

Developing and Integrating a Longitudinal Wellness Program for Undergraduate and Graduate Medical Education at the University of Arizona College of Medicine-Phoenix

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Introduction

- The University of Arizona College of Medicine-Phoenix (UACOM-P) has developed a robust wellness and mental health program for medical students & trainees.
- Fulltime Director of Wellness (UME and GME)
 - Three fulltime psychologists (2 UME and 1 GME).
 - Dedicated budget/funding
 - Dedicated curricular time/opportunities
 - Dedicated 'wellness time' for mental health and PCP appointments
 - Dedicated wellness space (4000 sq. ft. for medical trainees at the main clinical site)
 - Dedicated debrief/processing groups
 - Established Wellness Committees at the College and primary clinical site (UME, GME, Faculty)
 - Annual evaluations/assessments (UME and GME)

Implementation/Innovation

- The Director of Wellness in partnership with the committees:
- Built and gathered data from a variety of needs assessments/evaluations/internal data
 - Worked with faculty to incorporate wellness topics into their blocks
 - Hosted a wellness retreat for strategic planning/growth
 - Advocated for dedicated space from hospital leadership
 - Developed proposals and worked with administration to receive dedicated annual funding for programs, workshops, and mental health resources
 - Shadowed medical students and residents on their rotations to review and understand barriers
 - Held listening and discussion groups with medical trainees
 - Developed one-stop-shop website for all wellness and mental health resources (wellness.arizona.edu)
 - Established well-being milestones around ACGME requirements

UME Development

- Developed a five-year strategic plan for UME wellness
 - Dedicated Personnel FTE
 - Program budget/resources
 - Curricular time

GME Development

- Developed a two-year strategic plan
 - Dedicated wellness space
 - Dedicated personnel
 - Program budget/resources
 - Curriculum
 - Mental health resources

GME Wellness Curriculum and Content

- Resident and Fellow Orientation Wellness and Mental Health Presentation
- Monthly mandatory ICU processing/debriefs sessions
- Wellness Week (varying wellness topics, programs, & workshops)
- Mental Health Awareness Week (4-5 mental health programs & workshops)
- Annual program specific presentations (variety of wellness topics)
- Wellness Seminar Series (CME Credit)
- QPR Suicide Prevention Training (multiple months)

UME Wellness Curriculum and Content

Medical Student First Year:

- New Student Retreat (3 days/2 nights in Northern, AZ)
- Introduction to wellness, help-seeking, and mindfulness
 - Introduction to personal bias and new perspectives
 - Introduction on learning: Learning to learn workshop
 - Introduction on communication types and being an effective leader
 - Introduction to professional development: The progression of specialty selection
 - The impact of mindset on success
 - Resiliency 101
 - Introduction to privilege and its impact in medicine
 - Introduction to the importance of diversity in medicine
 - Working as a team to achieve common goals

Introduction to Medicine Block (1 Hour):

- Wellness, Mental Health, and Mentors: A guide to well-being in your first year

Capstones (2 hours)

- Out of Silence: Anxiety, depression, suicide prevention in medical school/Importance of Help-seeking

Medical Student Second Year:

- Transitions Wellness Retreat (3 hours)
- Depression/Anxiety, Emotional Triggers, Imposter Syndrome, & Mistreatment in the Clinical Years
 - Self-awareness and Emotional Intelligence: A key to being successful in third year
 - Importance of self-care and what self-care looks like in clinical years
 - Student Perspective Panel: How to be well and be successful while in clerkships

Medical Student Third Year:

- Intersessions 1 (1 hour)
- Physician Wellness: The impact of reflection and positive experiences in medicine

Wellness Processing/Debriefs (1 hour ea. clerkship): Multiple blocks/programs (all year): (Surgery, OBGYN, IM, LIC)

Medical Student Fourth Year:

- Intersessions 2 (2 hours)
- Wellness and Mental Health Advocacy: Creating Systems Change
 - Preventing and Relieving Stress When Traveling for Interviews
 - Self-Care as an Ethical and Competency Standard
 - When the Physician is the Target of Bias

Critical Care Processing Groups/Debrief Session (each critical care rotation/block)

Workshops/annual content that fall outside the curriculum

- Mental Health Awareness Week (4-5 mental health activities and workshops)
- Wellness/STEP 1 Workshop Series (4 sessions)
- STEP 1 Care Packets to MS2 student homes with resources and content
- Wellness Week (varying wellness topics and workshops all week)
- QPR Suicide Prevention Training (multiple months)

Annual Events:

- Wellness Welcome Lunch
- Wellness Olympics
- Fall Fest
- Destress popcorn/coffee events (monthly before major exams)
- Therapy Dogs (4x per year)
- Weekly Student Lead Mindfulness Meditation
- Student Lead Yoga
- Student Wellness Executive Committee Events (3-4 annually)

