College of Osteopathic Medicine

Wellness, Academics, Resilience and Mindfulness

WARM

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Associate Dean for Preclinical Education

AACOM, Washington, D.C.
April 8, 2016
Who We Are

Drs.
J. Binkerard
V. Nuno
N. Garcia-Russell
T. Menini
E. Velasco (Chair)
A. Lin
T. Hendriksz
T. Wong
J. Forncrook
TENETS OF OSTEOPATHIC MEDICINE

• The body is a unit; the person is a unit of body, mind, and spirit.

• The body is capable of self-regulation, self-healing, and health maintenance.

• Structure and function are reciprocally interrelated.

• Rational treatment is based upon an understanding of the basic principles of body unity, self-regulation, and the interrelationship of structure and function.

“*The mind is the surface of the heart, the heart is the depth of the mind.*” Hazrat Inayat Khan
INTRODUCTION

- AACOM: Professional and Personal Self-Care; “Demonstrate understanding that he/she is a representative of the osteopathic profession...; lead by example; provide for personal care and well-being by utilizing principles of wellness and disease prevention in the conduct of professional and personal life.”

- AAMC Core Entrustable Professional Activities; Personal and Professional Development: “Demonstrate the qualities required to sustain lifelong personal and professional growth.”
INTRODUCTION

- Only 14 U.S. medical schools include a mindfulness component in their curricula (Med Educ, 2013).


- Curricular programs focus on developing empathy and compassion towards patients. Burnout rates among physicians are increasing (Mayo Clinic Proc, 2015).

WARM

MEDICAL EDUCATION AT TUCOM IS STRESSFUL

Survey dates:
- Class 2014 OMS2 - 1/6/12
- Class 2015 OMS2 - 1/24/13
- Class 2016 OMS2 - 1/23/14
- Class 2017 OMS2 - 2/15/15
- Class 2017 OMS1 - 2/07/14
- Class 2018 OMS1 - 1/13/15

1= Completely Disagree; 2= Disagree; 3= Neither Disagree nor Agree; 4= Agree; 5= Completely Agree

Source: TUCOM Annual Preclinical Student Satisfaction Survey.
The Wellness, Academic Accomplishment, Resilience and Mindfulness (WARM) program aims to offer a curricular and humanistic experience to foster student personal and professional development. It also prepares faculty mentors to deliver WARM interventions to educate master adaptive learners and wholesome physicians.

“Physician, heal thyself”
OBJECTIVES

1. Develop a WARM curricular thread throughout the DO curriculum.

2. Train faculty to facilitate WARM program activities through TUCOM’s Academic Mentoring program.

3. Coordinate TU Student Services and TUCOM’s Student Promotions Committee, Professionalism Committee, Academic Mentors and the student body, to implement the WARM program.

4. Assess WARM indicators among incoming first-year students and every year thereafter throughout the four years of the medical program.
• Medical supervision and coverage by a licensed D.O.
• Care for non-urgent episodic illnesses by a licensed nurse practitioner
• Health screenings
• Immunizations
• Health education resources
• Campus mental health counselors
• **Health promotion, healthy lifestyles, healthy policies**
Goal: *To promote student academic accomplishment* by:

1. *identifying* at risk students in a timely manner, and

2. *providing* resources (tutoring, learning specialists).

Z-score < -1 = SPC Intervention
### Student Self-Assessment - SPC

**Name/Class:**

**Date:**

<table>
<thead>
<tr>
<th>Factors that might have Impacted My Performance</th>
<th>Yes/No</th>
<th>Additional Comment</th>
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<tbody>
<tr>
<td>1. Health</td>
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<td>2. Relationship</td>
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<td>3. Family matter</td>
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<td>4. Academic Biased</td>
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<td>5. Time management</td>
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<td>6. Focus/Stress/Anxiety</td>
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<td>7. Study strategy</td>
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<td>8. Extracurricular activities</td>
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<td>9. Commute</td>
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<td>10. Motivation</td>
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<td>11. MPH/DO dual program</td>
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<td>12. Judgment /Priority</td>
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<td>13. Others</td>
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*Note: Please be aware that you need provide no personal information to the SPC; however, any such information will be held in confidence by SPC.*

### My Past Study Strategy

<table>
<thead>
<tr>
<th>Method</th>
<th>Yes/No</th>
<th>Additional Comment</th>
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<tbody>
<tr>
<td>1. Objectives</td>
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<td>2. PP slides</td>
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<td>3. Textbooks</td>
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<td>4. Attend lectures</td>
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<td>5. Pre-lecture preparation</td>
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<td>6. Review daily</td>
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<td>7. &gt;4hr outside classes</td>
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<td>8. Self-assessment</td>
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<td>9. Group Study</td>
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<td>10. 1st Aid/Kaplan</td>
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<td>11. Online</td>
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<td>12. Pathway/DIT/Gomui</td>
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<td>13. COMSAE</td>
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<td>14. Others</td>
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</table>

