

## **ACCME Statement on Commitment to Clinician Well-Being and Resilience**

Healthcare professionals flourish when they can practice at the top of their ability, witness the positive results of their efforts, and work in a conducive environment among supportive colleagues. Leaders and educators can foster continuous improvement by investing in their human capital, thus strengthening the role of healthcare professionals as healers. The Accreditation Council for Continuing Medical Education (ACCME) affirms the role of continuous professional development in supporting safe and effective patient care and the power of education to convene colleagues, create a collaborative culture, and address the isolation, disempowerment, and despair that lead to burnout. The ACCME continues to promote the implementation of specific strategies that demonstrate our commitment to clinician well-being and support our community of accredited educators who share these values.

### **Leveraging the Convening Power of Education**

We learn best from and with colleague-experts through conversation. These conversations facilitate the formation of humility, inspire curiosity, and create trust between people. Learning together provides both social connection and scaffolding for clinicians to pursue improvement through reflection and inquiry.

### **Using Education to Nurture Functional Teams**

Education can reinforce mutual respect and reflection, providing a safe space where all voices are heard regardless of profession or position and all members of the team are encouraged to speak up and share accountability and burden, as well as joy. Interprofessional continuing education—for the team, by the team—builds connections that improve and sustain team performance in interprofessional collaborative practice. Teams that learn together practice better together.

### **Protecting Time for Learning**

Healthcare leaders who ensure that clinicians have sufficient time and resources to engage in their own professional development help to improve those clinicians' well-being. By allowing clinicians to spend time with each other, leaders create networks that help sustain and transform organizational culture. When supported, the love of learning that precipitated clinicians' entry into the profession is nurtured in their professional roles. CME is a vehicle to teach self-care and build awareness of work-life balance and the sensitivity to recognize when they, or their colleagues, are struggling.

### **Investing in Educators**

Health systems thrive when teachers and mentors are celebrated, promoted, and remunerated for the value they bring in advancing care quality. Clinician leader-educators can connect education across the continuum and the health professions, modeling essential engagement in life-long learning. Educators need time and resources to facilitate their own professional development and build their capability to act as strategic partners for care transformation.

### **Empowering Clinicians to Engage in Meaningful Quality Improvement**

CME and Quality Improvement (QI) professionals can work together for their mutual benefit and avoid augmenting the burden and burnout that often result from misguided efforts to use education for compliance rather than for learning and change. Health and practice data can allow CME professionals to target education to address their own local practice needs. QI CME can be dynamic and flexible—a responsive partner to help individuals, teams, and systems to address the ever-evolving complexity of practice and care. When CME addresses strategic priorities, clinicians take an active role in helping organizations to meet their patient-focused mission. Engagement in a learning culture solidifies and formalizes the relationship between the institution and its learners, expanding clinicians' vision beyond their individual needs to bring greater meaning to their work.