



AAMC

Tomorrow's Doctors, Tomorrow's Cures®

# Sample survey items to evaluate UME well-being programs

GSA COSA Working Group on  
Medical Student Well-being

Association of  
American Medical Colleges

# Sample survey items to evaluate UME well-being programs

GSA COSA Working Group on Medical Student Well-being

Chantal Young, PhD (Chair)  
Katherine Daly, PhD (Southern)  
Michelle Lizotte-Waniewski (Southern)  
Alicia Hurtado, MD (Northeast)  
Christa Zehle, MD (Northeast)  
Elizabeth Lawrence, MD, FACP (Western)  
Margaret Rea (Western)  
Wei Wei Lee, MD, MPH (Central)  
Alexandra Wolanskyj-Spinner, MD (Central)  
Amelia Philips, MPH, CPH (Support)  
Jeffrey Woods (OSR Liaison)

This document was created by the GSA COSA Working Group on Medical Student Well-being and is intended to support institutions in enhancing well-being efforts. All content reflects the views of the GSA COSA Working Group on Medical Student Well-being and does not reflect the official position or policy of the AAMC unless clearly specified.

The AAMC (Association of American Medical Colleges) is a not-for-profit association dedicated to transforming health through medical education, health care, medical research, and community collaborations. Its members are all 155 accredited U.S. and 17 accredited Canadian medical schools; more than 400 teaching hospitals and health systems, including Department of Veterans Affairs medical centers; and more than 70 academic societies. Through these institutions and organizations, the AAMC leads and serves America's medical schools and teaching hospitals and their more than 179,000 full-time faculty members, 92,000 medical students, 140,000 resident physicians, and 60,000 graduate students and postdoctoral researchers in the biomedical sciences. Additional information about the AAMC is available at [aamc.org](http://aamc.org)

© 2022 Association of American Medical Colleges

Association of American Medical Colleges  
Washington, D.C.

## Evaluating UME well-being programs

GSA COSA Working Group on Medical Student Well-being

### Background and rationale:

Rigorous evaluation of UME well-being efforts is necessary to assess the efficacy of interventions and ensure alignment with student needs. Developing a robust and ongoing evaluation strategy for student well-being programs will allow medical schools to refine their vision and goals for the program and appropriately allocate limited resources, staffing and funding. Without rigorous assessment, schools are unable to assess how their well-being programming is perceived by students, whether programming aligns with and meets student needs, or identify problematic areas that may be causing harm or need to be improved.

Limited guidance exists on how to meaningfully approach evaluation of student well-being programs. In this document, we introduce a set of survey items to evaluate UME well-being programs that schools can use and adapt for their specific needs. As leaders of medical student well-being initiatives and members of AAMC Group on Student Affairs (GSA) – Committee on Student Affairs (COSA) Working Group on Student Wellbeing, our perspectives are based on a literature review of student well-being initiatives published between 2010 and 2020, our research, expertise, and two years of community discussion with AAMC members on how to evaluate well-being programs.

We recommend that this survey be used in conjunction with the Sample Survey to Evaluate Stressors in the UME Learning Environment.

## Evaluating UME well-being programs

GSA COSA Working Group on Medical Student Well-being

**Instructions for Students:** This anonymous survey is designed to assess the effectiveness of the well-being program and to better understand the impact of stressors in the medical school experience. These data will be used to make continuous changes to improve student well-being. Thank you in advance for helping us improve the well-being of our students.

*Survey note: items scored on a Likert scale of Strongly Agree to Strongly Disagree unless otherwise indicated*

### **Construct 1: Student awareness of well-being resources**

1. I understand how to access mental health or well-being services at my medical school (who specifically to reach out to and how to book an appointment with them).
2. The mental health or well-being professionals at my medical school are easily accessed.
3. The mental health or well-being professionals respond quickly to student requests.
4. The mental health or well-being professionals have good availability to meet with students.
5. My medical school has a committee specifically devoted to student well-being. Yes/No
  - a. If you answered yes to the previous question, my medical school's well-being committee actively involves students. Yes/No

### **Construct 2: Level of stigma**

1. There is stigma associated with seeking mental health or well-being services at my medical school.
2. I would be personally comfortable seeking mental health or well-being services at my medical school.
3. I would be comfortable with my peers and faculty knowing that I seek mental health services at my medical school.
4. My medical school encourages help-seeking behavior and tries to reduce stigma.
5. My medical school sends a consistent message that well-being is important.

### **Construct 3: Student satisfaction with the well-being program**

1. My medical school cares about me.
2. I am satisfied with my medical school's well-being program.
3. My medical school's well-being program is perceived positively by students.
4. There is usually high student attendance at my medical school's optional well-being offerings.
5. My medical school addresses well-being longitudinally throughout all four years of medical school.
6. My medical school takes student feedback into account to inform future well-being events and curricula.
7. My medical school's well-being committee is receptive to student feedback.

## Evaluating UME well-being programs

GSA COSA Working Group on Medical Student Well-being

8. When there is a local crisis or a national event that affects the medical student community adversely, my school takes appropriate measures to respond in ways that support student well-being.
9. What are some of the creative or additional ways that well-being is addressed at your medical school?:
10. The most valuable part of my medical school’s well-being program is (please include why you feel it is valuable):
11. The least valuable part of my medical school’s well-being program is (please include why you feel this part lacks value):
12. In sum, if I were to assign a grade to my medical school on how well I feel they address well-being, it would be:

<u>Grade</u>	<u>Description</u>
A	Aspirational well-being program that goes above and beyond
B	Basic well-being program that addresses many elements of my wellbeing
C	Critical well-being requirements met, but leaves much to be desired
D	Deficiencies in well-being program
F	Fails to offer even the most basic well-being program

13. Student satisfaction with the Well-being Curriculum:

*Instructions: Place a check in the first column for well-being curricular topics currently offered by your medical school. Place a check in the second column if you’d like to see greater emphasis/coverage of this well-being area at your medical school. You can check one or both columns. [Participants see two columns with checkboxes]*

1. Overview of medical student well-being – what it is, why it matters, why you matter, resources, asking for help
2. Impostor syndrome/phenomenon
3. Managing mental health – anxiety, stress, depression, burnout
4. Suicide awareness and prevention
5. Physical well-being – nutrition, sleep, and exercise
6. Growth mindset, grit
7. Self-compassion
8. Cognitive distortions and what to do with them
9. Time and energy management
10. Mindfulness/meditation
11. Positive psychology, meaning in medicine
12. Peer support, social connectedness, belonging
13. Assertiveness, limit setting, communication skills
14. Self-reflection and self-awareness
15. Debriefing critical incidents, managing negative outcomes
16. Spiritual wellbeing, awe and mystery in medicine

## Evaluating UME well-being programs

GSA COSA Working Group on Medical Student Well-being

17. Substance misuse and other addictive behaviors
18. Financial well-being
19. Shame and vulnerability
20. Structural approaches to well-being, how to become a well-being advocate in your career
21. Coping with disappointment and grief
22. Coping with cadaver work, squeamishness

### **Construct 4: Impact of well-being program on student self-care**

1. The belief that I matter has increased as a result of my medical school's well-being program.
2. My ability to understand how to care for and prioritize my well-being has increased as a result of my medical school's well-being program
3. My self-care behaviors have changed because of my medical school's well-being program.
4. My internal self-talk or cognitions have changed because of my medical school's well-being program.
5. My medical school offers me tools or methods to monitor my well-being over the course of the year.