

AAMC Organization of Student Representatives Student Affairs Committee 2016-2017

Institutional Spotlight

Featuring Wellness Program Highlight


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Institutional Spotlight

Featuring Wellness Program Highlight

This document serves to provide medical students and institutional representatives around the country with brief information regarding other institutions and their successful wellness and resilience programs.




1 UNIVERSITY OF NORTH DAKOTA SCHOOL OF MEDICINE & HEALTH SCIENCES



2 UNIVERSITY OF PITTSBURGH SCHOOL OF MEDICINE



3 UNIVERSITY OF COLORADO SCHOOL OF MEDICINE



4-5 UNIVERSITY OF KENTUCKY COLLEGE OF MEDICINE

UNIVERSITY OF NORTH DAKOTA SCHOOL OF MEDICINE & HEALTH SCIENCES

CENTRAL REGION

ABOUT OUR SCHOOL

The University of North Dakota School of Medicine & Health Sciences (UND SMHS) is a national leader in Primary Care Education and Rural Health. As a community-based medical school with a mission dedicated to improving the health and lives of North Dakotans, UND SMHS trains 300 medical students across four campuses located in the four corners of North Dakota (Grand Forks, Fargo, Bismarck, and Minot). During their first two years, all medical students train in the newly built, state of the art, \$124-million-dollar medical school designed to foster inter-professional education and collaborative learning.

OUR OSR

The UND SMHS has two OSR representatives appointed by the Associate Dean of Student Affairs. Representatives, once appointed, serve for the duration of their medical education. New appointments are staggered to ensure a student representative is available for both pre-clinical and clinical student groups. OSR programs at UND are driven by regional needs, student interest, and student affairs support.

KEY PROGRAMS

- **Total Wellness Program:** Activities, services and resources to help medical students be successful: academically, personally, and professionally.
- **Wellness Wednesdays:** Once-a-month Wellness Wednesdays feature presentations and activities, such as De-Stress Fests, Mindfulness on Tap, Therapy Dogs, and Resiliency training.
- **Wellness Advocate:** This full-time position was created in 2016 in response to the need for dedicated personnel to help students manage stress and foster resilience. Michelle Montgomery, MSW, operating from the Department of Psychiatry & Behavioral Science, travels across the state educating students and trainees on our clinical campuses about personal practices to maintain wellness and resiliency as well as providing support for students and trainees under personal or situational stress. She also helps to train our faculty to recognize stress among our students and themselves and in methods of providing support.



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WELLNESS SPOTLIGHT: MIND BODY MEDICINE COURSE

The Mind-Body Medicine course was implemented as part of an effort to introduce students to the benefits of integrative medicine. Offered since 2012, the elective course focuses on the interaction between mind and body and uses an array of techniques such as meditation, relaxation, imagery, and bio-feedback as adjuncts to conventional treatment of certain common medical problems. The emphasis of this course is to blend science and humanism and to promote altruism, self-awareness, and self-care. Here, students have an opportunity to build a better understanding of themselves and to create more meaningful relationships with classmates than are typically developed in biomedical science lectures. The course is offered two times a year and meets for 11 two-hour sessions. It is open to all students but is capped at 10 students per course offering; interested students fill out a one-page application. Facilitators for the course received training in Mind-Body Medicine at the Institute for Integrative Health, in association with the Georgetown University School of Medicine. Schools interested in offering the Mind-Body Medicine Course should consider sending at least two faculty members to the experiential training in Mind-Body Medicine offered by the Institute for Integrative Health/Georgetown University School of Medicine.

In the words of a UND SMHS graduate, "I don't think I realized how helpful this course would be, not only in my future practice, but in my personal life as well. The art of medicine may not be a learned characteristic; but there are tools, such as this course, that help you to develop that art."

UNIVERSITY OF PITTSBURGH SCHOOL OF MEDICINE

NORTHEAST REGION

ABOUT OUR SCHOOL

The University of Pittsburgh School of Medicine is located in Pittsburgh, Pennsylvania. The school has over 600 students including MS1-MS4 and students pursuing research training in addition to their MDs. Pitt Med's mission is to train the future's physician leaders. More than \$475 million in National Institutes of Health funding advances medical research at the University of Pittsburgh and UPMC.

OUR OSR

Pitt Med's OSR has been expanding over the last few years. Originally there were only two representatives: one MS3 and one MS4. We have since added an MS2 representative. Our vision for the OSR is that eventually we will have four OSRs, with representatives from all four years. The election process has also changed, the current MS4 was elected by the student body. However, the MS3 and MS2 OSRs were chosen by a committee that includes current OSRs, the Student Affairs Office and the Student Executive Council leadership. Terms last until the student graduates.

OSR initiatives are student driven, often in conjunction with other student groups including the Student Executive Council and Wellness Committee, to name a few. In terms of administrative support, we rely heavily on the Student Affairs Office, especially Dean Joan Harvey.

