

# A case study: One Institution's Experience in Developing Wellness Programs across the Continuum

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## Published In/Presented At

Smith, A. B., Herman, K. (2018, April 28). *A case study: One Institution's Experience in Developing Wellness Programs across the Continuum*. Poster Presented at: AAMC GSA-GRA-OSR-ORR Joint Meeting, Orlando, FL.

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# A case study: One Institution's Experience in Developing Wellness Programs across the Continuum

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## Background

USF MCOM in Tampa, FL and LVHN in Allentown, PA partnered to develop an innovative SELECT (Scholarly Excellence, Leadership Experiences, Collaborative Training) medical school curriculum. SELECT students spend their first two years on the Tampa, FL campus and transition to the Lehigh Valley regional campus for years 3 and 4.

- Wellness and resiliency initiatives are at the forefront of the medical education community.
- Student Affairs is addressing the wellness needs for UME and GME learners.
- Staff and students defined wellness and wellness opportunities differently.

## AIM

Third year medical students, fourth year medical students, residents and staff perceive learner wellness differently.



## METHODS / RESULTS

### METHODS:

A student representative surveyed students to identify what activities interested classmates in order to enhance student well-being.

Staff from the Office of Student Affairs met with a student representative to review survey results.

### RESULTS:

- Surprising student results included suggestions such as providing learners with insulated water bottles, request for once a month free lunch during class, and free coffee days.
- Staff had a more narrow view focusing on physical health-related activities to promote wellness such as massage and exercise classes.



## CONCLUSIONS

- The definition of wellness changes as learners progress through their UME training and graduate into the GME world.
- Staff assisting students in fulfilling wellness needs perceived wellness differently.
- Not only do learners perceive wellness differently than faculty and staff, but their wellness needs also change as they navigate through medical school and residency.
- The culture of individual groups of learners affects their perception of wellness activities. We cannot assume that current third year students will have the same needs as future third year students.

## IMPLICATIONS

Programs should perform yearly needs assessments to meet the changing wellness needs of learners and recognize that groups also have unique views of what encompasses wellness.

Wellness programs must be reviewed yearly and remain flexible to meet the changing needs of the learners we serve across the continuum.

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