

# **AAMC Organization of Student Representatives Student Affairs Committee 2016-2017**

## **Institutional Spotlight II**

*Featuring Wellness Program Highlight*

### **Student Affairs Committee**

*National Delegate: Brandon Esianor*

*Regional Delegates: Ren Ariizumi, Nivine El-Hor, Ragini Gupta, Sarah Williams*

## **Institutional Spotlight II**

*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.



**1-2 ST. LOUIS UNIVERSITY SCHOOL OF MEDICINE**  
*Central Region*



**3-4 WEILL CORNELL MEDICAL COLLEGE**  
*Northeast Region*



**5-6 MCGOVERN MEDICAL SCHOOL AT THE UNIVERSITY  
OF TEXAS HEALTH SCIENCE CENTER IN HOUSTON**  
*Southern Region*



**7-8 THE UNIVERSITY OF ARIZONA COLLEGE OF MEDICINE  
PHOENIX**  
*Western Region*



### CENTRAL REGION

## ABOUT OUR SCHOOL

Saint Louis University School of Medicine (SLUSOM), home to around 720 students, is a private, Catholic Institution in the Jesuit tradition. The bedrock of Jesuit education is in the principle of *cura personalis*, that is, care for the whole person. The Jesuits design their approach based upon formation of a student's body, mind, and spirit. In the medical context, the focus on instilling into students more than textbook knowledge necessarily requires a focus on medical student wellness and begins to address deep-seated dilemmas in the medical profession such as physician burnout. Saint Louis University gave out the first Medical Degree west of the Mississippi and continues to blaze trails in a wide range of areas from vaccine development to student wellness and many areas in between.

## OUR OSR

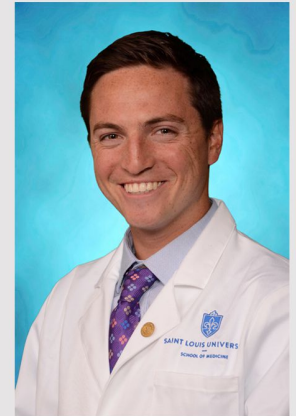
Our OSR chapter is comprised of four representatives--one from each year. First year students are eligible to apply, and interview, and are chosen through a selection process organized by the current OSR representatives and the Dean of Students. Our medical students meet with the deans of the medical school once each semester to discuss initiatives that the OSR is undertaking. The deans provide resources and direct support as needed. In the past few years, the OSR has established a practice of giving a professionalism lecture to first year students in an effort to facilitate a smooth transition between the medical profession and all of the many spheres from which students find themselves hailing. OSR representatives also are standing members of the curricular development committee for the medical school and are regularly asked by the administration to represent students as new initiatives are formed.

## WELLNESS SPOTLIGHT: INTEGRATED WELLNESS PROGRAM

In 2008, Dr. Stuart Slavin, Dean of Curricular Affairs, measured the rates of anxiety and depression symptomatology amongst medical students at SLUSOM. The results, while in-line with national averages, were utterly unacceptable. A series of structural changes were implemented in an effort to improve medical student wellness. Time spent in lecture was immediately cut by 10%; every other Wednesday in the pre-clinical years was set aside to pursue electives of the student's choice. Theme-based learning communities were created for medical students to join at their discretion and a



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longitudinal resilience and mindfulness curriculum was implemented. Over the course of the next several years, Dr. Slavin worked closely with students to further adjust the curriculum and change the culture at SLUSOM. In 2012, SLUSOM implemented a "true pass/fail" curriculum, which students have self-reported to have a profound impact on wellness. The results of these changes were immediate. To view results, please view *Figure 1* on the following page (page 2).

It is, of course, important to stress the fact that test averages, board scores, and residency placement results have not been lowered by these curricular changes. The structural description of Dr. Slavin's work does not begin to truly describe the remarkable revolution that has taken place at SLUSOM over the past decade. Wellness has become a culture. It is a centerpiece-- a core tenet-- of medical education at St. Louis University rather than simply a requirement or side project. Students are continually

encouraged to develop their own programs to further wellness at the school. Dr. Slavin would be the first to admit that one of the major keys to the success of his initiative was including students as co-innovators and collaborators from the very beginning, allowing them to take ownership of their curriculum and indeed their very experience as a medical student.

