

# University of Toronto

## Learner well-being Guidelines

Postgraduate Medical Education  
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TEMERTY FACULTY OF MEDICINE  
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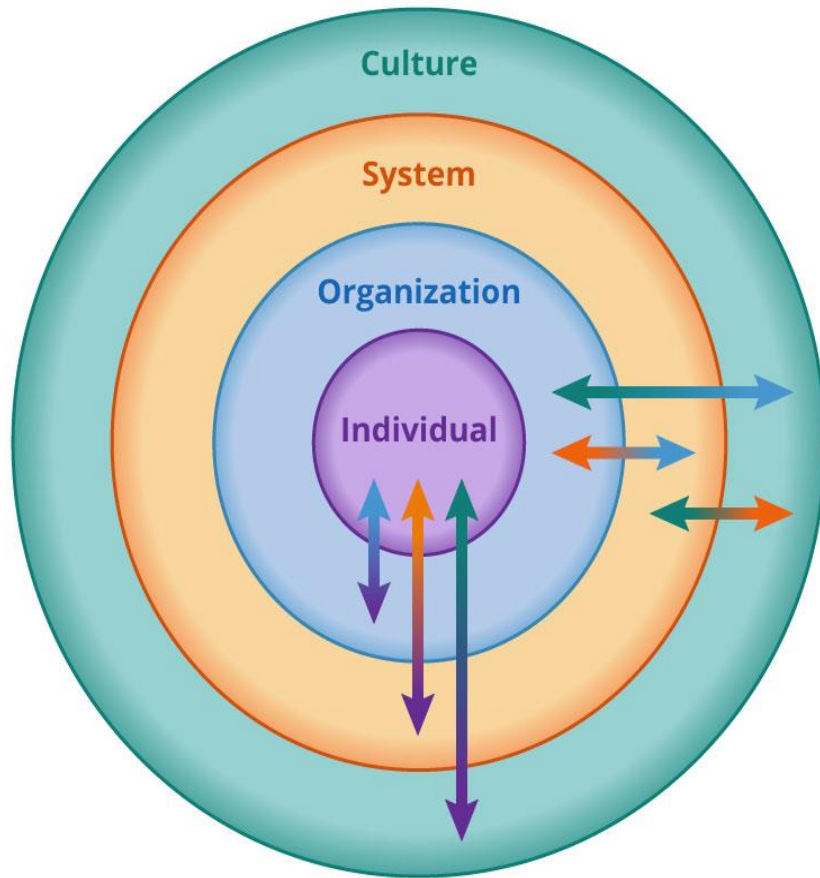
Office of  
Learner Affairs

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# Learner well-being

Wellness is not merely the absence of distress, learner well-being includes being challenged, thriving, and finding purpose in various aspects of professional life.



- Complex constellation of individual, curricular, environmental, and systemic factors
- Transcends all that we do and cannot be compartmentalized into a single category
- Ultimate goal is to integrate practices, policies and initiatives that support and foster health and well-being among learners, staff, faculty, and learning environments

# Learner Wellness Guidelines: Guiding principles



1. Learner health and well-being must be approached with a shared responsibility involving commitments and interventions at the level of the faculty, training programs and environments, teachers and clinical supervisors, and learners.



2. Learner well-being must be approached in a manner that is informed by Equity, Diversity, Inclusion, Indigeneity, and Accessibility (EDIIA).

