

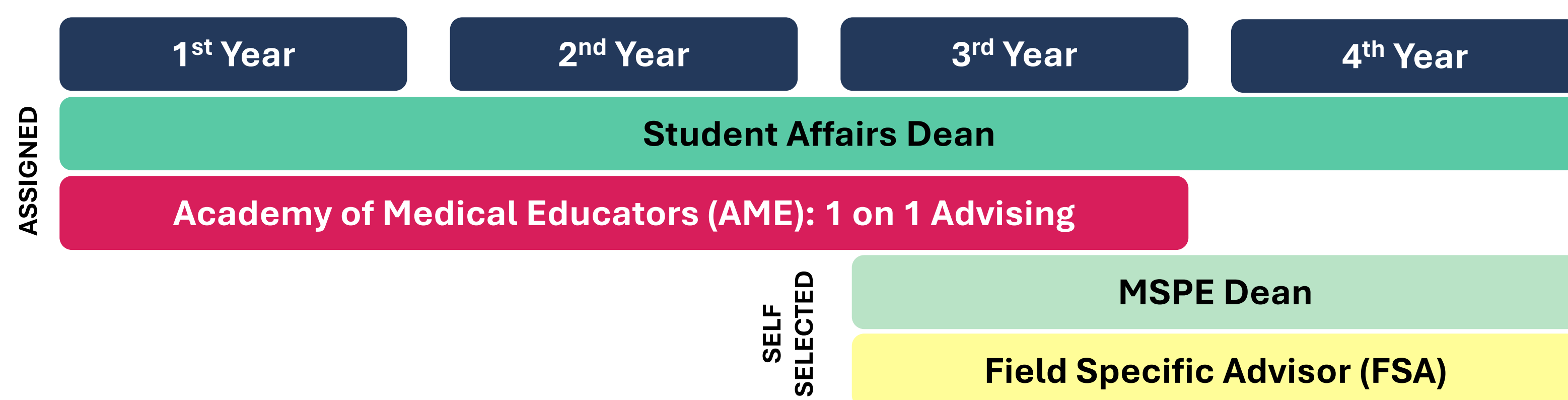
A PATH TO WELLNESS: INCORPORATING WELLNESS INTO AN ADVISING CURRICULUM

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INTRODUCTION

A longitudinal advising curriculum was established where 40 active faculty members serve as advisors, and teach doctoring (AMEs) as part of a larger advising network (Figure 1). Faculty receive 0.1 FTE for their time. Regular development sessions focus on advising and wellness. The core principals follow the mnemonic PATH which stands for P: Professional Identity Formation; A: Advancing to Residency through Mentoring and Advising; T: Techniques for Lifelong Learning, Resiliency and Wellness; H: Humanism and Advocacy. The first cohort of students to complete all four years of this curriculum graduated in 2023.

