

00:36:28: <https://www.aamc.org/career-development/affinity-groups/gsa/cosa-working-group-medical-student-well-being>

00:38:25: Medical School Wellbeing Curriculum Collection <https://www.aamc.org/about-us/mission-areas/medical-education/wellbeing>

00:38:49: This is amazing. Thank you!

00:47:21: I have a question, trying to unmute

00:49:20: Great question - we will be going in depth into evaluation strategies.

00:49:59: We incentivize for surveys.

00:50:36: we do too

00:50:57: Please share the types of incentives you offer

00:51:05: We have been on a grand tour of classroom spaces (med, pharm and doctoral) to give students 5-10 minutes of classroom time to complete our biannual wellness surveys. Faculty buy-in and cooperation has been huge.

00:51:10: Anyone using the Well-Being Index as a diagnostic tool?

00:51:13: I'm curious about what students want to do (and not do) on these days off. What's their motivation for requesting?

00:51:50: Who is administering the wellness screenings and then how are they used. I am a psychologist at a medical school and think that the validity and reliability of screenings is important as well as referral to more help if needed.

00:51:51: We do nice catered class lunch if they get to % completion of AAMC surveys

00:52:08: We have seen a huge upsurge in requests for days off - for many reasons. Weddings, family reunions, etc

00:52:51: We have had protective time with lunch, amazon e gift cards, raffles, ice cream parties, some of these incentives are % based and some are individually rewarded. For the 4th years, we add grad tickets and yearbook funding.

00:53:15: Thanks everyone! Great ideas

00:53:16: apple watch, scooter, ice cream parties if a certain percentage is reached

00:53:31: One of the big stressors that I'm seeing is that the switch to pass/fail grading (both in the curriculum and on Step 1) has really upped the stress level for the current students as they no longer have a good sense of their standing. How can we best structure these changes to make these changes have the intended benefit of reducing stress/improving wellness?

00:53:36: We use gift cards LOL

00:54:03: From what I hear from the students, the motivation varies from I have a wedding to go to to I need a break from everything.

00:54:22: Similar to those incentives above, but I also explain to the class taking the survey how their results can impact future classes - seems to work well/pair with our culture here.

00:54:33: While we have far more "buy in" for the value of personal time (and have utilized personal days policy preclinical time) we actually ended up changing our policy. How have folks managed to TRACK requests and implement the time off during clinical work without this becoming an insurmountable administrative burden for all clerkships. Any suggestions for processes that work? Has been a big barrier to overcome for our team.

00:54:55: I was unable to grab the QR code fast enough for the sample survey questions - is anyone able to share the link in the chat, please? TYIA

00:54:59: Yes, I have never heard 2nd years talking about residency apps until now because of the pass /fail change

00:55:06: <https://www.aamc.org/media/61786/download?attachment>

00:55:32: Excellent comment and question. We know that pass / fail grading support student wellbeing and learning, however we do not want to disadvantage students and we want programs to distinguish among students. I think this requires a review of how we are assessing are students with a focus on competency-based assessment being an important part of that conversation.

00:55:41: I'm finding that with a lot of our wellness surveys...students say those surveys negatively impact their well-being. It's a reminder that they are not doing well.

00:56:44: Thank you. It's similar at my institution too. There seems to be a shift in values, and I imagine students are struggling with how to prioritize. They'll definitely continue to face these challenges in the field since it is so demanding. It's tough all around though

00:56:48: We use a ticket system which pushes online time off request forms to a specialist in Student Affairs who confer with MedEd leaders to determine whether the absence will be excused or not.

00:58:07: Our students submit an excused absence request electronically which is reviewed by a Dean for Students to determine if the time off request can be approved. This also tracks the number of requests a student submits to monitor if additional support is needed for that student.

00:58:13: I've tried to have some of our alumni discuss this with students...not sure the impact yet (just did it once so far)

00:58:17: To use as a program measure, I would think we would need baselines for each class.

00:59:27: Access to mental health treatment is integral to wellness

00:59:39: Students automatically associate wellness with mental health. I have tried to spend this year teaching what wellness IS, to counteract their perception. Although it is still an uphill battle, especially 1st year students

00:59:40: For me, there's more confusion between feedback for personal counseling and student mental health

01:00:38: Same! We emphasize maintaining wellness and the difference between that and once students feel that they are unwell.

01:02:30: Also very difficult to capture impacts of mental health support for purpose of general wellness and individualized interventions for mental health. Really helpful to consider what Jennifer Lewis is stating about wellness dimensions.

01:02:57: It needs to be low barrier access to mental health, the greater the hassle - scheduling, payment, hours of service the less inclined some students will be to reach out

01:03:04: I see wellness as a preventative and global offering. Mental health seems to me more intervention based. I would claim that not having effective wellness strategies would create vulnerability for mental health.

