlines key requirements aimed at implementing internal quality improvement processes within the institution. These requirements encompass establishing suitable structures, relationships, and processes for continuous enhancement of educational practices.

NIHS Requirement related to Quality improvement culture and system and are relevant to wellbeing include:

Requirement 5.2.3. Quality parameters and indicators incorporated in all types of processes and reporting in the context of residency training.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Incorporate quality parameters and indicators into all types of processes and reporting in the context of wellbeing of resident/faculty and administrators.

Recommendation 2: Define specific indicators related to wellbeing, such as work-life balance, resident/fellow engagement, satisfaction, faculty support, and access to mental health resources. Develop action plans based on the identified areas for improvement and concerns related to wellbeing. Implement evidence-based interventions, training, or initiatives to address the identified gaps in wellbeing. Monitor and assess the impact of

the improvement initiatives on wellbeing outcomes, making necessary adjustments to optimize their effectiveness.

Recommendation 3: Regularly review and benchmark against other institutions to identify best practices in GME wellbeing programs and ensure continuous improvement.

Component 5.3. Change and innovation

This component emphasizes requirements focused on continuous renewal and innovation in GME. It includes fostering leadership structures, allocating dedicated budgets for research-driven improvements, and promoting evidence-based practices. The NIHS Wellbeing accreditation requirements related to change and innovation include a Requirement related to Quality improvement culture and system and relevant to wellbeing and include:

Requirement 5.3.1. Provision for arrangements and resources for continuous renewal and innovations.

Requirement 5.3.2. Residency/fellowship training is socially accountable, responsive, and adaptable in consideration of changes and developments.

Requirement 5.3.3. Existence of innovative initiatives and practices that add value to residency/fellowship training such as inter-professional training, technology-enhanced learning, socially accountable practices, etc.

Below are recommendations for the above-listed requirements to enhance wellbeing:

Recommendation 1: Promote and support the development of innovative initiatives and practices that add value to the training program wellbeing.

Recommendation 2: Encourage inter-professional training opportunities to foster collaboration, communication, and teamwork among different healthcare disciplines.

Recommendation 3: Use technology-enhanced learning methods, such as simulation training, online modules, virtual reality, and mobile applications, to deliver wellbeing educational curricula.

Recommendation 4: Integrate socially accountable practices into the training program, such as volunteering and community-engagement activities.

Glossary of terms

Clinical governance	The system of structures, relationships, and processes involved in continuously overseeing and safeguarding high standards of clinical services.
Continuous improvement	A systematic approach to continuously review, update, and improve residency training experience to enhance quality and ensure effective outcomes.
Designated Institutional Official (DIO)	The designated institutional official is the qualified person appointed by the sponsoring institution as authorized and responsible for leadership and management for all aspects pertaining to the residency training.
Graduate Medical Education Committee (GMEC)	The committee appointed by the sponsoring institution to support the role of DIO in overseeing all aspects pertaining to residency training.
Residents	Individual candidates enrolled for training in a residency program leading to board qualification.
Fellows	individual candidates enrolled for training in a subspecialty program leading to fellowship qualification.
Full Time Equivalence (FTE)	Calculation of the time dedicated to residency training management or delivery as part of the full time allotted to work (ideally 40 hours per week).
Internal review	The internal evaluation conducted within the training center to identify and act on strengths and weaknesses areas for improvement of residency training.
Participating training site	A hospital or health facility affiliated to a training center through special agreement and taking part in residency training.
Program director (PD)	The program director is the qualified person designated with authority, responsibility, and accountability of managing and coordinating a specific (certain specialty) residency program.
Sponsoring institution,	The organization or entity (hospital, group of health facilities, a health department, a health system, etc.) that assumes the ultimate responsibility for a residency training experience. The sponsoring institution has the primary responsibility of applying for accreditation and committing resources and support to comply with accreditation requirements.

