



Doctors' Health and Wellbeing Curriculum

	Core Content Themes	Educational Goals	Sample Learning Outcomes / Competencies	Alignment to Roles of the CanMEDS 2015 Framework
1	Understanding doctors' health – Individual, systemic, and cultural determinants	<p>Builds foundational understanding of how doctor health affects safe practice and patient care.</p> <p>Encourages recognition of systemic, cultural, and personal influences on wellbeing.</p>	<ul style="list-style-type: none"> • Recognise why doctors' health is different • Describe the health issues commonly experienced by doctors • Critically analyse systemic and cultural influences on doctors' wellbeing • Understand specific health issues such as moral injury, post-traumatic stress disorder and vicarious trauma • Identify barriers and enablers of health experienced by medical practitioners. 	Medical Expert, Health Advocate, Professional
2	Professional identity and medical culture – Norms, values, and their impact on wellbeing	<p>Links identity formation to behaviour and ethics.</p> <p>Promotes reflective practice and exploration of values that shape self-care and professional conduct.</p>	<ul style="list-style-type: none"> • Explain the concept of professional identity • Reflect on how culture shapes health-seeking behaviour • Explore personal values • Understand the importance of self-reflection and reflective practice • Propose strategies to foster supportive professional cultures. • Recognise how personal values and professional identity impact our work – delivering care, being a supervisor. 	Professional, Scholar, Communicator
3	Workplace risks and impacts – Bullying, harassment, racism, fatigue, and safe hours	<p>Equips doctors to identify, prevent, and advocate against unsafe or discriminatory workplace practices,</p>	<ul style="list-style-type: none"> • Understand workplace rights • Recognise the impact of unsafe culture, workload, and fatigue 	Health Advocate, Leader, Professional

		aligning with advocacy and leadership roles.	<ul style="list-style-type: none"> • Describe reporting and prevention mechanisms related to workplace issues such as bullying • Analyse how organisational policies and hierarchies of power can unintentionally enable bullying, racism or discrimination • Advocate for safe, inclusive workplaces. 	
4	Self-Care, boundaries and help-seeking: Practical strategies and pathways to care	<p>Develops capacity for ethical self-care, peer communication, and timely help-seeking, reinforcing professionalism and wellbeing.</p> <p>Recognises that all doctors need to maintain health and wellbeing, including supervisors and trainees</p>	<ul style="list-style-type: none"> • Identify sustainable self-care strategies • Identify common health problems and other risks to wellbeing (such as financial issues) for doctors • Establish effective mechanisms for monitoring health and wellbeing • Develop a personal wellbeing plan • Describe confidential healthcare options for doctors • Understand the role of being a patient and the potential challenges • Understand the barriers and enablers impacting access to care. 	Health Advocate, Leader, Professional
5	Caring for colleagues: Dual roles, confidentiality, and treating peers	Builds skills in compassionate communication, ethical practice, and maintaining boundaries while supporting peers.	<ul style="list-style-type: none"> • Understand the pros and cons of professional courtesy • Define how to maintain appropriate boundaries when treating colleagues • Explain confidentiality standards and legal obligations • Demonstrate how to manage a corridor consultation. 	Professional, Communicator, Health Advocate
6	When things go wrong: Adverse events, error, second victim, moral distress and recovery	<p>Addresses reflective practice, emotional regulation, and system-based responses after clinical error.</p> <p>Encourages shared learning and team support.</p>	<ul style="list-style-type: none"> • Explain the ‘second victim’ concept • Understand how adverse events and error are unavoidable • Outline organisational and peer supports after an incident or error • Develop a departmental response plan. 	Professional, Medical Expert, Collaborator
7	Complaints, regulation and medico-legal stress: Strategies for navigating processes and staying well	Builds literacy in navigating complaints while maintaining wellbeing and professionalism.	<ul style="list-style-type: none"> • Outline how regulatory and medico-legal processes can impact doctors’ health • Identify emotional and practical supports available to doctors experiencing medicolegal issues 	Professional, Health Advocate, Scholar

