Winter 2017 IAMSE Web Seminar Series:
Creating a Culture of Well-being at an Academic Health Center

January 5	January 12	January 19	January 26	February 2
Colin West, MD, PhD	Stuart Slavin, MD, MEd	Catherine Pipas, MD, MPH	Aviad Haramati, PhD	Michael Krasner MD
Physician burnout and distress – causes, consequences, and a structure for solutions	Improving Medical Student Mental Health: A Multifaceted Approach	Strategies for promoting personal health & wellness and leading change at the individual level.	The Imperative for Incorporating Mind-Body Medicine in Health Professions Education	Cultivating Resilience and Reducing Burnout for Health Professionals: The Power of Presence, Reflective Practice and Appreciative Dialogue

IAMSE

Improving Medical Student Mental Health:
A Multifaceted Approach

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Associate Dean for Curriculum
Professor of Pediatrics
Saint Louis University School of Medicine

The Health Care Setting
A somewhat grim picture

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Medical students
   Depression rates 20-30%
   Anxiety and burnout rates greater than 50%

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   Burnout rates- 60-75% and higher

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Medical students
   Depression rates 20-30%
   Anxiety and burnout rates greater than 50%
Residents
   Burnout rates- 60-75% and higher
Practicing Physicians
   Depression and suicide
   Burnout
   Would not recommend the field to their kids- 60-90%

**So what's being done
to address this?**

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to address this?**

Not enough.

**Saint Louis University Medical Student
Mental Health**

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**Moderate- Severe Depression Symptoms (Percent of
Class) at end of year**

	MS1	MS2
2008 Pre-change	27%	28%
2009 Pre-change	27%	35%

**Saint Louis University Medical Student
Mental Health**

**Moderate- Severe Anxiety Symptoms (Percent of Class)
at end of year**

	MS1	MS2
2008 Pre-change	56%	58%
2009 Pre-change	54%	61%

**The SLU SOM Medical Student
Mental Health Initiative**

The SLU SOM Medical Student Mental Health Initiative

Designed to reduce unnecessary stressors, help students find meaning in their work, and increase students' ability to deal with stress

Interventions implemented over the past seven years- were guided by students' perceptions of stressors and were evidence-based whenever possible

The SLU SOM Medical Student Mental Health Initiative

Designed to reduce unnecessary stressors, help students find meaning in their work, and increase students' ability to deal with stress

Interventions implemented over the past seven years
- 2009- Pass/Fail grading in the first two years, cut curriculum by 10%, instituted longitudinal electives and theme-based learning communities
- 2010- Resilience and Mindfulness curriculum for first-year students
- 2011- Changes to the Human Anatomy course
- 2012- Change to "true" pass/ fail in first two years
- 2014- Confidential tracking of depression and anxiety
- 2015- Focused support of second year students facing their national board exam

Impact of Curricular Changes in Years 1 and 2

Moderate- Severe Depression Symptoms (Percent of Class) at end of year

	MS1	MS2
2008 Pre-change	27%	28%
2009 Pre-change	27%	35%
2010 Post-change	19%	17%
2011 Post-change	18%	18%
2012 Post-change	11%	16%
2013 Post-change	14%	17%
2014 Post-change	8%	21%
2015 Post-change	4%	20%
2016 Post-change	6%	6%

Impact of Curricular Changes in Years 1 and 2

Moderate- Severe Anxiety Symptoms (Percent of Class) at end of year

	MS1	MS2
2008 Pre-change	56%	58%
2009 Pre-change	54%	61%
2010 Post-change	44%	61%
2011 Post-change	30%	39%
2012 Post-change	31%	46%
2013 Post-change	43%	44%
2014 Post-change	23%	47%
2015 Post-change	14%	47%
2016 Post-change	14%	20%

End-of-year 1 Depression Scores
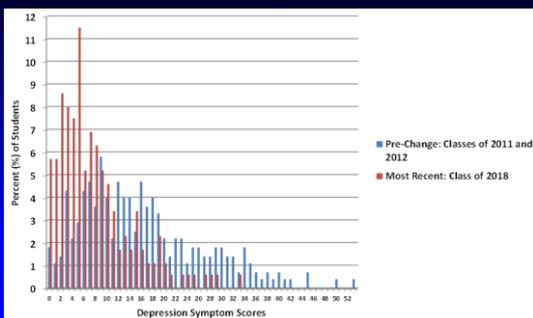
External Bench-marking Association of American Medical Colleges Year 2 Questionnaire

AAMC Year 2 Questionnaire Results

	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

AAMC Year 2 Questionnaire Results

My medical school has done a good job of fostering and nurturing my development as a person.

Strongly agree to strongly disagree

AAMC Year 2 Questionnaire Results

My medical school has done a good job of fostering and nurturing my development as a person.

Strongly agree or agree
National- 70.7%
SLU- 92.3%

Impact of Curricular Changes in Years 1 and 2

But what happened to academic performance???

Impact of Curricular Changes in Years 1 and 2

Performance in Years 1 and 2
   No decrease in mean exam scores or increase in failure rate in courses.

   Mean step 1 board scores have shown significant increase

**Mindfulness, Metacognition,
and Resilience**

Mindfulness

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

Mindfulness

How to cultivate
    Formal practice
    Informal practice

Metacognition

Resilience

Resilience

Cognitive restructuring

Resilience

Cognitive restructuring
  Risks of maladaptive perfectionism and
    imposter syndrome

Resilience

Cognitive restructuring
Negativity bias

Resilience

Cognitive restructuring
Negativity bias
Optimistic versus pessimistic explanatory styles

Resilience

Cognitive restructuring
Negativity bias
Optimistic versus pessimistic explanatory styles
Positive emotions

Resilience

Cognitive restructuring
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Optimistic versus pessimistic explanatory styles
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Emotional self-regulation

Resilience

Cognitive restructuring
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Optimistic versus pessimistic explanatory styles
Positive emotions
Emotional self-regulation
Investing in well-being

Resilience

Cognitive restructuring
Negativity bias
Optimistic versus pessimistic explanatory styles
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Investing in well-being
Finding meaning in life

Future Directions

Future Directions

Need to work to enhance the clinical learning environment.

Future Directions

Need to work to enhance the clinical learning environment.
Six factors
Workload
Control
Rewards
Community
Fairness
Values

"Clients do not come first. Employees come first. If you take care of your employees, they will take care of the clients."
Richard Branson

Finding meaning in work

Viktor Frankl

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