

Tips for Supporting Learners in Distress

Adapted with permission from Undergraduate Learner Affairs, Faculty of Medicine University of Toronto.



REMEMBER

- You are NOT in a clinical physician role
- Personal health information is still managed as per PHIPA
- · Confidentially unless unsafe

Don't	Instead
Take a history	 Acknowledge learner's distress Connect them to appropriate resources, including any support learner currently has in place
Promise absolute confidentiality	Reassure learner you will keep information confidential and take direction from them, exception being imminent risk of harm to them or others; then advise learner you will disclose only to necessary individuals
Offer/provide psychotherapy	 Follow up/check in with the learner to ensure they have connected with appropriate resources, if learner gives you permission to do so Maintain appropriate, professional boundaries



Connect learner to appropriate people based on the type of concern.

Type of	Details
Concern	
Emergent	 Imminent risk of harm to self or others Sudden/significant change in level of function
Urgent	Attention needed within 48 hours
Non-urgent	Attention needed within 2 weeks
Learner Mistreatment	Consult Student and Resident Affairs websites for information on how to disclose/report
Unsure	You are looking for some direction re: how to proceed

PLEASE CONTACT

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Distributed DMNS Student Affairs Site Reps: https://cdn.dal.ca/content/dam/dalhousie/ pdf/faculty/medicine/departments/core-units/student-affairs/Distributed Nova Scotia LIC Site Representatives.pdf

Office of Student Affairs: medicine.dal.ca/departments/core-units/student-affairs.html
Office of Resident Affairs: medicine.dal.ca/departments/core-units/resident-affairs.html

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DMNB Student & Resident Affairs Reps: medicine.dal.ca/departments/core-units/DMNB/
people/faculty/site-leadership.html