KEY PROGRAMS

- **Expansion of the Faculty and Staff Together (FAST) Mentoring Program:** OSRs expanded the FAST program by adding "houses" to the infrastructure. These houses are led by academic deans and also allow for more longitudinal mentoring.
- **Peer-to-Peer Clinical Clerkship Guide:** A student created guide to help other students navigate core clinical clerkships, choose electives and plan their MS3 and MS4 year.

WELLNESS SPOTLIGHT: FAST MENTORING PROGRAM

We recently integrated wellness curricula into the existing FAST Mentoring Program at the beginning of the 2016-2017 school year. Our school wanted to put emphasis on wellness and resiliency this year. Often these types of projects can be logistically difficult to implement so we focused on starting small, using existing



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infrastructure and finding other groups with shared interests (you may have heard our primary rep, Ragini Gupta, discuss these tenets during an OSR session at the AAMC National Conference in Seattle in November 2016). A group of rising second year students got together at the end of the summer to put together sample topics that would be helpful to discuss with first year students. These topics were then distributed to all MS2 FAST advisors during a brief lunch orientation to the curriculum. The goal was to have the second year student serving as FAST advisors (2 - one male and one female) talk about these topics with the 5-6 MS1s in their "FAST family."

Starting small and using existing infrastructure allowed us to envision the idea and implement it in the short few weeks at the end of the summer before school started. It was difficult to coordinate this but we were able to be successful. It also required several meetings and relied on involved parties being flexible with their schedules so meetings could happen quickly. Starting small and using existing infrastructure would be our top recommendations for implementing a program such as this. We would like to see this program expand to include third and fourth year students our institution, as well as other medical schools in the nation.

UNIVERSITY OF COLORADO SCHOOL OF MEDICINE

WESTERN REGION

ABOUT OUR SCHOOL

The University of Colorado School of Medicine is committed to providing Colorado, the nation, and the world with programs of excellence in areas of education, research, clinical care, and community service. Our school is home to 675 students and is the only allopathic medical school in a five-state region. We have strong programs dedicated to the care of the urban underserved population as well as our rural communities.

OUR OSR

Our OSR chapter consists of 3–5 representatives. Applications are solicited from the first year class at the end of their first semester. Current OSR reps and the dean of Student Affairs review applications and interview selected candidates. The OSR position is offered to the strongest candidate as determined by consensus among the interviewing committee. Usually, there is one OSR representative selected per year; however, there is some flexibility in this arrangement based upon the needs of the school.

We are well supported by our dean of Student Affairs, who advises us on our OSR initiatives. We are members of our Medical Student Council, which helps us to keep the student body informed on our current projects and allows us to elicit their support and concerns.

KEY PROGRAMS

- **Scholar's Year Program:** One year in between the second and third years of medical school that allows students the ability to take time off for research without paying tuition or entering into loan repayment.
- **Master's in Medical Science (in progress):** Offers a recognized degree to students who successfully complete the preclinical years of medical school but do not pursue the third and fourth years.
- **Advisory College Program:** Provides support for students through longitudinal and interclass small-group format wellness activities, mentorship, and social events.



School of Medicine

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS



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WELLNESS SPOTLIGHT: ONE MINUTE MENTAL HEALTH INITIATIVE

Every semester, a one-minute survey is sent to every medical student. The survey educates students on how to access the counseling services on campus and asks them if they would like to be contacted to schedule an appointment. If they answer "yes", an employee of the Student Mental Health services reaches out to that student to set up an appointment. Appointments are blocked off when the survey is sent so that students are able to have an intake appointment as soon as possible. See the full text of the survey and instructions on how to implement it here.

(<https://www.mededportal.org/ncollaborative/resource/4220>)

This program was implemented in 2015 in response to the feedback that our mental health resources on campus were strong but underutilized. We brainstormed how students could access their services quickly and easily, and came up with this idea to have our Student Mental Health office reach out to students. Students and faculty were incredibly supportive of this initiative, and made its implementation flawless. We faced some barriers in how to keep student information confidential and how to ensure that all students who were promised an appointment would get one within a couple days after responding to the survey. The support of the Student Mental Health office was key in overcoming these barriers and making the initiative sustainable.

UNIVERSITY OF KENTUCKY COLLEGE OF MEDICINE

SOUTHERN REGION

ABOUT OUR SCHOOL

The University of Kentucky College of Medicine, home to 521 students, is dedicated to developing knowledge, skills and attitudes that promote professionalism, teamwork, life-long learning, empathy, scholarship, cultural sensitivity, and leadership, with the goal of providing excellence in education, health care, and research within the Commonwealth of Kentucky and beyond. The University of Kentucky College of Medicine (UKCOM) has plans to open a new medical school program and to expand an existing one in rural Kentucky. These additions will increase enrollment by about 30%.

OUR OSR

Our OSR consist of 4 students, one representing each class. Interested first-year students are invited to submit their CV and cover letter in early spring, which are reviewed by the current OSR representatives. Finalists are selected and then interviewed by the current OSR representatives as well as the Deans for Student Affairs. Once appointed, OSR representatives serve until graduation.

