

ABSTRACT: 2016 ELAM Institutional Action Project Symposium

Project Title: Supporting a Framework for Diversity and Inclusion by Enhancing the Well-being of Medical Students

Name and Institution:

Iris C. Gibbs, MD, FACR
Stanford Medicine

Collaborators: Fernando Mendoza, MD (Associate Dean for Diversity), Rebecca Smith-Coggins, MD (Associate Dean of Student Wellness)

Background/Opportunity:

Stanford Medicine has incorporated a commitment to diversity as part of its mission. At the same time, it has also increased its focus on student and physician wellness where the guiding principle is “to foster a safe and supportive learning environment”. In order to create a supportive and inclusive learning environment that promotes the well-being and success of all students, better understanding of the unique wellness needs is required as the institutional mission of diversity is pursued.

Purpose/Objectives:

This project is designed to build a framework for inclusion by addressing the wellness concerns/needs of students who contribute uniquely to diversity (e.g. ethnic/racial, gender socioeconomic, religious, sexual, disability, and other) Aim 1- Review baseline national and institutional student well-being data with particular attention to exploring differences based on a variety of demographic variables. Aim 2- Investigate the sources of stressors among Stanford medical students. Aim 3- Create programs that better address unique needs of students based on the findings of the internal studies

Methods/Approach:

Aim 1: Assessment of baseline programs and data –1) Review of academic literature, 2) Review the questions on the existing annual student learning environment and wellness survey; AAMC Graduation Questionnaire, and other questionnaires, 3) Obtain the CAPS (psychological services) utilization report

Aim 2: Investigate the sources of stressors among Stanford medical students—1) Expand the 2016 learning environment and wellness survey to include additional questions to assess the sources of student stress, 2) Conduct student focus groups, 3) Generate ideas for programming to address the findings

Aim 3: Create programs that better address unique needs of students based on the findings of the internal studies—1) Create module to present during student orientation, 2) Implement programming to address issues of wellbeing

Outcomes/Evaluation Strategy

- Baseline national data: The Medical Student CHANGE –Cognitive Habits and Growth Evaluation-- Study of nearly 5000 first-year medical students demonstrate differential risks of depression, anxiety, levels of social support, self-esteem, and self-rated health among underrepresented students, women, and sexual minority students compared to other students. (Przedworski JM, 2015) (Hardeman RR, 2015).
- Longitudinal plan to reassess outcomes of the revised student learning environment and wellness survey as well as the psychological services utilization to evaluate the effectiveness of all implemented programming.



Supporting a Framework for Diversity and Inclusion by Enhancing the Well-being of Medical Students



Fellow Name: Iris C. Gibbs, MD
Institution: Stanford Medicine, Stanford, CA

Collaborators: Fernando Mendoza, MD, Professor of Pediatrics, Associate Dean for Diversity
Rebecca Smith-Coggins, MD, Professor of Emergency Medicine, Associate Dean of Student Wellness
Alejandro Martinez, PhD, Associate Dean of Students
Mijiza Sanchez, MPA, EdD, Assistant Dean, Medical Student Affairs

Purpose

This project is designed to build a framework for inclusion by understanding and addressing the wellness concerns/needs of students who contribute uniquely to diversity (e.g. ethnic/racial, gender socioeconomic, religious, sexual, disability, and other)

Background

Stanford Medicine has incorporated a commitment to diversity as part of its mission. At the same time, it has also increased its focus on student and physician wellness where the guiding principle is “to foster a safe and supportive learning environment”. In order to create a supportive and inclusive learning environment that promotes the well-being and success of all students, better understanding of the unique wellness needs is required as the institutional mission of diversity is pursued.

