

Learning and Working Environment Policy #0.19

I. Purpose

To establish guidelines to ensure a learning and working environment that emphasizes the following principles:

- Excellence in the safety and quality of care rendered to patients by residents/fellows
- Excellence in the safety and quality of care rendered to patients by residents/fellows in their future practice
- Excellence in professionalism
- Appreciation for the privilege of care for patients
- Commitment to the well-being of the students (if applicable), residents, fellows, faculty members, and all members of the health care team.

II. Policy

The KCU-GME Consortium, in collaboration with each ACGME program, is committed to oversight of the following:

Patient Safety

Each program must have a system/process by which residents/fellows can report patient safety incidents (errors, adverse events, unsafe conditions and near misses) in a protected manner that is free from reprisal. Also, programs must have opportunities for residents/fellows to contribute to root cause analysis or other similar risk-reduction process.

Allegations of patient safety incidents must be made in good faith and not out of malice. Knowingly making a false or frivolous allegation will not be tolerated. Every effort will be made to prevent retaliation directed at a person who filed a complaint or participated in an investigation of an allegation.

Any person found to have engaged in or attempted any form of retaliation is subjected to disciplinary action per the KCU-GME Consortium Due Process Policy.

Quality Improvement

Each program must provide residents/fellows with access to data to improve systems of care, reduce health care disparities, and improve patient outcomes; and opportunities to participate in quality improvement initiatives. Programs must allow residents to participate, revise, adapt, or refine quality improvement interventions as needed.

Transitions of Care

Each program must ensure residents/fellows and faculty participate in the sponsoring institution core curriculum and faculty development on effective transitions of care.

Supervision

Programs must define, widely communicate, and monitor a structured chain of responsibility and accountability as it relates to the supervision of all patient care. Programs must have

mechanisms in place by which residents/fellows can report inadequate supervision in a protected manner that is free from reprisal.

Professionalism

Programs must educate residents/fellows and faculty members concerning the professional and ethical responsibilities of physicians, including but not limited to their obligation to be appropriately rested and fit to provide the care required by their patients.

The learning objectives of the program must: be accomplished without excessive reliance on residents/fellows to fulfill non-physician obligations; ensure manageable patient care responsibilities; and, include efforts to enhance the meaning that each resident/fellow finds in the experience of being a physician, including protecting time with patients, providing administrative support, promoting progressive independence and flexibility, and enhancing professional relationships.

The program director must provide a culture of professionalism that supports patient safety and personal responsibility.

Residents/Fellows and faculty members must demonstrate an understanding of their personal role in the safety and welfare of patients entrusted to their care, including the ability to report unsafe conditions and safety events.

Programs must provide a professional, equitable, respectful, and civil environment that is psychologically safe and that is free from discrimination, sexual and other forms of harassment, mistreatment, abuse, or coercion of students, residents, fellows, faculty, and staff.

Programs should have a process for education of residents/fellows and faculty regarding unprofessional behavior and a confidential process for reporting, investigating, and addressing such concerns. The Sponsoring Institution provides education regarding unprofessional behavior to residents/fellows and faculty.

Programs must provide a professional, respectful and civil environment that is free from unprofessional behavior, including discrimination, sexual, and other forms of harassment, mistreatment, abuse and/or coercion of residents/fellows, other learners, faculty members, and staff members.

All residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Specifically, they must demonstrate:

- Compassion, integrity and respect for others;
- Responsiveness to patient needs that supersedes self-interest;
- Respect for patient privacy and autonomy;
- Accountability to patients, society and the profession; and
- Sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age culture, race, religion, disabilities, and sexual orientation.

Approval by GMEC: 06.02.2023; 05.11.2022; 06.04.2021; 06.05.2020; 05.03.201; 01.11.2019;
06.18.2018; 03.08.2018; 06.02.2017; 05.27.2016; 07.01.2015