

## BUCOM Mental Health, Wellness and Fatigue Mitigation Procedure

Policy Information			
Policy# :	COMBOD.1022	Reviewed Date(s):	9/28/2022
Date Created:	9/12/2022	Revised Date(s):	11/24
Responsible University Administrator:	Vice President of Enrollment and Student Services	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~~ learning modules 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 employee health, CONCERN, or appropriate 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. The Life Curriculum ([The LIFE Curriculum – duke.edu](http://The LIFE Curriculum – duke.edu)) modules are available for faculty and staff.-These modules are available free online and are available for any BUCOM employee who directly interfaces with BUCOM students.
- 4.3. BUCOM students will complete the ~~Life Curriculum~~ fatigue mitigation modules over the four year longitudinal curriculum using the following requirements ~~organization~~ for learning modules:
  - 4.3.1.1. All related asynchronous learning modules will have mandatory review.
  - 4.3.1.2. All related in person sessions will have mandatory attendance.
  - 4.3.2. Pre-clinical years:
    - 4.3.2.1. 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.
    - 4.3.2.2. Fall Year 1 orientation: students complete the Fatigue, Instructive Feedback, and Boundary Violation modules
    - 4.3.2.3. Spring Year 1: Stress and Depression, Burnout and Challenging Patient Modules
    - 4.3.2.4. Fall Year 2: Substance Abuse and Physician Impairment modules
    - 4.3.2.5. Spring Year 2: Disruptive Behavior module
  - 4.3.3. Clinical years:
    - 4.3.3.1. Each third year clerkship will include a mandatory session on impairment and fatigue, including duty hours reporting and processes for reporting fatigue.
    - 4.3.3.2. Fourth year students will complete the Life Curriculum 2
      - 4.3.3.2.1. August-October: students complete the Legal Issues in Residency Training online module
      - 4.3.3.2.2. December through March: students complete the Among the Generations in Medicine module

#### **5. Related Information**

- 5.1. COCA Standard 5.3.1