

# STFM Conference on Medical Student Education



## Promoting Medical Student Wellness Using a Hybrid Online Curriculum

*Donna Cameron, PhD, MPH  
Jennifer Lubkin Chavez, MA*

*Funded by a grant from the  
Center for New Designs in Learning and Scholarship  
Georgetown University, Washington, DC*

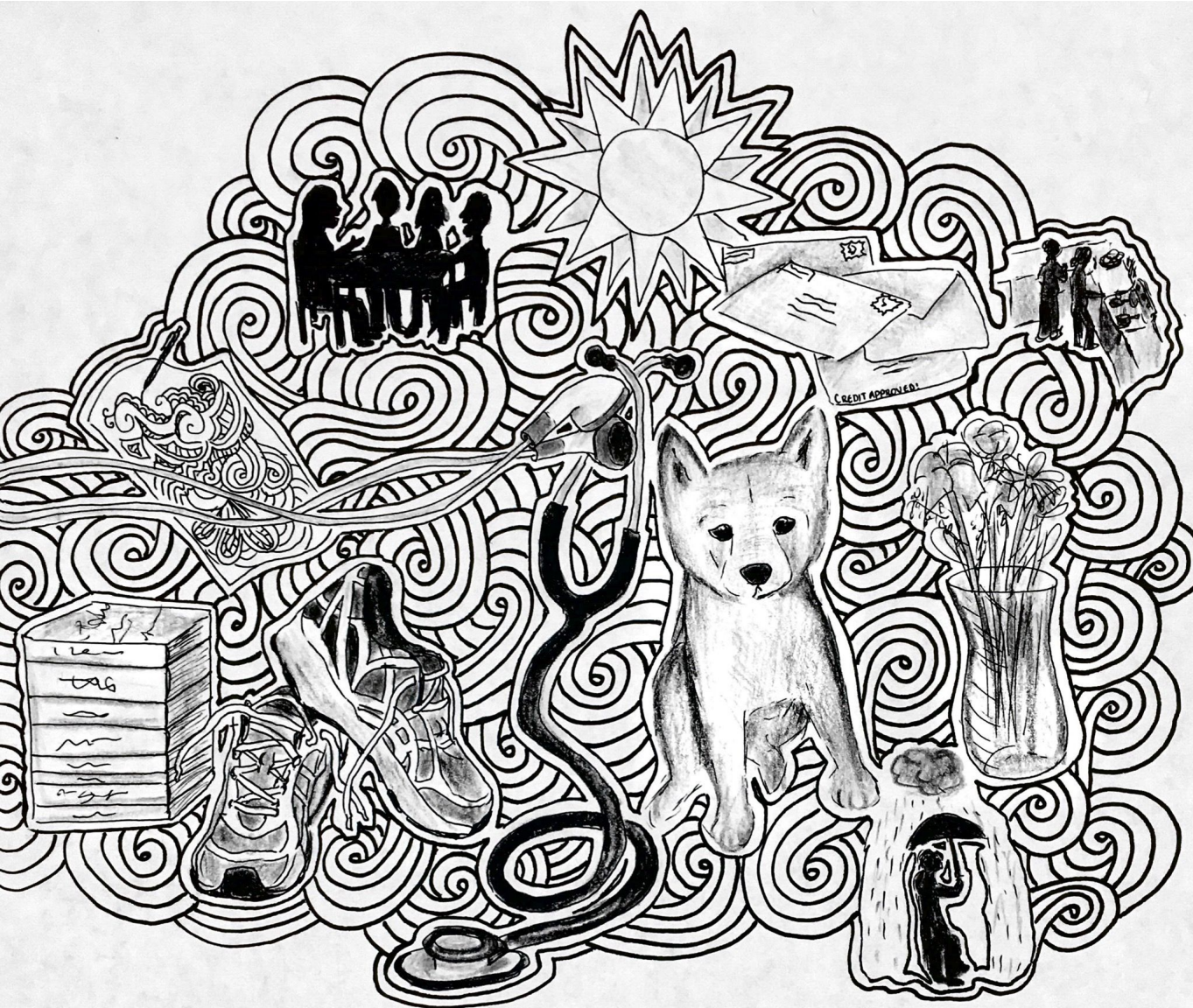
# Disclosures

- We have no disclosures.