Our advice to students looking to implement wellness projects is to first find a faculty member mentor that values wellness, and then gather a team of student leaders passionate about making the project their own. To ensure wellness becomes part of the culture, build it into the curriculum and offer a variety of different programming options. Wellness looks different on everyone!

*Figure 1*

YEAR	2008	2009	2010	2011	2012	2013	2014	2015	2016
		<i>pre-change</i>	<i>post-change</i>						
<b>Moderate to Severe Depression Symptoms</b> (% MS2 of class)	28	35	17	18	16	17	21	20	6
<b>Moderate to Severe Anxiety Symptoms</b> (% of MS2 class)	58	61	61	39	46	44	47	47	20





## ABOUT OUR SCHOOL

Weill Cornell Medicine is committed to excellence in patient care, scientific discovery and the education of future physicians. Weill Cornell Medicine is engaged in world-class clinical care and cutting-edge research that connect patients to the latest treatment and prevention strategies. Located in Manhattan's scientific corridor, Weill Cornell Medicine's network of collaborators extends to its parent university Cornell University; to Qatar, where an international campus offers a U.S. medical degree; and to programs in Tanzania, Haiti, Brazil, Austria and Turkey. Weill Cornell Medicine faculty provide comprehensive patient care at NewYork-Presbyterian/Weill Cornell Medical Center, NewYork-Presbyterian/Lower Manhattan Hospital and NewYork-Presbyterian/Queens.

## OUR OSR

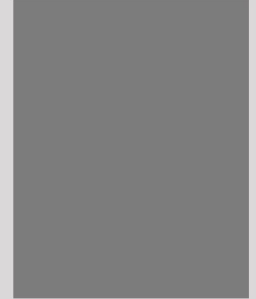
Two students are selected to represent Weill Cornell Medicine in the OSR. One representative is selected by application process and the other is elected by the students to the Weill Cornell Board of Overseers and co-serves as the second OSR representative.

## KEY PROGRAMS

- **Wellness Representative:** This student-elected representative serves as a member of the Medical Student Executive Council. The Wellness Representative is expected to a) host student wellness events aimed at positively enhancing the student body's physical, emotional, and mental well-being; b) send out the monthly Wellness Newsletter; c) act as a member of the Student Life Committee (SLC); d) regularly poll the student body about its wellness needs.
- **Student HotSpot:** A non-curricular "student friendly" website built by students with the goal of providing a single platform with key information. The website includes WCMC Policies and Procedures, Student Spaces, Student Groups, Discussion Board, and Feedback on Student HotSpot.
- **Clerkship Peer-Peer Mentoring Program:** The Medical College is initiating a new program designed to allow 4th year students to serve as a peer mentoring resource to students enrolled in clerkships. The peer mentors can provide advice on academic and wellness-related issues, and can also direct students to campus resources.



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## WELLNESS SPOTLIGHT: PEERS ADVOCATING WELLNESS (PAWS)

The Weill Cornell Peers Advocating Wellness (PAWs) program was created in 2016 by former Wellness Representatives, with support from faculty advisors and the administration.

PAWs is a volunteer organization that provides anonymous peer counseling, coaching, and check-ins to fellow medical and graduate school students. Our primary purpose is to provide students with an outlet to discuss any concerns or issues they may be experiencing. Though we are committed to hearing students, we do not claim to have specific answers and don't provide counseling services. PAWs are medical and graduate school students who volunteer to provide an empathetic, non-judgmental ear to their peers. All volunteers participate in 7 hours of motivational interviewing (MI) training, conducted by instructors from the Center for Healthful Behavior Change at NYU. Two additional 2-hour practice sessions are held during which pairs of PAWs practice MI with each other, while being observed by a fellow PAW who provides feedback on the encounter.