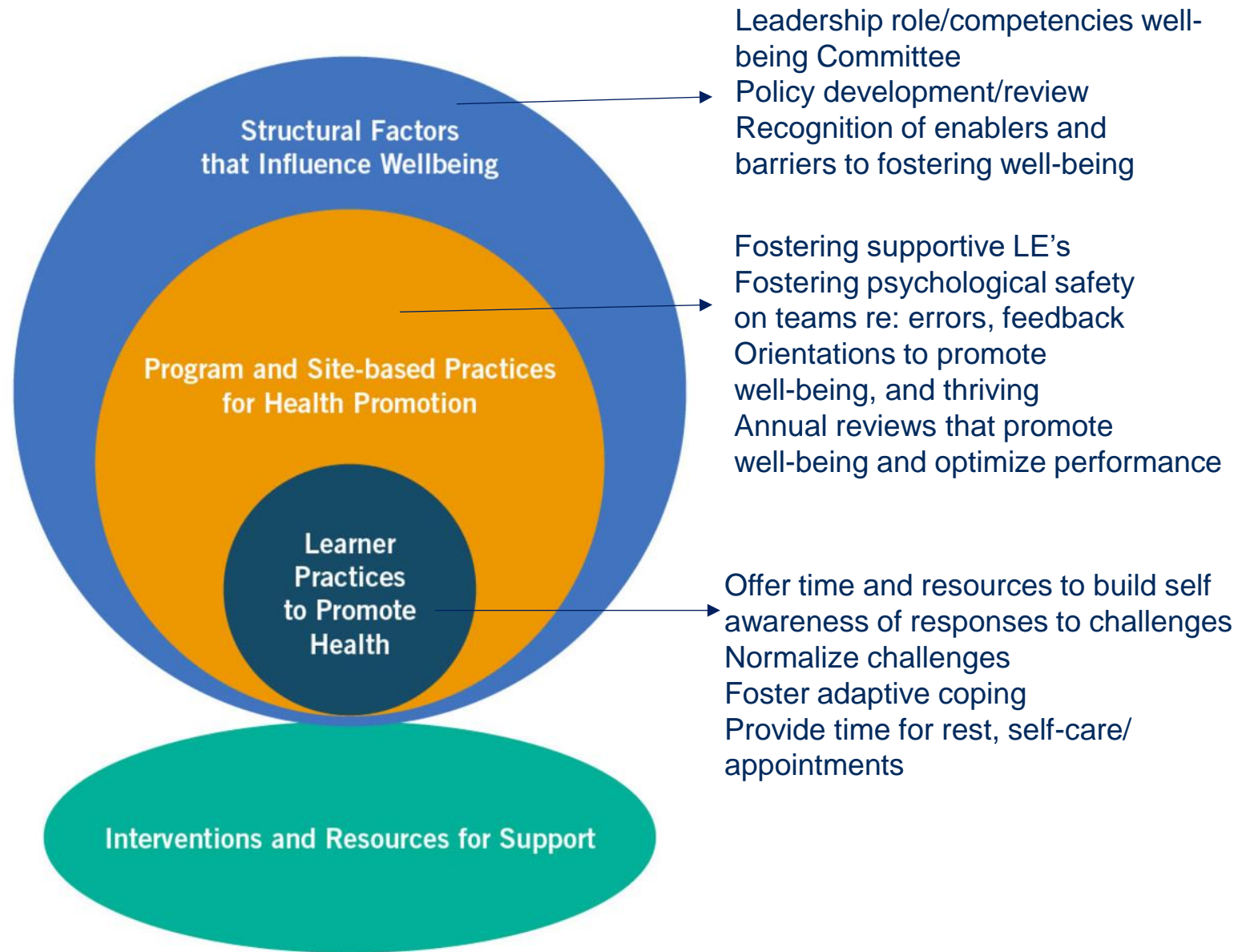


3. To support learner well-being faculties, programs, teachers and learners must foster awareness and preparedness for the inherent challenges learners navigate in health professions training



4. To support learner well-being we must promote and practice self care, and promote and de-stigmatize access to mental health supports

# Shared responsibility for learner well-being



# Resources and tools for diverse programs and learning contexts

## **Leadership**

Leading for Wellness Community of Practice – complete and planning expansion

Leading for Wellness Best practices document

## **Program and Supervisor resources**

Annual/Semi-Annual reviews: “Stay interviews”, health promotion focus

Orienting for well-being: Tips for supervisor orientations to support success, mapping and planning for common challenges during rotations

T-CARES: Framework for approaching learners in difficulty

OLA- e-module to raise awareness of resources for learners and programs

## **Fatigue Risk Management Plan and Toolkit- coming to a program near you soon!**

Fatigue Risk Management Guidelines

FRM Primer- tips for handover, post call dismissal of trainees

Tip sheet for Pre-call, On-call and Post-call fatigue management

FRM Self assessment , Peer-assessment

FRM workshop for leaders, chief residents, “ What’s working?” panel- Psych, Medicine, surgery

Program activity/discussion guide, “The Hidden Curriculum of post call activity: Do they stay or de they go?”

# Leading for Wellness Communities of Practice

Six TFOM COPs met monthly x 12 sessions

Leaders supporting learner and faculty well-being  
Broad experience across cohorts, 50% > 16 years experience



Participants attending 2+ sessions= 68  
Average attendance rate 65%

# Transitions in training sessions

(Aka staying well during demanding times of training)

**“Transition to Surgical training”** – 3rd iteration in 2024-45, 4 sessions on “Inherent challenges for PGY1 surgery trainees

- Brief presentation by surgical faculty/trainees, Panel discussion, Small Group peer mentoring- with surgical faculty as small group facilitators

- **“Transitions to Family Medicine”** , pilot 2024-25 co-created with family medicine,

- **“Transitions in Fellowship Training”**, pilot series co-created with OB/GYN pilot 2024-25

**Career and Well-being series:** Workshops for PG trainees x 6 2023-2024- challenge with timing and need to hist after hours (not ideal)

**Topics:** Family planning, Creating Impactful presentations, Transition to practice, Writing personal statements, Navigating career decisions.

Thank you for your time!

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