



On Well-Being: Your Residents' and Your Own

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Disclosures

I have no financial disclosures to make.



The Health Care Setting

A Grim Picture



The Health Care Setting

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Medical students

Depression rate 27%

Anxiety and burnout in more than half



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Burnout rate 54% and rising

Highest suicide rate of any profession



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Coordinators?



Saint Louis University Medical Student Mental Health



Saint Louis University Medical Student Mental Health

Moderate- Severe Symptoms of Depression (% of class)

| | Orient. | MS1 (EOY) | MS2 (EOY) |
|---------------|---------|-----------|-----------|
| Class of 2011 | 6 | 27 | 29 |
| Class of 2012 | 6 | 27 | 35 |



Saint Louis University Medical Student Mental Health

Moderate- Severe Symptoms of Anxiety (% of class)

| | Orient. | MS1 | MS2 |
|---------------|---------|-----|-----|
| Class of 2011 | 33 | 56 | 58 |
| Class of 2012 | 27 | 54 | 61 |



A Simple Model



A Simple Model

Reduce unnecessary stressors and enhance the learning environment



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Reduce unnecessary stressors and enhance the learning environment

Increase students' ability to deal with stress



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Increase students' ability to deal with stress

Help students find meaning in their work



The Interventions



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2009- Pass/ Fail grading in 1st two years, cut curriculum by 10%, instituted longitudinal electives and theme-based learning communities



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2010- Resilience and mindfulness curriculum for 1st years

2011- Changes to the Human Anatomy course

2012- Change to “true” pass/ fail in 1st two years

2013- Restructured the four year curriculum to allow early start and end to the 3rd year

2014- Confidential tracking of depression and anxiety

2015- Focused support of 2nd years in run-up to Step 1



Mental Health Impact

Moderate- Severe Symptoms of Depression (% of class)

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| Class of 2011 | 6 | 27 | 29 |
| Class of 2012 | 6 | 27 | 35 |
| Class of 2018 | 4 | 4 | 6 |



Mental Health Impact

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| Class of 2018 | 21 | 14 | 32 |



External Bench-Marking

AAMC
Year 2
Questionnaire



External Bench-Marking

AAMC
Year 2
Questionnaire

| | National | SLU |
|--------------------------|----------|------|
| Emotional Climate | 9.2 | 10.8 |
| Student-fac. interaction | 14.8 | 16.0 |
| Quality of life | 40.1 | 45.5 |
| Perceived stress | 5.8 | 4.7 |
| Disengagement | 9.7 | 8.2 |
| Exhaustion | 11.8 | 9.3 |



Impact

But what happened to academic performance???



Impact

USMLE Step 1 performance

| | Mean | Failure rate |
|--------------------------|------|--------------|
| Classes of 2011 and 2012 | 224 | 4% |
| Class of 2018 | 228 | 2% |



Reflections and Recommendations





Reflections and Recommendations

We need to develop a deep understanding of the lived experience of those we are trying to help.



Reflections and Recommendations

The lived experience is not only driven by the environment.



Other Drivers of Poor Mental Health



Other Drivers of Poor Mental Health



Problematic Mindsets



Problematic Mindsets

Comparison



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Seeing performance as identity



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Seeing performance as identity

Personalization and self-blame



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Seeing performance as identity

Personalization and self-blame

Feelings of inadequacy, embarrassment, and shame



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Chasing success



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Fixed versus growth mindset



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Chasing success

Fixed versus growth mindset

Stigma around seeking care for mental health problems



But There's Hope!!!



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It's up to you to create meaning from experience.



Cognitive Restructuring



Cognitive Restructuring

Adverse event = Outcome



Cognitive Restructuring

Adverse event = Outcome

False!!

Adverse event + your cognitive/emotional
reaction = Outcome



Cognitive Restructuring

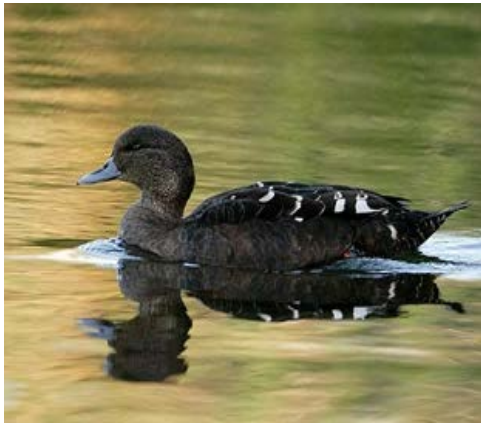
Common Cognitive/Emotional Distortions

- Magnifying or catastrophizing
- All or nothing thinking
- Overgeneralization
- Tunnel vision
- Fortune-telling
- Personalization and blame
- Mind-reading
- Perfectionistic thinking