01:05:27: Yes!! 100%- practice this stuff when it's not hard so that you have it ready when it is hard 😊

01:06:15: I'm curious if the work group that recommended looking at licensure questions also considered looking at hospital credentialing questions as these tend to be more detailed in my opinion. I think approaching the AHA with the same idea as the state licensing agency would be important.

01:08:26: We did not, however certainly an interesting idea.

01:08:29: Students have asked many times about mental health questions on licensure and this is a barrier to them being willing to seek help.

01:09:14: We did make a recommendation about state licensing questions and how to prepare and orient students to their state's questions to help reduce stigma.

01:09:55: The chat is full of a lot of wisdom and insight - definitely hearing a theme of wellness as prevention

01:11:19: Where does everyone house their wellbeing program? We have some curricular (OSA and MEDED) and we have Student Health and Wellness, but neither are a robust program.

01:11:50: That may be one of the barriers to evaluation

01:12:43: I think that there might be a challenge at our school for who owns this as we have a university student affairs, medical school and Student Counseling and other areas.

01:12:46: The amount of evaluation needed is a barrier for us. We try to reduce the number of surveys, so we've had to get creative about how to work in assessment to existing structures

01:12:48: Wellbeing should be "all hands on deck" - could be a joint effort b/w Med Ed and Student Affairs.

01:13:16: Are there other measures of success besides surveys?

01:13:19: Our wellness program lives within the Office of Student Affairs. And this has worked quite well for us.

01:13:30: There are different models, however many medical schools have wellness within their Student Affairs, with collaboration between the many shareholders.

01:13:59: My barrier is currently my administrator. She has asked that I just work exclusively with students, and not involve education/involvement of faculty and staff. This is hard to do as I am used to working collectively.

01:14:14: HealthFirst (our H&W initiative) is a joint venture between OME and OSA

01:14:49: That is a good idea to get creative and look beyond the standard survey approach. I'm curious to hear if others have unique approaches to evaluating wellbeing programs

01:17:40: I would go one step further to say that wellness is not about prevention as much as it is about 'promotion' as in health promotion. Wellness is not a problem to solve as much as it is a culture to build. We are using an evidence guided APP called COREWELLNESS as a Pilot this year which provides content and can provide data (grouped to maintain privacy) on progress and also on which domains of wellness seem to be the ones where people have the greatest issues so that we can focus resources.

01:17:45: Ways we have dealt with barriers in med ed/student affairs assessments: 1. doing student focus groups. engaging with our Education colleagues at the university to bring in grad students for a semester project on one of their assessment courses

01:18:10: We've just implemented Early Alert.

01:18:12: we use an internally developed survey

01:18:16: Other - Student Wellness Committee and Student Government feedback

01:18:16: Good point

01:18:27: Same, we use Early Alert

01:18:27: We have been using Early Alert for ~ 2 years

01:18:59: Medical school is 4 separate life cycles and we are offering a 'reset' each year by helping students to understand the 'rules of engagement' for each year at the beginning so we can set expectations appropriately.

01:22:53: This is where we partner with our faculty colleagues and also our assoc. dean of professional identity formative and our assoc dean for career advising. well-being work touches it all in this way - hope that helps.

01:24:30: <https://www.aamc.org/media/61781/download?attachment>

01:25:34: Thank you for sharing :)

01:26:40: It's interesting because I imagine that an indicator of success of a well-being program might be an increase in students asking for what they perceive that they need (e.g., more time off). This is a signal of increased worthiness

01:28:08: Wow, good point

01:28:17: really good point!

01:29:43: It was the example survey items on self-care! It helped me see a connection

01:30:13: Small group discussion questions: 1. Based on earlier discussion, do any of you have similar tools or assessments you use to measure your wellbeing program?

2. Would you classify your current evaluation strategy as tier 1, 2, or 3?

3. What do you think is the best timing for this type of evaluation?

01:30:27: How do people deal with the fact that students get really hyperfocused on their specific now situation and I tend to focus on the tools that will be useful as they progress through med school, residency, and their career.

01:47:13: small groups...never...enough...tim...e ;)

01:47:24: ^ LOL

01:47:37: #truth

01:50:33: That is what we do with Early Alert

01:54:18: I have to transition to another meeting, thank you for the enriching and insightful conversation!

01:54:22: How much does early alert cost?

01:54:43: Great meeting

01:55:12: Thank you- these calls are always a wonderful resource and a great way to connect across campuses!

01:55:14: It is a tiered payment system - you can email me and I can touch base

01:55:45: Great meeting!

01:56:38: <https://www.aamc.org/career-development/affinity-groups/gsa/cosa-working-group-medical-student-well-being>

01:56:42: Thank you to everyone for your meaningful contributions and ideas - this discussion was so valuable!

01:56:49: This was great! Thank you so much for providing access to the tools.

01:56:57: thank you everyone!

01:57:05: Thanks you very useful and informative

01:57:07: Thank you!

01:57:08: Thank you so much. It was so helpful to network!