Training center	The hospital or group of health facilities accredited for the purpose of hosting residency training programs.
Training environment	The diverse context for trainee development, including physical locations, learning resources, clinical experiences and institutional culture.
Training governance	The system of structures, relationships, and processes involved in oversight and maintenance of high-quality residency training experience.
Training team	The totality of faculty and administrative personnel involved in delivery and coordination of actual residency/ fellowship training activities. Faculty represent the main stay discipline specific personnel entrusted with supervision of residents in addition to qualified persons from other related fields as relevant. Administrative personnel include administrators, logistic staff, and secretaries.

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Appendix A

Terms of Reference for Wellbeing Committee in Graduate Medical Education

1. Purpose and Scope

- The Wellbeing Committee in GME within the healthcare setting aims to promote and support the mental, emotional, and physical wellbeing of residents and fellows.
- The committee's focus extends to identifying and addressing factors that impact trainee wellbeing, including workload, stress, burnout, and overall quality of life during training.

2. Objectives

- Develop initiatives to enhance the overall wellbeing and resilience of GME trainees.
- Identify and address specific challenges faced by trainees related to mental health, work-life balance, and professional development.
- Implement strategies to create a supportive and inclusive training environment that prioritizes trainee wellbeing.
- Collaborate with relevant stakeholders, including GME leadership, faculty, and support services, to advocate for trainee wellbeing.

3. Responsibilities

- Contribute and endorse the development of a health and wellbeing strategy.
- Contribute to the review or drafting of the workplace health and wellbeing policy, and other related policies, where required and appropriate.
- Conduct regular assessments of trainee wellbeing through surveys, focus groups, or other methods to gather feedback and identify areas for improvement.
- Collaborate with faculty, administrators, and mental health professionals to develop support programs and resources tailored to the needs of graduate medical trainees.
- Provide confidential support services and resources for trainees experiencing stress, burnout, or other mental health concerns.
- Organize educational sessions on stress management, coping strategies, and mental health awareness.
- Advocate for policies that promote a healthy learning environment and work closely with stakeholders to implement changes.
- Oversee and endorse the development of wellbeing activities.
- Prepare Annual wellbeing reports and share them with GMEC and other relevant parties including faculty and trainees.
- Encourage research and publications in wellbeing topics.
- Monitor and evaluate the effectiveness of wellbeing initiatives and adjust strategies accordingly.

4. Composition

- The committee shall consist of representatives from GME leadership, faculty members, trainees (residents and fellows), mental health professionals, and support staff.
- Members should reflect diverse perspectives and backgrounds to ensure comprehensive support for trainees.

5. Meeting and Reporting

- The committee shall meet regularly (e.g., monthly or quarterly) to discuss progress, challenges, and upcoming initiatives.
- Prepare reports on trainee wellbeing trends, initiatives, and recommendations to be presented to GME leadership and relevant stakeholders.

6. Collaboration and Engagement

- Collaborate with existing GME committees and departments (such as Graduate Medical Education Office, Human Resources, and Wellness Programs) to leverage resources and expertise.
- Engage trainees in the design and implementation of wellbeing initiatives to ensure relevance and effectiveness.

7. Confidentiality

- Maintain strict confidentiality regarding trainee information and concerns shared within the committee.
- Ensure that all wellbeing-related discussions and initiatives respect trainees' privacy and autonomy.

8. Communication

- Serve as advocates for trainee wellbeing within the institution and beyond, promoting policies and practices that prioritize mental health and work-life balance.
- Foster open communication channels for trainees to raise concerns and provide feedback on wellbeing-related matters.

9. Evaluation and Continuous Improvement

- Regularly evaluate the impact and outcomes of wellbeing programs and interventions.
- Seek feedback from trainees and stakeholders to assess effectiveness and identify areas for improvement.

10. Authority and Resources

- The committee may request necessary resources, funding, or administrative support from GME leadership to carry out its initiatives effectively.
- Act within the authority granted by the GME leadership and adhere to institutional policies and regulations.

11. Review of Terms of Reference

Periodically review and update these terms of reference to align with evolving needs and best practices in graduate medical education and wellbeing.

Approval

These terms of reference are approved by (relevant governing body or leadership) and are effective from (date of approval).