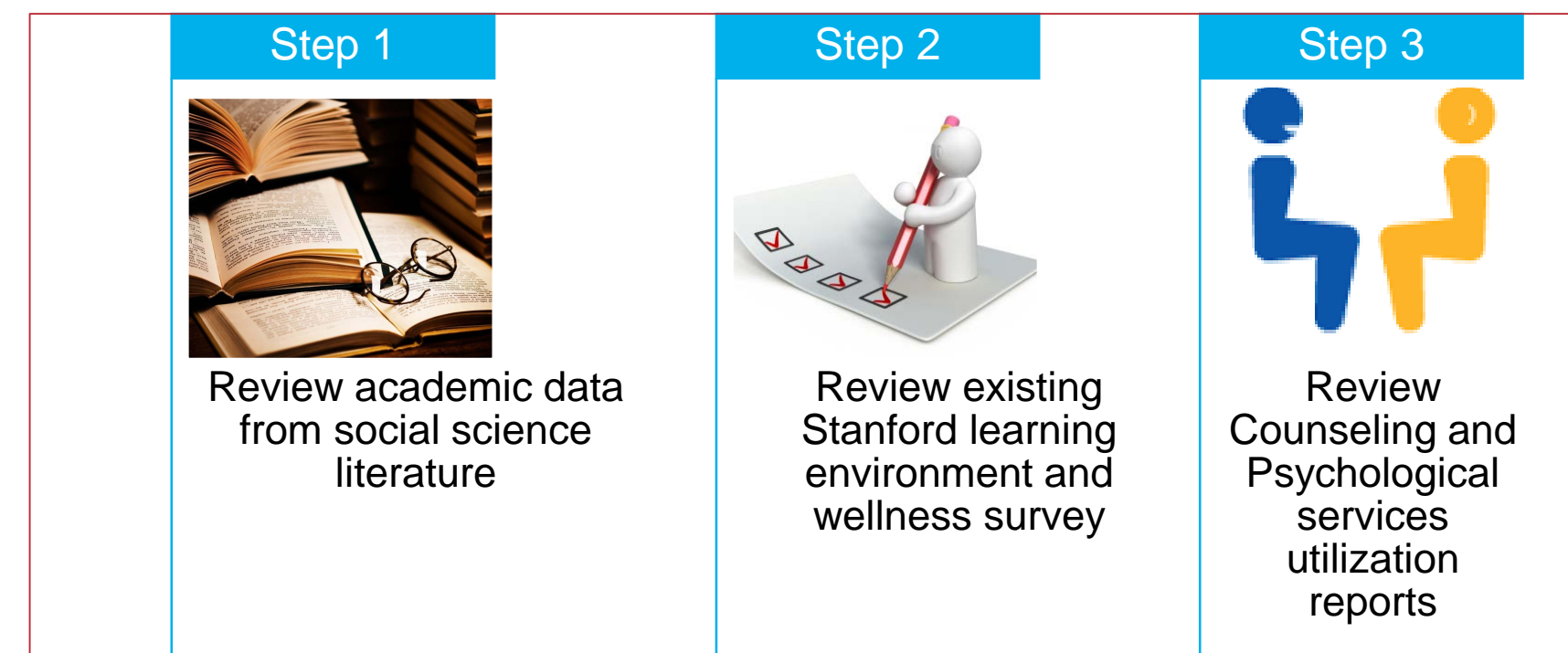
Methods

Aim 1: Assessment of baseline programs and data –1) Review of academic literature, 2) Review the questions on the existing annual student learning environment and wellness survey; AAMC Graduation Questionnaire, and other questionnaires, 3) Obtain the CAPS (psychological services) utilization report

Aim 2: Investigate the sources of stressors among Stanford medical students—1) Expand the 2016 learning environment and wellness survey to include additional questions to assess the sources of student stress, 2) Conduct student focus groups, 3) Generate ideas for programming to address the findings

Aim 3: Create programs that better address unique needs of students based on the findings of the internal studies—1) Create module to present during student orientation, 2) Implement programming to address issues of wellbeing

Baseline resources & data



Group	Depressive Symptoms	Anxiety	Low self-reported health
Black/African-American	17	7	7
White	9	4	6
p value	0.001	0.028	0.025
Female	11	6	6
Male	9	3	6
p value	0.01	0.001	0.99
Sexual minority	21	11	10
Heterosexual	13	6	6
p value	<0.001	0.004	0.03

Data adapted from CHANGES studies: Medical Student Cognitive Habits and Growth Evaluation Study
1. Hardeman RR et al. Mental Well-Being in First Year Medical Students: A Comparison by Race and Gender. J Racial Ethn Health Disparities. A Report From the Medical Student CHANGE Study. 2015 September ; 2(3): 403–413.
2. Przedworski JM et al. A Comparison of the Mental Health and Well-Being of Sexual Minority and Heterosexual First-Year Medical Students: A Report From the Medical Student CHANGE Study. Acad Med. 2015 Feb 10.

2016 Learning Environment- Wellness Survey

How much of the time during the past 4 weeks...

	All of the Time	Most of the Time	A Good Bit of the Time	Some of the Time	A Little of the Time	None of the Time
Have you been a very nervous person?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you felt so down in the dumps nothing could cheer you up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you felt calm and peaceful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you felt down hearted and blue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have you been a happy person?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the past 7 days...

	Not at all	A little bit	Somewhat	Quite a bit	Very much
a. I had a hard time getting things done because I was sleepy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I felt alert when I woke up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel tired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I had problems during the day because of poor sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I had a hard time concentrating because of poor sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I felt irritable because of poor sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I was sleepy during the daytime	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I had trouble staying awake during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I felt worthless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I felt helpless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I felt hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. I felt fearful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. I found it hard to focus on anything other than my anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. My worries overwhelmed me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. I felt uneasy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2015 Learning Environment Survey Sample.

	Prevalence (%)			
	Female	Male	1 st Gen	All
Depressive Symptoms (affecting academic performance)	12	10	17	11-13
Anxiety	17	8	20	12-19
Stress	--	--	31	26

Martinez A et al. 2012 Stanford Counseling and Psychological services' ACHA National College Health Assessment Survey (ACHA-NCHA) at Stanford

Outcomes/ Evaluation Strategy

Preliminary findings:

1. The prevalence of depression, anxiety, and stress is high among medical school students and appears to vary based on socio-demographic factors
2. The current Annual Stanford Medical School Learning Environment and Wellness survey may sufficiently assess the prevalence of depressive symptoms among medical students, but inadequately delves into sources of distress.
3. 2012 Stanford Counseling and Psychological services' ACHA National College Health Assessment Survey (ACHA-NCHA) at Stanford survey confirms that stress and anxiety are among the top 3 factors impacting academic performance and that there are significant differences in the prevalence of depressive symptoms/diagnosis, anxiety, and anxiety based on socio-demographic factors of race, gender, and sexual identity

Discussion

Based on the preliminary findings of the baseline data, it is reasonable to conclude that unique wellness concerns will arise as diversity is enhanced at Stanford Medicine. It is prudent to be proactive about addressing these issues. By expanding the understanding of the sources of stress, institutional resources will be better utilized. The goal of this project is to develop programming and resources that help to generate a sense of belonging and enhance wellness to support the success of the medical student body.

Next Steps

1. Expand survey instruments to explore the sources of stress/anxiety among medical students
2. Conduct focus groups to explore potential issues and mitigating factors of stress for vulnerable populations of students
3. Secure resources to support and design programs for students