In total, most PAWs have 7 hours of initial training and 4 hours of practice. This training is supplemented by the QPR web based curriculum (<https://www.qprinstitute.com>).

Each Wednesday and Thursday from 6–9pm, two PAWs staff the PAWs office located in Belfer, a student research and study building on campus. Appointments are made on an entirely anonymous basis, however they are not required and walk-ins are welcome. PAWs maintain strict confidentiality, meaning information is not shared with friends, administrators, or faculty regarding what is discussed. In cases of concern for harm to self or others, PAWs have been trained to reach out to the faculty adviser (students are informed of this prior to any discussion). In an effort to ensure the PAWs office is a welcoming environment, we encourage all students to drop and relax even if they don't have a specific issue they would like to discuss.

In addition to holding drop-in office hours, PAWs runs a wellness-related session during orientation for medical and graduate school students each year to introduce the program to incoming students.

Given our relatively new existence as a program, members of PAWs frequently gather together to discuss ways to improve our program—potentially more outreach, small group-session—as well as to supplement our training—such as the addition of special sessions on cultural diversity (implicit bias) and LGBT issues—and just to enjoy one another's company! We were able to launch PAWs successfully with support from the Office of Student Affairs and advise students interested in starting such programs to find support within the administration as well.

More information can be found at our website: [wellness.med.cornell.edu](http://wellness.med.cornell.edu).



# MCGOVERN MEDICAL SCHOOL AT THE UNIVERSITY OF TEXAS HEALTH SCIENCE CENTER IN HOUSTON

SOUTHERN REGION

## ABOUT OUR SCHOOL

McGovern Medical School is the sixth biggest medical school in the United States. Located in the heart of the world's largest medical center, the school was established by the Texas Legislature in 1969 to address the shortages of physicians and the then-untapped resources for medical education in Houston. With nearly 1,000 medical students and a similar number of residents and fellows, McGovern Medical School is one of the largest and most diverse medical schools in the country. Students have access to the latest technology and are taught with an emphasis on humanities, ethics, patient quality, and safety.

## OUR OSR

McGovern's OSR chapter consists of one representative from each medical school class. Students run for the position during the fall semester of their first year and the candidate is sent to the Office of Student Affairs for final approval. Terms last until the representative graduates. As an organization, we meet at the beginning of the fall semester to discuss goals for the academic year and follow up on projects from the previous year. OSR members sit on various administrative and faculty committees and attend Student Senate meetings. Our involvement in those committees help inform OSR initiatives. We bring our project idea to the respective entity on campus and work closely with our Office of Student Affairs to gather student feedback and develop the project.

## KEY PROGRAMS

- **Class Charity Program:** As a way of giving back to the community, the first and second year class selects a charity to fundraise for throughout the year. The first year class chooses a national charity while the second year class will choose a local charity. The class service officer coordinates fundraising efforts such as silent auctions, merchandise sales, and a first year semi-formal event.
- **Certificate Program – Humanities:** The McGovern Scholarly Concentrations program is designed to enrich student experience through learning activities that are specific to an interdisciplinary health related topic. One of these concentrations is tied to the John P. McGovern, M.D., Center for Humanities and Ethics. This program is the largest of its kind in the country and



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**Certificate Program – Humanities (cont.):** includes courses, research experience, volunteer opportunities, informal gatherings over film or poetry, dinner seminars, and outside speakers.

## WELLNESS SPOTLIGHT: HEALING WITH KINDNESS, A DAY OF SERVICE

Service is one of several components to the multi-faceted approach to supporting students as they tend to their well-being. A Day of Service represents an integration of service learning and wellness that creates an opportunity for students to positively impact their surrounding community while enhancing their well-being. Service has the potential to improve self-esteem, sense of personal worth, and confidence while rekindling motivation and providing new perspective. This nontraditional approach to student wellness serves to care for students

holistically with the understanding that each individual's wellness is a consequence of a variety of factors. To realize sustainable wellness with widespread implications, specialized interventions must adequately address the numerous barriers to wellness.