Program Evaluation

UME



GME



GME Program Milestones

THE UNIVERSITY OF ARIZONA College of Medicine Phoenix Program Specific Well-Being Milestones				
Well-being: Access to Mental Health and PCP Appointments	Level 1	Level 2	Level 3	Level 4
The program supports residents and fellows who request time off for personal/family medical and mental health appointments by following the Banner Health and GME policies	The program has a written procedure shared with residents/fellows to allow time off in advance for personal/immediate family medical and mental health appointments.	The program's residents/ fellows and faculty can describe the procedures for requesting and accessing time off in advance for personal/immediate family medical and mental health appointments. The program has dedicated time in the schedule for all residents/fellows to attend to medical and mental health appointments at least several times a year.	The program's residents/fellows actively apply and utilize the procedure for requesting and accessing time off in advance for personal/immediate family medical and mental health appointments. The program reminds and reinforces the value of residents/fellows utilizing the dedicated time in the schedule to attend to medical and mental health appointments at least several times a year.	The program is an institutional and/or national model for policy, resources, education, and positive culture around providing time away for personal/immediate family medical and mental health appointments. Other programs look to your program for guidance and advice on this topic.
Comments:				

Well-being: Fatigue Management	Level 1	Level 2	Level 3	Level 4	Level 5
The program supports residents and fellows who request transition of care when maximally fatigued.	The program has a written procedure shared with residents/ fellows annually that highlights resources and processes for getting assistance when house staff are maximally fatigued.	The program's residents/ fellows and faculty can describe the procedures for identifying and supporting a resident/fellow who is maximally fatigued.	The program's faculty and residents/fellows actively request and apply the procedure when they or others are maximally fatigued. Assisting/relieving those whom are maximally fatigued is seen as a professional standard and patient safety practice.	The program is an institutional and/or national model for policy, resources, education, and positive culture around fatigue mitigation. Other programs look to your program for guidance and advice on this topic.	
Comments:					

Well-being: Psychological Safety	Level 1	Level 2	Level 3	Level 4	Level 5
The program is inclusive of all residents/fellows and keeps them from harm. It allows them to be themselves and accepts them for who they are, including their unique attributes and defining characteristics.	The program satisfies the needs of all residents/fellows to learn and grow. They feel safe to ask questions, give and receive feedback, try new things, and even make mistakes. Feedback is provided in a supportive way to help residents/fellows learn and grow.	The program regularly engages residents/fellows in being able to make a difference in improving their program. Residents/fellows feel safe to use their skills and abilities to make a meaningful contribution to the program.	The program welcomes challenging feedback provided by residents/fellows to make the program better. Residents/fellows feel safe to speak up and challenge the status quo. The program communicates progress on the desired opportunities to change or improve.	The program is an institutional and/or national model for policy, resources, education, and positive culture around fatigue mitigation. Other programs look to your program for guidance and advice on this topic.	
Comments:					



Daniel Drane & Cheryl O'Malley (2022)

UME Results: National GQ Data

Table 1 | Mental Health Services (GQ Data)

Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were satisfied/very satisfied (aggregated) with student mental health services.

AAMC GQ 2018		AAMC GQ 2019		AAMC GQ 2020		AAMC GQ 2021	
School %	National %	School %	National %	School %	National %	School %	National %
83	73	100	73	87	75	100	75

Table 2 | Activities to Support Student Well-Being (GQ Data)

Provide school and national comparison data from the AAMC Medical School Graduation Questionnaire (AAMC GQ) on the percentage of respondents who were satisfied/very satisfied (aggregated) with programs and activities that promote effective stress management, a balanced lifestyle, and overall well-being.

AAMC GQ 2018		AAMC GQ 2019		AAMC GQ 2020		AAMC GQ 2021	
School %	National %	School %	National %	School %	National %	School %	National %
90	71	95	69	74	68	80	66

Trainee Wellness Space



Lessons Learned

- Developing an integrated wellness program that has the resources, influence, and a reputation for creating change is anything but linear
- Just because there is an initial barrier, does not mean that there are not compromises, partnerships, or resources to be found
- Requires support from senior leadership
- Without the work of many, the barriers to creating needed systems changes would be insurmountable, but never underestimate the power of a few dedicate and passionate people/volunteers *thank you to all involved in moving this work forward in our medical training programs – too many to list*

Conclusion

- Having dedicated wellness personnel and a program has been the largest impact to improving medical trainee well-being
- The program and positions formed a natural place for students/trainees to reach out to with any wellness or mental health topics/concerns
- The dedicated position allowed for focus on needed systems changes, practices and policy updates while also providing training and programming
- The position became a natural safe contact for those in crisis, needing help, and/or experiencing mistreatment
- The wellness program became a psychologically safe place to discuss many of the taboo subjects and frustrations in the medical training environment.