		Encourages reflection and system-level advocacy for fairness.	<ul style="list-style-type: none"> • Identify strategies for managing ongoing investigations. 	
8	Peer support and responding to colleagues: Building connection and trust	<p>Embeds peer support principles and empathy as clinical and cultural competencies.</p> <p>Reinforces team-based wellbeing approaches.</p>	<ul style="list-style-type: none"> • Describe principles of peer support • Identify when escalation is required and outline referral options, including for the suicidal doctor • Discuss the difference between peer support and treatment of a colleague • Practise active listening and empathy when the patient is a doctor. 	Communicator, Collaborator, Professional
9	Environmental and workforce wellbeing: System pressures and future sustainability	Promotes understanding of systemic drivers of burnout and encourages doctors to lead and advocate for sustainable, healthy workplaces.	<ul style="list-style-type: none"> • Discuss links between system design, workload, and wellbeing • Design strategies to enhance psychological safety for doctors • Develop strategies for managing conflict resolution • Propose system-level wellbeing initiatives and identify drivers to enable change • Determine a process for evaluating workplace sustainability measures. 	Leader, Health Advocate, Scholar
10	Leadership and organisational wellbeing: Culture, systems, and enablers of change	Develops leadership for health culture transformation, focusing on wellbeing-driven systems, policy, and governance.	<ul style="list-style-type: none"> • Explain leadership's influence on culture and health • Identify levers for enhancing organisational wellbeing • Determine resources for supporting wellbeing that are available locally • Evaluate strategies for measuring positive change within the organisation. 	Leader, Collaborator, Professional
11	Research and evaluation in Doctors' Health	Encourages evidence-based practice, research ethics, and evaluation of wellbeing initiatives to advance doctors' health scholarship.	<ul style="list-style-type: none"> • Critically review doctors' wellbeing literature • Identify the current gaps in doctors' health research (looking beyond wellbeing and burnout) • Consider the appropriate metrics for evaluating initiatives to enhance wellbeing • Explore the ethical issues related to doctors' health research. 	Scholar, Professional, Health Advocate

12	Career transitions and sustainability: Across training, practice, and retirement	Addresses resilience, adaptability, and advocacy for healthy career structures across the lifespan.	<ul style="list-style-type: none"> • Identify common stressors in transitions during a medical career • Explore supports that doctors may need when returning to work • Investigate the steps for a gracious retirement • Outline a positive process for transition to a role beyond medicine. 	Professional, Health Advocate, Leader
13	When a doctor dies: Suicide awareness, prevention, and postvention including organisational response	Promotes trauma-informed care, postvention leadership, and compassionate communication to support individuals and organisations after loss.	<ul style="list-style-type: none"> • Identify individual, cultural, and systemic risk and protective factors for doctor suicide • Demonstrate grief literacy and trauma-informed principles when supporting colleagues • Outline immediate, short- and long-term organisational actions after a doctor's death • Apply communication principles for safe, compassionate discussion about suicide and loss • Describe postvention and its role in preventing further harm and fostering recovery. 	Professional, Health Advocate, Leader, Communicator
14	Contextual focus areas: IMGs, rural medicine, medical students, doctors-in-training, First Nations doctors, Australian Defence Force doctors, Being a supervisor	<p>Promotes cultural safety, inclusivity, and equitable access to care for diverse groups within the medical workforce.</p> <p>Recognises unique challenges that impact specific cohorts (with the need to develop specific learning outcomes for each)</p>	<ul style="list-style-type: none"> • Understand the intersection of professional and personal identities • Apply culturally safe and equity-informed approaches when designing wellbeing responses and policies. • Identify community and organisational supports for specific medical cohorts. • Recognise the ethical dilemmas that may emerge for the different contextual factors when health impacts a doctor's performance. 	Health Advocate, Communicator, Collaborator, Professional