Cognitive Restructuring

Common Cognitive/Emotional Distortions



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Overgeneralization
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I'm the only one suffering this
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Perfectionistic thinking
I'm the only one suffering this
much (Stanford duck)
Disbelief if anyone tries to counter
one's distortions



Cognitive Restructuring

How to counter



Cognitive Restructuring

How to counter
Notice



Cognitive Restructuring

How to counter
Notice
Label



Cognitive Restructuring

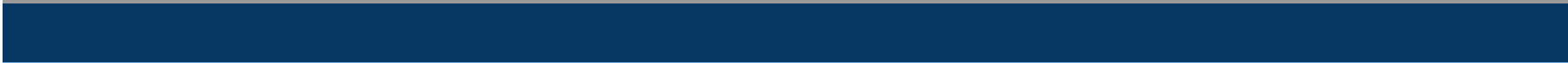
How to counter

Notice

Label

Dispute





Mindfulness



Mindfulness

Paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally.

Jon Kabat-Zinn



Mindfulness Metacognition



Resilience

Mindfulness

Metacognition



Other Tools



Other Tools

Cultivating positive emotions



Other Tools

Cultivating positive emotions
Combating negativity bias



Other Tools

Cultivating positive emotions
Combating negativity bias
Cultivating optimism



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Cultivating optimism
Emotional self-regulation



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Dealing with difficult people



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Cultivating optimism
Emotional self-regulation
Dealing with difficult people
Investing in your well-being



Other Tools

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Combating negativity bias
Cultivating optimism
Emotional self-regulation
Dealing with difficult people
Investing in your well-being
Avoiding learned helplessness

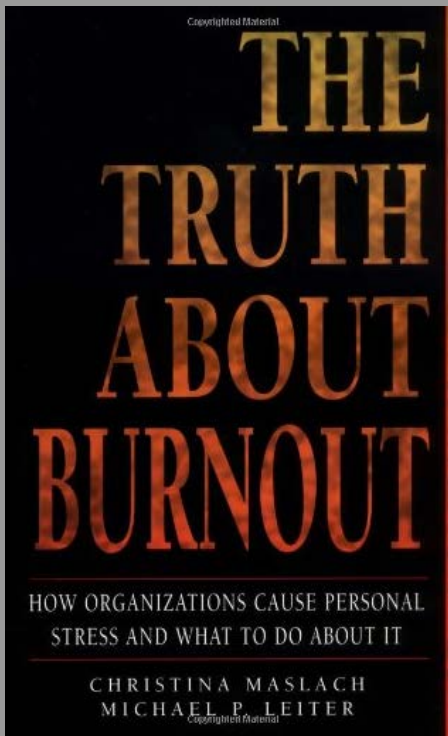


Reflections and Recommendations

But we also have to work on the coal mines



Improving the Clinical Work Environment



Drivers of Burnout

Workload

Rewards

Control

Community

Fairness

Values

Maslach and Leiter, 1997



Improving the Clinical Work Environment

Clients do not come first.
Employees come first.
If you take care of your
employees, they'll take care
of the clients.

Richard Branson



Beyond Curriculum to Culture



Beyond Curriculum to Culture

AAMC
Graduation
Questionnaire



Beyond Curriculum to Culture

AAMC Graduation Questionnaire

Students were asked to rate their satisfaction with the Office of the Dean for Curricular Affairs on accessibility, awareness of student concerns, and responsiveness to student problems.

(5-point Likert scale from very satisfied to very dissatisfied)



Beyond Curriculum to Culture

AAMC Graduation Questionnaire

Students were asked to rate their satisfaction with the Office of the Dean for Curricular Affairs on accessibility, awareness of student concerns, and responsiveness to student problems.

(5-point Likert scale from very satisfied to very dissatisfied)

Nationally- 32.8% very satisfied

SLU- 76.1% very satisfied



Beyond Curriculum to Culture

AAMC
Graduation
Questionnaire

Satisfaction with programs/ activities that promote effective stress management, a balanced lifestyle, and overall well-being.



Beyond Curriculum to Culture

AAMC Graduation Questionnaire

Satisfaction with programs/ activities that promote effective stress management, a balanced lifestyle, and overall well-being.

Nationally- 33.3% very satisfied
SLU- 81.2% very satisfied



If we take man as he is, we make him worse, but if we take man as he should be, we make him capable of becoming what he can be.

Viktor Frankl



Beyond Curriculum to Culture

AAMC Graduation Questionnaire

Agreement with statement “My medical school has done a good job of fostering and nurturing my development as a *person*.”

(5-point Likert scale from strongly agree to strongly disagree)



Beyond Curriculum to Culture

AAMC Graduation Questionnaire

Agreement with statement “My medical school has done a good job of fostering and nurturing my development as a *person*.”

