


Why do you want to be a doctor?

- 45.8% burnout**
- 40% work-life balance
- 37.9% high emotional exhaustion
- 29.4% high depersonalization
- 12.4% low sense of personal accomplishment



Arch Intern Med. 2012;172(18):1377-1385. doi:10.1001/archinternmed.2012.3199

Where does stress overload come from?



- The profession
- The work
- Having a life
- Role socialization

Dike Drummond, MD thehappynd.com

What we learn in training and practice



- Workaholic
- Lone Ranger
- Emotionally separated
- Perfectionist
- Superhero

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balance?

- physical
- emotional
- spiritual

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margin and resilience?

physical

energy

sleep

healthy behaviors

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margin and resilience?

relationships

emotional

mindset

self-awareness

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margin and resilience?

connection to purpose


celebrating

meaningful work

spiritual

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If we learn helplessness,
can we teach resilience?



Could curricular change build margin and teach resilience

physically

emotionally

& spiritually

for medical students?

St Louis School of Medicine: Student Wellness 3.0 Pre-clinical years interventions

1. Baseline

- 57% symptoms of moderate to high anxiety
- 27% symptoms of moderate to severe depression

2. Postulates

- Volume of material and competition for grades were primary drivers per students
- Since each student reacts differently, multiple varied interventions may have a better chance of improving student wellness
- You can teach resilience just like you can learn helplessness

St Louis School of Medicine: Student Wellness 3.0 Pre-clinical years

Definitions of measures

- Depression %**
 - Moderate to severe symptoms
- Anxiety %**
 - Moderate to severe symptoms
- Stress**
 - Perceived stress scale

St Louis School of Medicine: Student Wellness 3.0 Pre-clinical years

Interventions

- Pass Fail grading**
 - Instead of Honors, Near Honors, Pass, Fail
- Reduced contact hours**
 - 10% decrease, reduce unnecessary detail
- Longitudinal electives**
 - ½ day session every 2 weeks over 2 yrs to allow students to focus on their interests

St Louis School of Medicine: Student Wellness 3.0 Pre-clinical years

Interventions

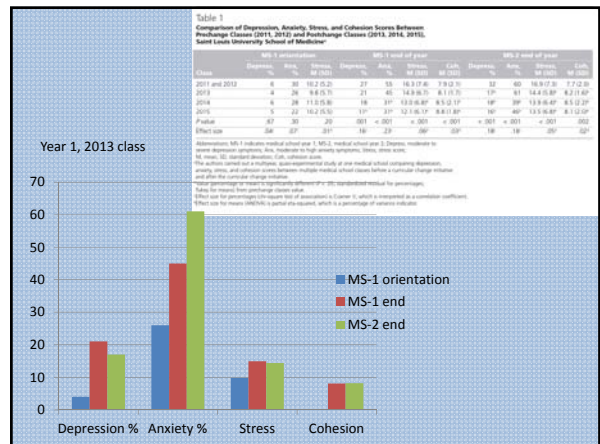
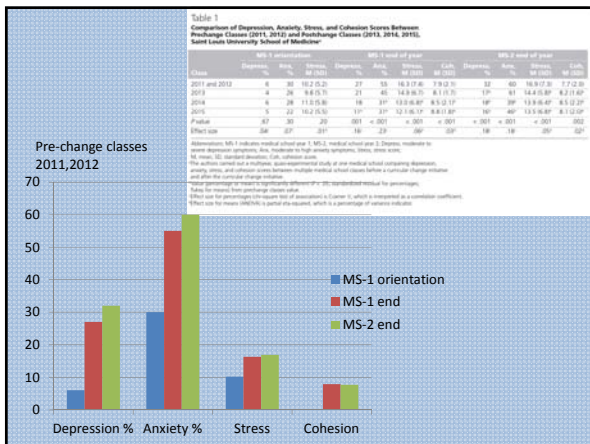
- Learning communities**
 - Service and Advocacy
 - Research
 - Global Health
 - Wellness
 - Medical Education

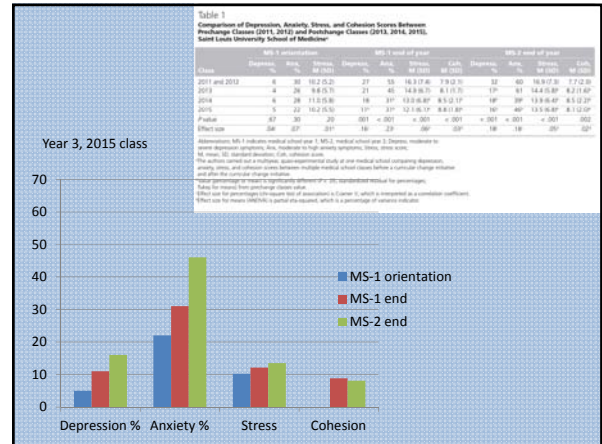
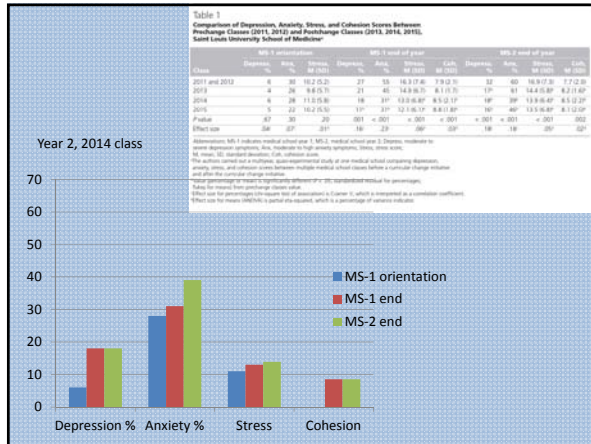
Design and implement new electives
 Develop lunch lecture series
 Faculty mentoring
 Expand service and research opportunities

St Louis School of Medicine: Student Wellness 3.0 Pre-clinical years

Interventions

- Required resilience and mindfulness sessions**
 - Part of Applied Clinical Skills course
- Changes to Human Anatomy course**
 - Identified by students as most stressful
 - Change exams to produce mean scores similar to the other courses
 - Instead of being the first class—moved later in year 1





With fewer hours,
 less attention to minutiae,
 de-emphasized competition,
 and all this touchy-feely stuff
 are the students still learning?

Step 1 results	Mean score
2011-2012	224.5
2013	227
2014	230

What about us?

Teddy Bear Clinic

The true story of fake checkups

Next steps?

physical
 work hours
 wellness
 competition

emotional
 checking in
 coping and
 stress management

spiritual
 humanism and humanities in medicine
 connection to purpose
 why we do what we do

"We don't read and write poetry because it's cute.
 We read and write poetry because we are members of the human race.
 And the human race is filled with passion.
 And medicine, law, business, engineering... these are noble pursuits and necessary to sustain life.
 But poetry, beauty, romance, love... these are what we stay alive for."