## **Overview of this Session**

- Connecting activity
- Developing a hybrid wellness course
- Sample activity and reflection
- Lessons learned
- Your turn: Applications at your institution

STFM Conference on  
**Medical Student Education**





# STFM Conference on Medical Student Education

## WELLNESS WHEEL



## **Rationale**

“In short, many students complete medical school with a wealth of knowledge, but feel ill prepared to engage in the human aspects of healing and have had little opportunity to reflect on their personal development during their training.”

Dossett, Kohatsu, Nunley, Mehta, Davis, Phillips and Yeh, 2013

## Traditional Course vs. Hybrid Pilot

**Title:** “Balancing Personal & Professional Demands” Selective

**Format:** Small-group (9-10 students)


**Time:** 2-hour sessions for 7 weeks - Spring semester of M1

**Project:** Health Improvement Project required

**Assessment:** 3-5-page Summary Report due at end of course

Traditional	Hybrid Online	
All sessions face-to-face	Sessions 1,2 Session 3, 4, 6, 7 Session 5	Face-to-face Synchronous Asynchronous

# Course Development

- Course goals
  - Help students establish self-care habits
- Gathering existing ideas/materials
- Learning objectives
- 
- Activities and assessments (with format)
- Platform and structure
  - Blackboard Learn, learning modules
- Build
- QA



# Scope & Sequence Chart: Occupational Wellness (Sample)

Format	Objective	Online/Distance Activities	Checkpoint Activity (Evidence of learning)
<b>Session 3 (synchronous)</b>	Describe the seven dimensions of wellness in personal terms	Pre-class: Create a drawing, video or story to illustrate the life you want to have in 2020 or 2025. Illustrate your life in all seven dimensions of wellness.	Upload video as YouTube link. Read story to class. Show and describe the drawing.
	Assess your potential wellness in the future as a clinician	Pre-class: JAMA article, Calibrating the Physician...	Journal: What did you learn about yourself while doing the assignment for this week?
		Pre-class: Manage Your Energy, Not Your Time	
		Participate in a 1-hour interactive session with a seasoned clinician. Topic: How I Prevent Burnout	Blog: Share what you want to be most proud of in 2020 or 2025 and why.

## Sample activity



**Gratitude Meditation** - "Stop, Breathe & Think" - free app

## **Lessons Learned**

- **Create** a Scope & Sequence Chart - a “roadmap” for the course
- **Explore** ways to build community online
- **Tap** the full potential of campus resources

## **Pilot Results:**

### **Students' Health Improvement**

- 73% Chose physical HIP project
- 73% Increased awareness of wellness
- 55% Met their HIP goal; 45% improved
- 18% Mentioned group support as helpful
- 45% Increased comfort sharing personal info
- 100% Increased empathy for patients needing to change health behaviors

## **Pilot Results: Format**

**75%**      Face-to-face more beneficial

- “Face-to-face courses help you make stronger connections with others.”
- “Personal, live interactions are more powerful.”
- “I have gotten a little more comfortable with blogging and video chats, but I still prefer face-to-face interactions.”



# STFM Conference on Medical Student Education



**Your turn!**

**Where would you go from here?**

## **Comments from participants. . .**

- “Sad that we need [a wellness course]. Set aside time for something that, unfortunately, we don’t do.”
- “The need and success of wellness courses is an unfortunate indication of how little we pay attention to our own needs.”

## **Advice from participants...**

- Return to face-to-face format.
- Randomize groups to get more objective data; use validated surveys.

## **Considerations from participants . . .**

- Training med students to teach patients about wellness
- See if school would be willing to make it mandatory.
- An accountability buddy check-ins to see how you are doing with your goals.
- Take it longitudinally; monthly mindfulness sessions?
- If longitudinal, incorporate different levels to help with understanding.
- Incorporate wellness throughout all years.


## **Considerations from participants . . .**

- Utilize students who have completed the course to come back and talk about what they took away from it and how they use these lessons “down the road.”
- Wellness/Group activities for students with rotations at satellite campuses
- Diversity of definition of wellness
- Course design (not teaching but designing)



## **Considerations from participants . . .**

- Make sure students are physically comfortable before doing mindful meditation.
- Quiet music during activity.
- Make time for chai.

Please evaluate this presentation using the conference mobile app! Simply click on the "clipboard" icon  on the presentation page.