(5-point Likert scale from strongly agree to strongly disagree)

Nationally- 33.8% strongly agree

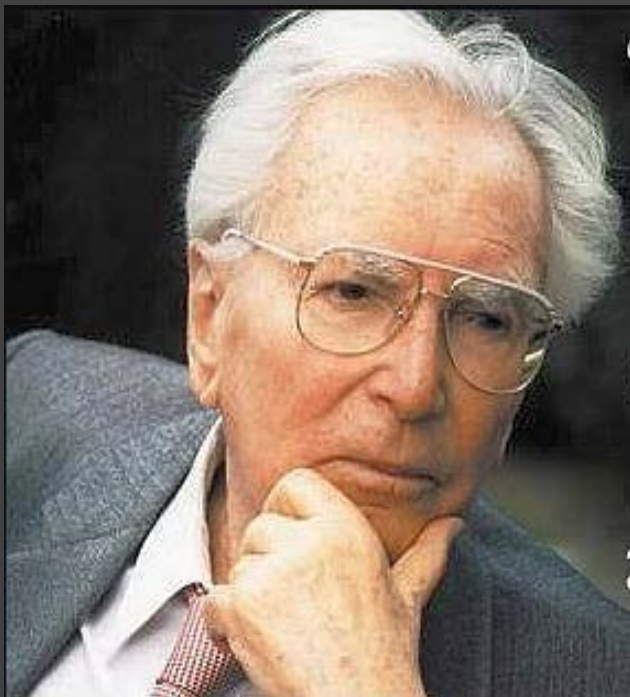
SLU- 65.0% strongly agree



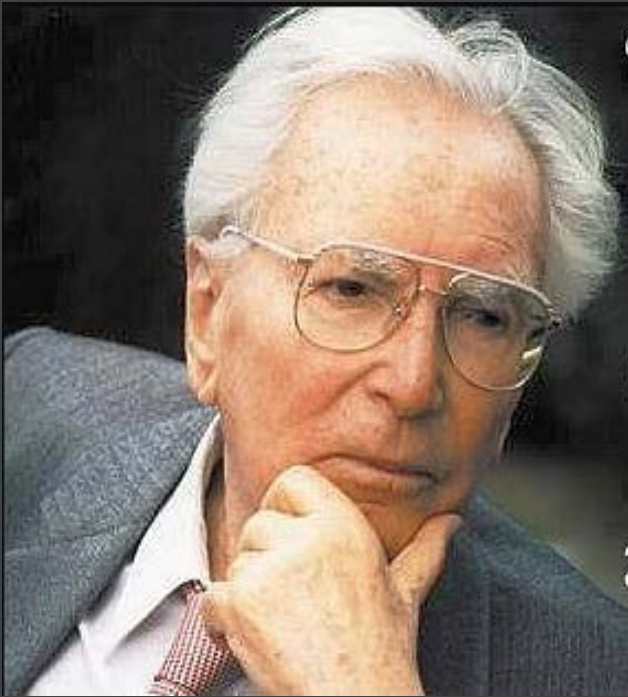
The Importance of Meaning



Viktor Frankl



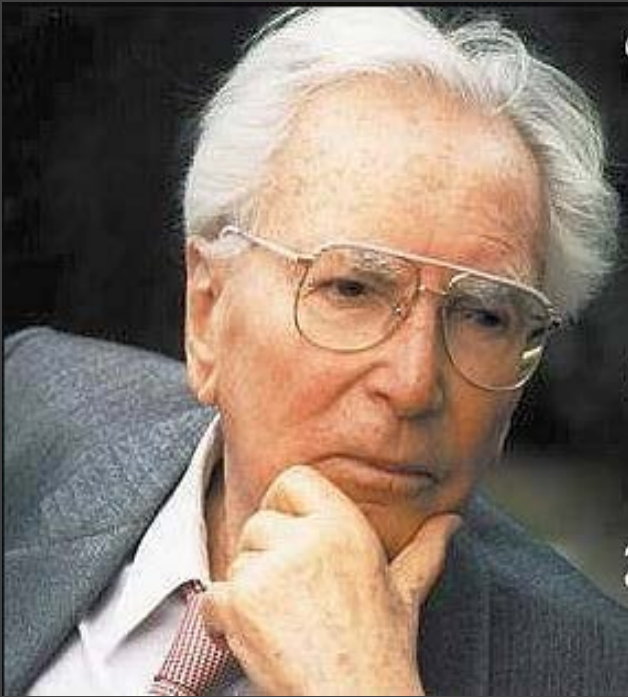
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There is nothing in the world, I venture to say, that would so effectively help one to survive even the worst conditions as the knowledge that there is a meaning in one's life.



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There is much wisdom in the words of Nietzsche, "He who has a why to live for can bear almost any how."