The program occurs during protected time dedicated solely to community service in the second semester of the first year of medical school; removing competing priorities reinforces the significance and value of service. Members of the MMS Student Wellness & Resilience Committee work to identify and secure 15 different organizations addressing a variety of community concerns including poverty, domestic abuse, foster care, and more. Students then select the organization with which to serve and faculty are invited to participate. All participants are encouraged to share their service story on social media. The day is concluded with students returning to the medical school for reflection and debriefing.

Survey results indicated that 88% of participants noted Day of Service as a valuable experience. Overwhelmingly, the sentiment of the day was one of gratitude and appreciation for the experiences that the varied organizations provided. A lesson learned was the missed opportunity to better communicate the objectives of the end of the day debrief and to schedule it on a subsequent day. Next year, we will have two service days (fall for the MS2s & spring for MS1s), optional service Saturdays, and a collaborative community health fair – UTHHealth-Cares.



# THE UNIVERSITY OF ARIZONA COLLEGE OF MEDICINE PHOENIX

WESTERN REGION

## ABOUT OUR SCHOOL

The University of Arizona College of Medicine Phoenix (UACOMP) is a four-year program based in downtown Phoenix. It began in 2007 as an expansion to a venture that originally offered third- and fourth-year medical students the Tucson, AZ medical campus the opportunity to train at Phoenix-area hospitals. The school now has independent full accreditation and currently educates 310 students, all of whom rotate with eight clinical partners in the Phoenix metropolitan area. The college is also one of few medical schools in the country that requires every student to complete a four-year research project.

## OUR OSR

Our OSR chapter consists of eight representatives: one principal rep and one alternate for each class. Having two reps per class allows our school to have full representation (for a maximum of 4 students) at conferences in case there is a schedule conflict or a student needs to step down from their position for any reason. Students apply their first year during the first semester. Applications are reviewed by current OSR reps and other members of the Student Executive Board, who then interview candidates and select the incoming reps.

MS1 and MS2 reps also hold a voting position within the Student Executive board. Representatives are also required to meet with the Medical Student Government President and Vice-President as well as a member of Student Affairs after every conference.

## KEY PROGRAMS

- **Dedicated Self-Care/Resiliency Time:** Students are required to sign-up for a four-hour self-care time slot during Capstones. Capstones are a week-long experience occurring three times a semester when students don't have lectures and instead work with community clinicians, perform research, and complete reflective writing assignments.
- **Pathway Scholars Program:** Arizona residents who have experienced great challenges in preparing to become competitive medical school applicants spend a year before school obtaining the skill set necessary to thrive in medical school and are then granted a Graduate Certificate and matriculate into UACOMP.



THE UNIVERSITY OF ARIZONA

College of Medicine

Phoenix



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- **Learning Specialists:** We employ four full-time specialists who work one-on-one with Pathway Scholars to support them in identifying areas of strength and further development. They also develop workshops and panels, and provide resources related to being successful in medical school.

## WELLNESS SPOTLIGHT MENTAL HEALTH AWARENESS WEEK

Mental Health Awareness Week is an annual event designed to shed light on the importance of mental health. Student Affairs wanted students to know they weren't alone when struggling with mental well-being in a very demanding field, and wanted to publicize the resources available to overcome these challenges.

During this week, a live board is put up in the lobby where students can anonymously provide feedback

and share techniques that have helped them overcome depression and/or anxiety. There are also a variety of 'Lunch Talks' planned daily during lunch hour. Some of these include sessions on personal mental health and well-being from the school's counselors, who provide year-round free appointments to students. There is also a Wellness Trivia event where snacks and prizes are awarded to students who participate. Meditation and yoga classes are offered to students as well, which take place on campus and are free of charge.

Implementation of the project faced few barriers. UACOMP already has funding set aside for wellness programs, and the activities throughout the week required very little funding. The biggest challenge has been promoting student attendance. Incentives are provided in the form of food and prizes, and sessions are placed during their lunch hour for no more than 40 minutes. Student Affairs also works with several Student Interest Groups to plan some of the sessions, which keeps students involved in the planning process and encourages them to attend. We normally have 30-80 students participate in each session.