Introduction

During the past 5 years, physician burnout has been 60-75% greater than the general population. Similarly, medical students report a higher percentage of burnout than their age-matched peers. For instance, when compared to college graduates aged 22-32, it was determined that medical students had a higher prevalence of emotional exhaustion, depersonalization, depressive symptoms, general fatigue, and burnout.

Some medical schools believe that they should teach medical students self-care and resilience as part of the curriculum to improve students’ quality of life and reduce their risk of burnout in their careers. Other schools see their role in providing a lower stress academic environment to support students’ wellness but keeping wellness activities outside of the curriculum. This study looked at how many U.S. medical schools mention wellness or resilience programs on their openly accessible websites as part of the Curriculum or on Student Affairs sites. We determined if there is a difference between allopathic and osteopathic schools. Further, we rated the ease of finding this information.

Methods and Materials

Search Algorithm:
- The websites of allopathic and osteopathic schools (n=152 and 39, respectively) were obtained from the American Association of Medical Colleges (AAMC) and the American Association of Colleges of Osteopathic Medicine (AACOM).
- The search was conducted in June and July of 2019 and was from freely accessible webpages only.
- Face pages, Curricular pages and Student Service/ Affairs websites were searched manually and using the site’s search function.
- Data were collected in a binary form (yes or no) and are presented as percentages of total.
- Wellness, resilience, mindful programs on websites or course catalogues were included. Religious and spirituality programs were excluded.
- The mention of wellness or resilience in the mission statement or a newsletter was monitored but not included in the data presented here.

Categorization for Ease of Access:

<table>
<thead>
<tr>
<th>Easy</th>
<th>Moderate</th>
<th>Difficult</th>
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</thead>
<tbody>
<tr>
<td>Information found on face pages or Curricular/Student Affairs overview pages</td>
<td>Information required some digging and was more than 2 clicks away from introductory pages</td>
<td>Finding information required hunting and/or a thorough search</td>
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</tbody>
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Discussion and Conclusion

- Most medical schools highlighted wellness programs on their websites. This finding aligns with initiatives of the AAMC and AACOM to enhance the well-being and resilience of medical students.
- Most programs were found on Student Affairs websites in comparison to accessible Curricular pages, indicating that most schools provide wellness opportunities voluntarily or as part of the hidden curriculum.
- The ease of finding detailed information on wellness and resilience suggests that medical schools have identified student burnout as an issue requiring attention.
- Only 2% of medical schools reported findings on the effectiveness of wellness or resilience programs, indicating that overall the value of such programs for students remains unknown.

STUDY LIMITATIONS
- Data collected represent only what has been made publicly available. Additional curricular information might be behind firewalls.
- Data provided here is subject to frequent change.
- The depth, size or length of the programs were not assessed.

References:
3. The data were collected by Tanya J. Giuliani, as part of the MBS program at Geisinger School of Medicine.

Future Aims and Recommendation

While the Association of Medical Colleges lists “resilience and adaptability” as one of the 15 core competencies for entering medical students, the percentage of students meeting this competency significantly decreases while being in medical school. Medical schools recognize the problem and offer wellness or resilience programs, but the scholarly assessment of these programs is small. We recommend more systematic and scholarly approaches to assess the success of medical schools in combating student burnout. Even less information is known about the premise that building resilience during medical school carries forward into the clinical professional life. We recommend higher education initiatives that fund and support longitudinal monitoring of wellness and resilience.