Figure 1. Advising network

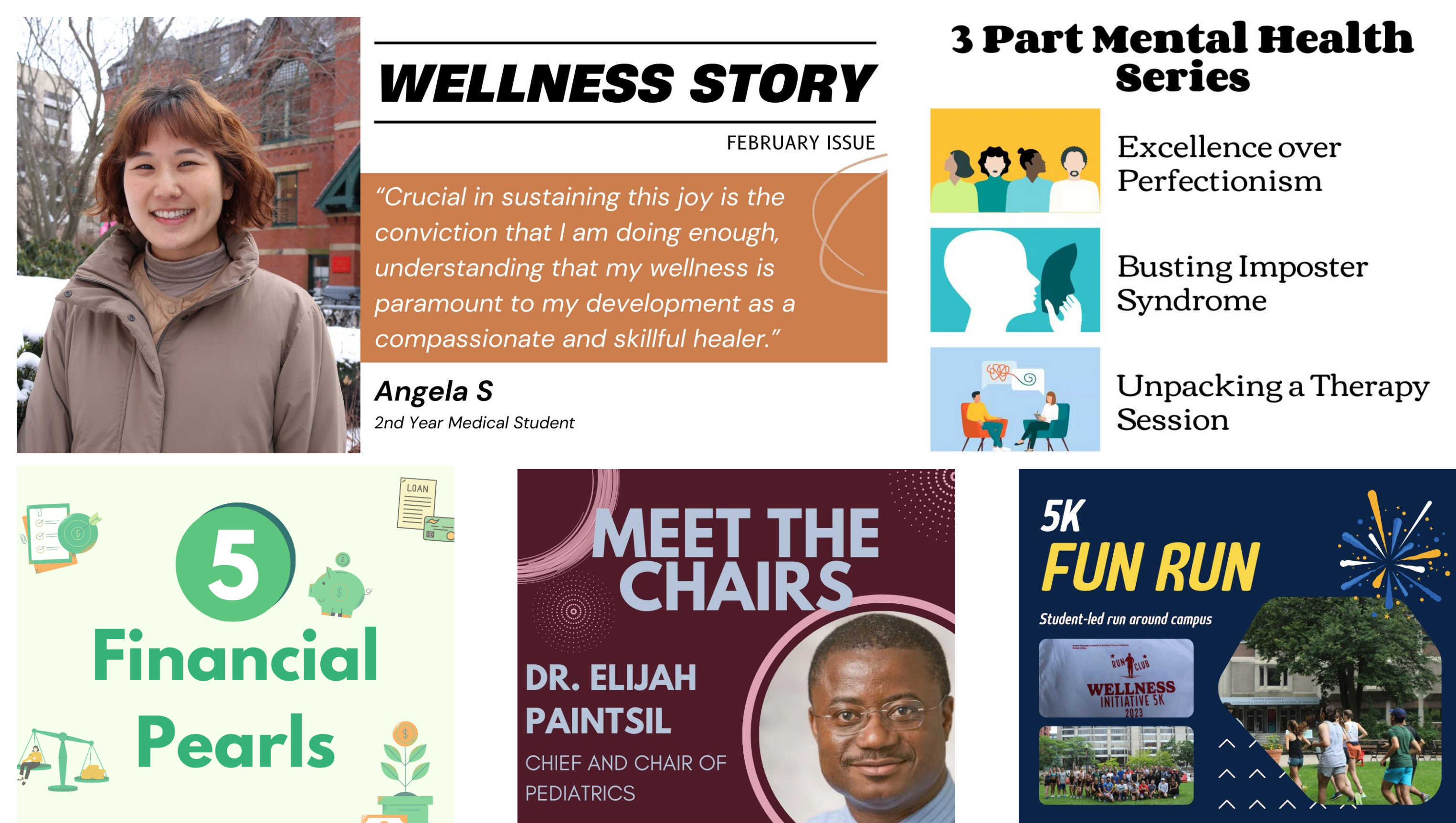


INTEGRATING WELLNESS

The integration of wellness into the advising program expanded in 2022 and includes:

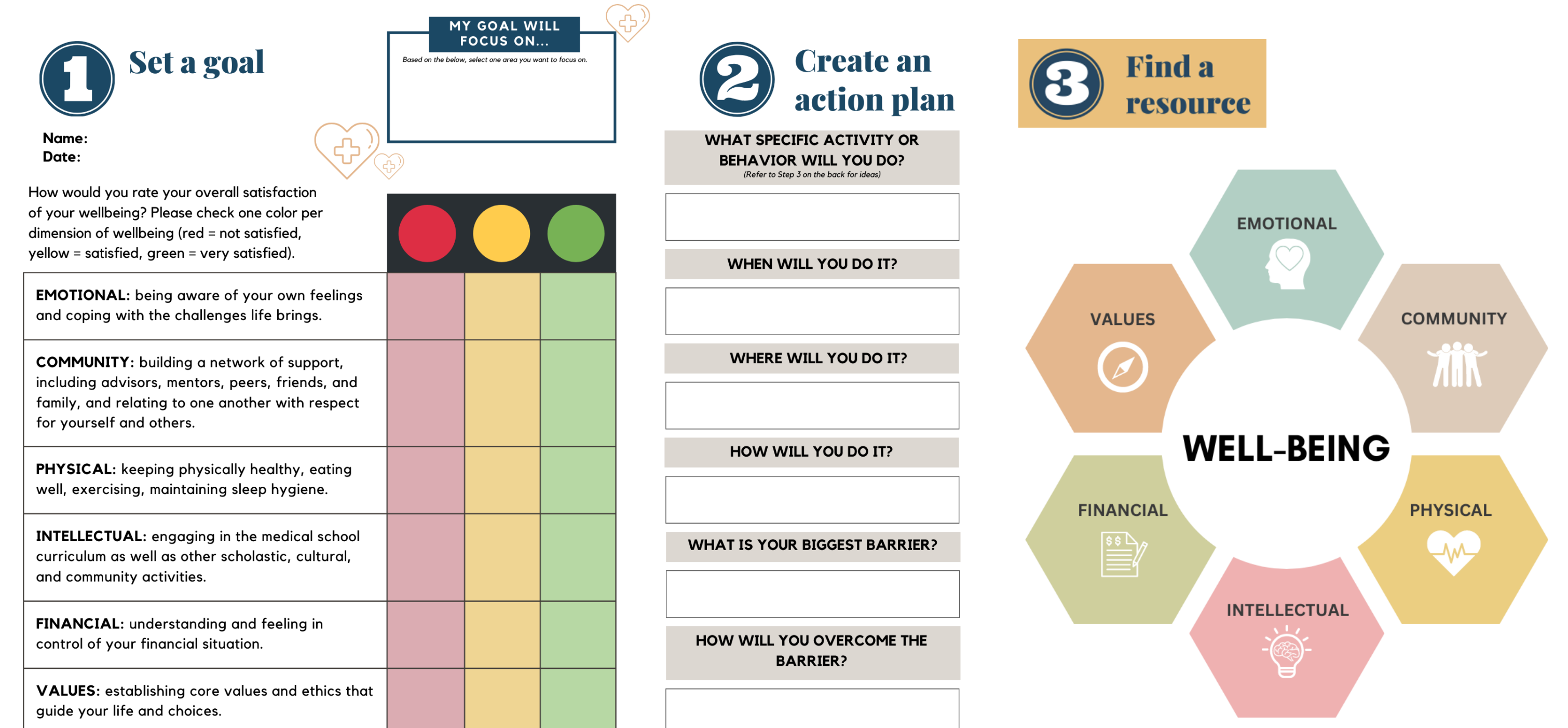
1. A monthly, themed 5-component program weaving together a student story, a Student Affairs sponsored and a student led wellness event, career exploration, and a tip sheet (e.g., Figure 2 clockwise from top left).