### My Future Study Plan

**Please check one of the following boxes:**

- [ ] I request to meet with the SPC ASAP
- [ ] I have been provided with campus resources by the SPC previously but I do not mind to meet with the SPC to discuss further
- [ ] I have been provided with campus resources by the SPC previously and I have developed the above future plan that should help me excel
ACADEMIC ACCOMPLISHMENT

Self-Identified Weak Areas
(Class 2017-40 students)
Self-Identified Factors, Academic Performance
(Class 2017- 40 students)
ACADEMIC ACCOMPLISHMENT

SPC DECISION ALGORITHM TO ALLOW STUDENTS TO TAKE COMLEX L1

SPC

Z ≤ 1.5

COMSAE

451-550
7-16 days prior to COMLEX

Boot Camp
(4-6 weeks)

GPA
Final Grade in IS-GERD
4/20-5/1

Passed

NBME COMSAE

Remediation or Z < -1.5
5/1/2016

SPC

Boot Camp
(4-6 weeks)

Delay COMLEX?
Delay 1st rotation?
Rozadon choice?

COMLEX
> 400
6/11-6/30

6/11-6/30
ACADEMIC ACCOMPLISHMENT

**Timeline Example**

- **12 MONTHS**
  - Coursera Learning how to Learn free course
  - Do well in your classes, start doing a few questions
  - Seek balance, develop plan, seek help, use resources

- **10**
  - Strengthen study plan. Objectives, assessments, actions!
  - Textbooks, Goljan, Pathoma, COMLEX board style questions
  - Enjoy the process, keep your eye on the ball

- **8**
  - Study in groups, teach each other
  - Become familiar with COMLEX and USMLE formats
  - Advance your professionalism and clinical skills

- **6**
  - Continue strategy, tweak based on assessments
  - Questions, questions, address weak areas (2-4 hours?)
  - Do not neglect your curriculum

- **2**
  - High yield areas (8-10 hours?)
  - 2000-3000 questions? COMPLETE AT LEAST 80% COMBANK
  - Exercise, sleep, relax before the exam

- **1**
  - REVIEW, REFINE, RELAX, REJOICE (8-10 hours)
RESILIENCE

AACOM Core Competency Report, 2012. Professional and Personal Self-Care. “...lead by example; provide for personal care and well-being by utilizing principles of wellness and disease prevention in the conduct of professional and personal life.

a. Provide medical treatment to himself/herself only as a lay person would engage in self-care.

b. Ensure that his/her mental, physical, or health condition does not have a negative impact on patient care or welfare.

c. Take appropriate safety measures when such treatments are available and when they do not pose extraordinary risk to the physician.

d. Seek qualified care from a health professional outside the family of the physician.

e. Describe the physiological and psychological consequences of stress.

f. **Identify personal sources of stress, and apply appropriate interventions.**

g. Describe issues associated with substance abuse and addictive disorders among health professionals.
AAMC Core Entrustable Professional Activities; Personal and Professional Development: “Demonstrate the qualities required to sustain **lifelong personal and professional growth.**”

- **PPD 1.** Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.
- **PPD 2** Demonstrate healthy coping mechanisms to respond to stress.
- **PPD 3** Manage conflict between personal and professional responsibilities.
- **PPD 4** Practice flexibility and maturity in adjusting to change with the capacity to alter behavior.
Professional and Personal Self-Care. “…lead by example; provide for personal care and well-being by utilizing principles of wellness and disease prevention in the conduct of professional and personal life.

<table>
<thead>
<tr>
<th>WELLNESS</th>
<th>OMS1</th>
<th>Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.</th>
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</thead>
<tbody>
<tr>
<td>ACADEMIC ACHIEVEMENT</td>
<td>OMS2</td>
<td>Demonstrate healthy coping mechanisms to respond to stress.</td>
</tr>
<tr>
<td>RESILIANCE</td>
<td>OMS3</td>
<td>Practice flexibility and maturity in adjusting to change with the capacity to alter behavior.</td>
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<tr>
<td>MINDFULNESS</td>
<td>OMS4</td>
<td>Manage conflict between personal and professional responsibilities</td>
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Personal and Professional Development: “Demonstrate the qualities required to sustain lifelong personal and professional growth.”

For each CLO above, identify assessments. EXAMSOFT
Mentoring
Faculty workshops. May 25, Sept 25, Oct 10
Orientation August 1, 2016

Apps

Measurements
W Health-Promoting Lifestyle Profile II
A Johns Hopkins Learning Environment Scale
R Maslach Burnout Inventory
M Five Facet Mindfulness Questionnaire
Individual interviews and focus groups
TAMI HENDRIKSSZ, DO
Mindfulness in Medicine
a WARM THANK YOU!

In memoriam