

ACR Well-Being Curriculum for Radiology Residency Programs

7. implement policies without fear of negative consequences for residents unable to provide clinical work.

The Accreditation Council for Graduate Medical Education (ACGME) regularly updates Section VI of its Common Program Requirements for all accredited residency and fellowship programs regardless of specialty to address well-being more directly and comprehensively. The updated requirements below emphasize that psychological, emotional, and physical well-being are critical in the development of the competent, caring, and resilient physician.

The ACR joins the ACGME in prioritizing physician well-being. The curriculum for radiology residency program leaders provides resources and experiential exercises to strengthen your residency and meet the VI.C. Well-Being requirements.

ACGME VI.C. Well-Being Requirement	ACR Learning Objectives
<p>The responsibility of the program, in partnership with the Sponsoring Institution, to address well-being must include:</p> <p>VI.C.2.b) These policies must be implemented without fear of negative consequences for the resident who is or was unable to provide the clinical work.</p>	<ul style="list-style-type: none"> Recognize the importance of creating a culture where residents can take necessary leave without fear of retaliation or negative consequences. Identify institutional or systemic barriers that may discourage residents from taking leave and propose solutions. Develop strategies to promote a supportive environment that prioritizes resident well-being alongside patient care.

These activities are intended for program directors/coordinators and assistant/associate program directors.

Instructions:

- Read the following content.
 - [Resident Well-being Learning Hub by ACP](#): This hub connects residents with evidence-based strategies to foster well-being and mitigate burnout, promoting collaborative learning environments and positive social interactions.
- Read the following information.
 - This is the [mission of the Duke Radiology Wellness Committee](#). Duke's Department of Radiology has established a Wellness Committee dedicated to creating a culture that encourages and promotes the well-being, mindfulness, and resilience of radiology residents through various activities and initiatives.
- Explore another organization's culture.



- a. The [University of North Carolina's Department of Radiology](#) emphasizes the mental, emotional, and physical wellness of its residents and fellows, supporting them to be well-rounded in their personal and professional lives.
4. Participate in a case study discussion.
 - a. “A Resident’s Dilemma”
 - Objective: Recognize the importance of a culture where residents can take leave without fear of consequences.
 - Exercise:
 - Present a case scenario where a resident needs leave due to a personal or medical issue but faces resistance from peers or faculty.
 - Divide participants into small groups to discuss:
 - How the situation could be handled more supportively.
 - What institutional barriers exist.
 - How leadership and peers can foster a better culture.
 - Have groups present their findings and possible solutions.
5. Practice mapping of institutional barriers.
 - a. Objective: Identify systemic barriers to taking leave and propose solutions.
 - Exercise:
 - Provide participants with sticky notes or a digital whiteboard.
 - Ask them to write down barriers they have observed or experienced when residents try to take leave.
 - Group similar themes (e.g., stigma, workload redistribution, lack of clear policies).
 - As a team, brainstorm ways to overcome these barriers.
6. Participate in a role-playing activity related to difficult conversations.
 - a. Objective: Develop strategies to promote a supportive environment.
 - Exercise:
 - Assign roles: resident requesting leave, program director, co-resident covering, and faculty mentor.
 - Conduct role-play scenarios where a resident requests leave and encounters different responses (supportive, dismissive, skeptical).
 - Debrief after:
 - How did the resident feel in each situation?
 - What responses aligned with ACGME principles?
 - What changes could be made to improve interactions?
7. Plan a peer-support strategy.
 - a. Objective: Foster a culture that prioritizes well-being.
 - Exercise:
 - Discuss how peer support programs (buddy systems, mentorships) can help residents feel more comfortable taking leave.
 - Have participants design a peer support system that includes:
 - How residents will be paired.



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- What kind of check-ins or resources will be provided.
- How faculty and leadership can reinforce this system.