Figure 2. 5-component wellbeing program



2. Voluntary, 15-Minute individualized wellness check-ins for students to identify and learn about resources around the different wellness dimensions (Figure 3).

Figure 3. Individualized wellness check-ins



The form consists of three main sections:
1. **Set a goal**: Includes a 'MY GOAL WILL FOCUS ON' box and a table for tracking satisfaction (red = not satisfied, yellow = satisfied, green = very satisfied).
2. **Create an action plan**: Includes questions about specific activities, when/where/how to do them, and barriers.
3. **Find a resource**: Includes a circular diagram for WELL-BEING dimensions (Emotional, Community, Physical, Intellectual, Financial, Values).

3. Academic enhancement sessions including skill, strategy and wellness workshops, board review curriculum and personalized meetings.
4. 3 personal days per semester for clinical students.

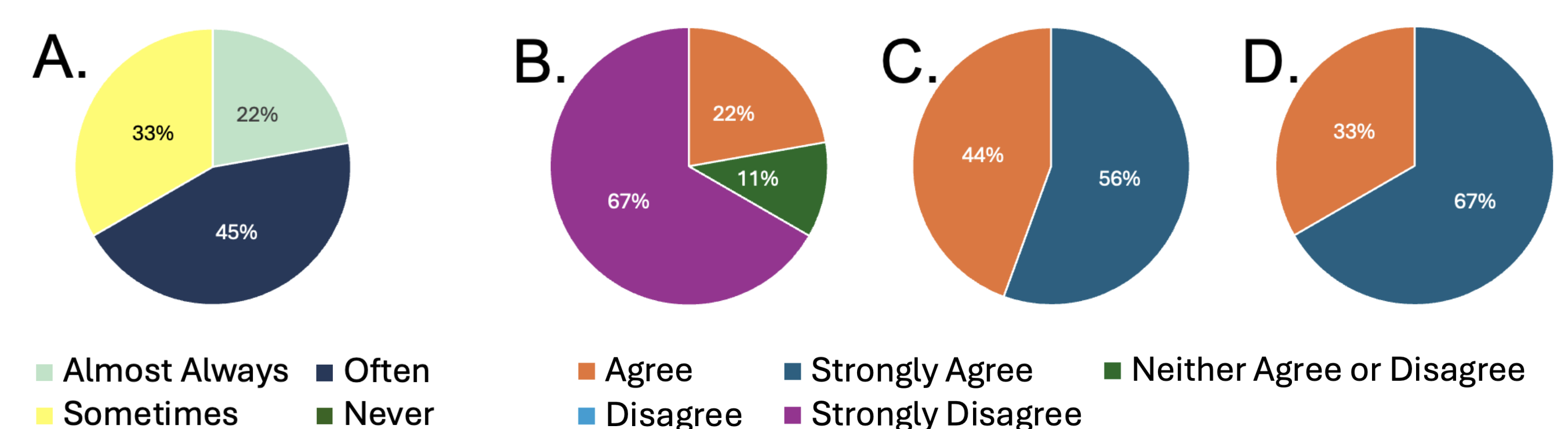
RESULTS & CONCLUSIONS

The individualized wellness check-ins were tracked (Figure 4) and follow up sessions were assessed by a short, anonymous survey (Figure 5). Students from M1 to M4 participated: M1: 41%; M2: 37%; M3: 14%, M4: 8% of check-ins. Of the students who chose to do the wellness check-in, 19% opted for a follow up appointment.

Figure 4. Student Rating of Satisfaction for their Wellbeing



Figure 5. Responses to wellness check-in survey



- A. I completed my action plan
- B. I found it challenging to complete my action plan
- C. The check-in helped me with stress management, improving a balanced lifestyle, and my overall wellbeing
- D. The check-in helped me identify and learn how to nurture healthy behaviors

Preliminary data suggest that students who took advantage of the check-ins established and persisted with their identified wellness goals. A more comprehensive assessment of the program is required but initial results are encouraging.