

ACR Well-Being Curriculum for Radiology Residency Programs

Curriculum Objectives

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.1.a) attention to scheduling, work intensity, and work compression that impacts resident well-being.</p> <p>VI.C.1.b) evaluating workplace safety data and addressing the safety of residents and faculty members;</p>	<ul style="list-style-type: none"> Identify scheduling best practices including factors that impact the well-being of residents. Demonstrate ability to adapt resident schedules and workloads to meet the changing needs and life events of residents. Design a schedule for residents that allows for personal needs.
<p>VI.C.1.c) policies and programs that encourage optimal resident and faculty member well-being.</p>	<ul style="list-style-type: none"> Recognize policies, practices, and behaviors that encourage or discourage resident/faculty well-being in your institution. Propose a method to cultivate a current positive well-being related program or policy or reduce a negative one at your institution.
<p>VI.C.1.d) education of residents and faculty members in:</p> <p>identification of the symptoms of burnout, depression, and substance use disorders, suicidal ideation, or potential for violence, including means to assist those who experience these conditions;</p>	<ul style="list-style-type: none"> Identify internal and external causes of burnout and describe their impact. Implement actions, practices, and tools that can increase personal and/or professional resiliency. Apply conflict resolution techniques and constructive behaviors that promote a culture of respect and well-being.

ACGME VI.C. Well-Being Requirement	ACR Learning Objectives
<p>recognition of these symptoms in themselves and how to seek appropriate care; and,</p> <p>access to appropriate tools for self-screening.</p>	<ul style="list-style-type: none"> • Distinguish burnout symptoms in others and respond appropriately. • Explain implications of and educate to reduce stigma as it relates to mental health of residents and faculty. • Practice behaviors that encourage constructive discussion around mental health and well-being. • Recognize how other institutions have provided sensitive and effective avenues for reporting at-risk persons. • Participate in an assessment tool such as the Mayo Clinic-created Well-Being Index.
<p>VI.C.1.e) providing 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.</p>	<ul style="list-style-type: none"> • Recognize the value of resident/faculty access to mental health providers and justify the need for affordable care. • Evaluate and promote access to available mental health resources at your institution. • Propose additional mental health resources to administration based on offerings from other institutions.
<p>VI.C.2. There are circumstances in which residents may be unable to attend work, including but not limited to fatigue, illness, family emergencies, and medical, parental, or caregiver leave. Each program must allow an appropriate length of absence for residents unable to perform their patient care responsibilities.</p>	<ul style="list-style-type: none"> • Explain the importance of structured policies that allow residents to take necessary absences while ensuring continuity of patient care. • Identify circumstances in which residents may need to be absent and describe best practices for handling these situations fairly and effectively. • Assess institutional policies on leave and propose improvements to better support resident well-being and patient care.
<p>VI.C.2.a) The program must have policies and procedures in place to ensure coverage of patient care and ensure continuity of patient care.</p>	<ul style="list-style-type: none"> • Describe strategies for ensuring patient care coverage during a resident's absence.

ACGME VI.C. Well-Being Requirement	ACR Learning Objectives
	<ul style="list-style-type: none"> • Implement scheduling and communication methods that maintain patient care continuity when a resident is unavailable. • Evaluate coverage policies at your institution and propose enhancements to improve efficiency and fairness.
<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.