The OSR representatives work together to develop and initiate programs in consultation with Student Affairs and other student organizations such as class officers, student interest groups, and the Medical Student Government Association. Typically, a new program is presented to the deans for Student Affairs who offer feedback, encouragement, and guidance. OSR representatives are then allowed to lead the implementation of the program while keeping Student Affairs informed of their activities. Several programs involve collaboration with other organizations such as the VA, Dean's Office, or various departments, with OSR representatives serving as the main point of contact.

KEY PROGRAMS

- **Resilient Wellness Initiative:** A comprehensive student-led initiative that seeks to improve medical student wellness through specific programs aimed at prevention, intervention, and public relations. Resilient is designed to be a hub that links existing wellness programs together, as well as providing a platform to implement new ideas and programs.
- **M3 Mock Residency Interviews:** An annual event that provides an opportunity for recently matched 4th year students to mentor 3rd year students through residency interview practice sessions.

University of Kentucky

College of Medicine



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- **Joining Forces Initiative:** Collaboration between the UKCOM OSR and the UKCOM Military Medicine Interest Group to provide an opportunity for 1st and 2nd year students to learn and practice interview and exam skills that are relevant to the unique needs of veterans.

WELLNESS SPOTLIGHT PROGRAM: RESILIENT

Resilient is a program that was started in 2016 with the mission of serving as a central hub for all programs related to wellness in the College of Medicine. It is comprised of 3 main arms: Prevention, Intervention, and Public Relations. Resilient functions as a student interest group with dedicated officers and OSR representatives who coordinate and assist with implementation. Each arm is directed by a chairperson who coordinates the initiatives that fall within their domain. All three arms work together to provide assistance and encouragement that can be tailored to the needs of every student.

Prevention coordinates several programs aimed at helping students build community, be active, and succeed academically.

- **Big Sib/LII Sib program:** All admitted students are invited to complete a survey about their personality and interests. Students who choose to participate are paired with a second-year mentor who acts as a point-person and friend. Throughout the year, sibs continue to meet together one-on-one and at organized social events to check-in.

- **Yoga Wednesdays and Outdoor Pursuits:** Yoga Wednesdays is a 45-minute beginner-level, student-led yoga session that takes place each Wednesday before class. Mats are provided. Outdoor Pursuits plans outdoor trips for students to natural

spaces across the state of Kentucky. Transportation is provided. Both of these programs seek to remove the barriers that keep students from being active during medical school by planning convenient, low-commitment activities.

● **Survival Guides:** Resilient recognizes the stressfulness of medical school stems not only from the rigor of the coursework, but also the transition, for many students, of moving to a new city and a new community. The summer before entering UKCOM, students will receive a printed "Survival Guide to Lexington," created by current students which includes sections such as, "Where to Live," "Where to Take Your Parents," "Where to Take a Date," and "Where to Study Off-Campus." The guide also aims to help students develop community outside of school by offering suggestions about local running clubs, cycling clubs, hiking communities, and other similar local offerings.

● **Narrative Medicine:** Studies demonstrate that focus on patient narrative not only improves quality of care, but also safeguards providers against this exhaustion and burnout. UKCOM seeks to train future physicians that demonstrate the highest level of empathy and humanism in their care. This spring, for the first time, a Narrative Medicine elective is available, which provides a space for students to complete reflective pieces on patient interactions in the form of writing, dance, or music. Such reflection helps to bridge the gap between the "Us" and "Them" mentality and to remind students that the practice of medicine is truly a form of service to their fellow man.

Intervention provides one-on-one support and facilitates access to professional counseling services for students who may be struggling with wellness issues.

● **Peer Support program:** Each year, 20 student peer supporters will complete training in active listening through the University of Kentucky's counseling center and are then available for any student to contact. Peer supports are students who desire to be available to fellow students who need to talk. They are only intended to serve as a listening ear and to know when to refer a student who needs additional resources.

● **24-hour chat line:** Manned by a small number of fourth-year peer mentors who are committed to serving fellow students and are trained in listening and discerning when a student is in need of immediate professional services.

● **Destigmatization of mental health and student wellness:** Throughout the year, Resilient partners with various student interest groups to offer student panels and lectures that address this issue. Several students have encouraged their peers by sharing their own personal experiences with burnout and depression during medical school. Resilient believes that one of the most effective ways to promote student wellness is to break the silence surrounding this issue.

Public Relations involves PR campaigns to increase awareness of Resilient and student wellness in general and works to generate interest and excitement for Resilient programs.

Strong support from Student Affairs and the new Dean helped pave the way for implementation. Several members of the student body have enthusiastically stepped forward to lead and drive the program forward. If you are interested in starting a program like this at your institution, involve as many other organizations as possible and keep an open mind about the many different aspects that can be involved. Many students have had personal experience with wellness issues and can be the strongest leaders in your program. Do not try to implement all of your program immediately, but focus on one or two key aspects and get those established before moving on.