

AACP Annual Meeting

July 22–25
Aurora, Colorado

@AACPharmacy
#PharmEd23



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American Association of
Colleges of Pharmacy **AACP**

Engaging Students in Meaningful Well-being Practices: Giving Them a Choice

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Learning Objectives

At the completion of this activity, participants will be able to:

1. Describe at least two student-centered approaches for designing meaningful well-being practices
2. Identify two opportunities for supporting student-centered well-being practices within the PharmD program at your institution

Overview

- Introduction
- Student-centered well-being tool
- Active learning activity
- Q & A

Student Well-being in Health Professional Education

WHY

- WHY is student well-being important?

WHAT

- WHAT are the challenges of supporting student well-being in health professional education?

Active Learning Poll

- WHAT are some obstacles and barriers you are experiencing in supporting student well-being at your institution?



Student Well-being in Health Professional Education

WHY

- WHY is student well-being important?

WHAT

- WHAT are the challenges of supporting student well-being in health professional education?

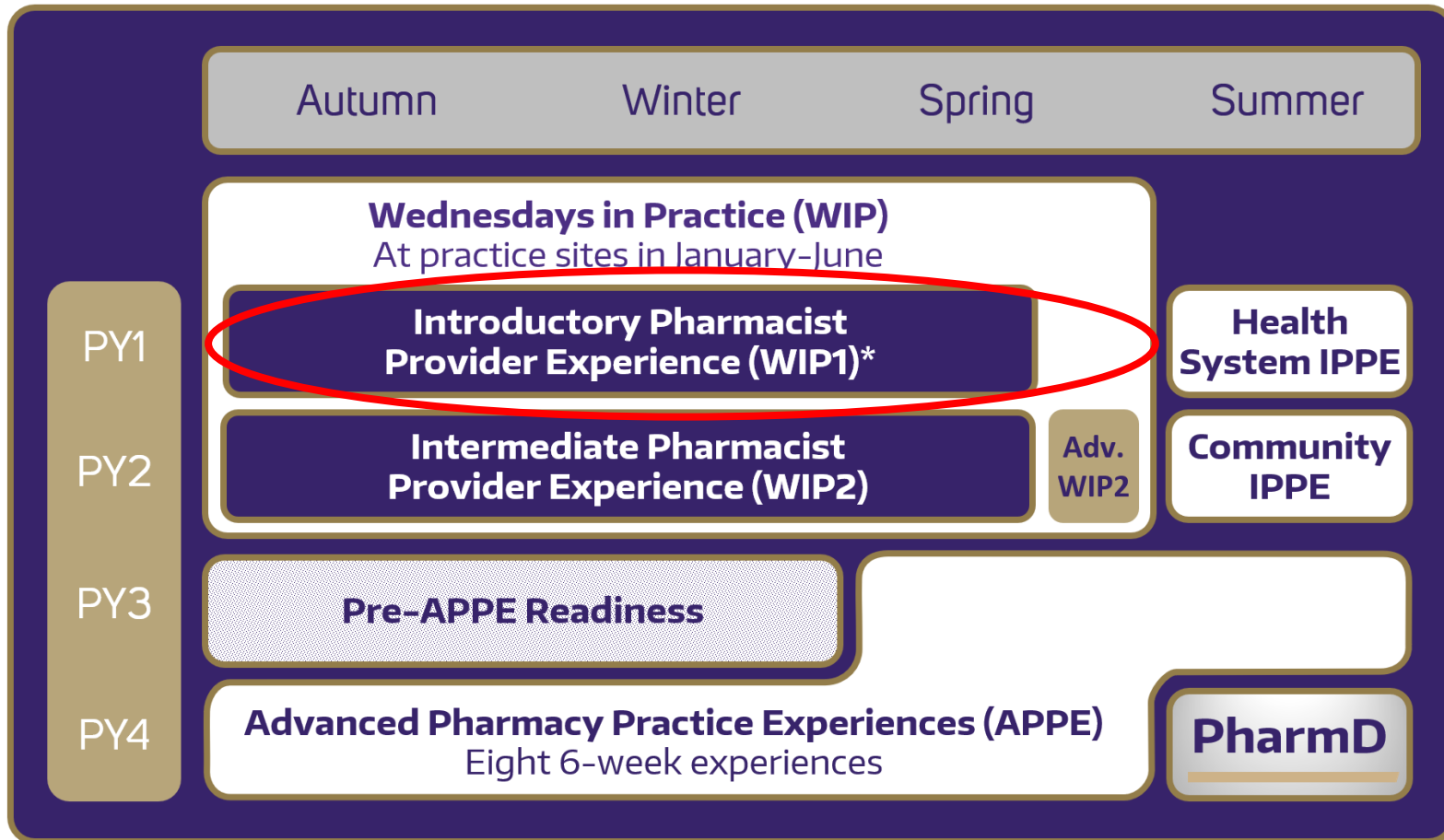
HOW

- HOW do we support individual student well-being within the PharmD program?

Choice Board

Introduced and integrated as part of a **PY1 core course series focused on practice** (Wednesdays in Practice 'WIP')

- ✓ Students rotate between on- and off-campus learning experience EVERY OTHER WEEK
- ✓ Health and well-being thread is part of the course series focus
- ✓ Choice Board is an integral and consistent component of the thread (reserved class time for self-care)



Background:

Health & Wellness Thread Across the Quarters

AUT

107 students

CPD Plan

1:1 Meetings

WIN

5 CB Documentations/
Student

NO CPD Assignment

1:1 Meetings

SPR

5 CB Documentations/
Student

CPD Reflection

1:1 Meetings

CPD: Continuing Professional Development
CB: Choice Board

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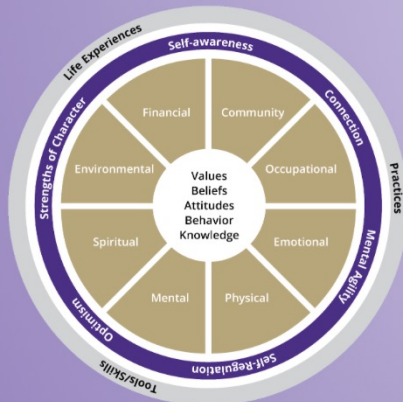
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Choice Board: Student-centered well-being tool

Support Your Wellbeing: Choice Board

Assessing Community/ Social Wellness¹

- I feel supported and respected in my close relationships
- I communicate effectively with others, share my views and listen to those of others
- I consider the feelings of others and do not act in hurtful/selfish ways
- I try to see good in my friends and do whatever I can to support them
- I participate in a wide variety of social activities and find opportunities to form new relationships
- I consciously and continually try to work on behaviours or attitudes that have caused problems in my interactions with others
- In my romantic or sexual relationships, I choose partner(s) who respect my wants, needs, and choices



Created by: Mike, LA; Chang J; Choi SC; Do J. UW School of Pharmacy

Connect to the Environment²



- Take a walk outside
- Decorate your space with plants
- Listen to the sounds of nature: tree.fm
- Choose another activity that allows you to connect to the environment

Nurture Connection²

Social Connectedness

- Reach out to a friend
- Join a study group
- Join a campus group
- Volunteer
- Choose another activity that allows you to connect with others



Self-connectedness



- Journal
- Write a letter to your future self
- Choose another activity that allows you to connect with yourself

Resilience Coping Skills²

Mindfulness

Growth mindset

Gratitude

Self-Compassion

- Mindfulness: Use an app for meditation
- Growth mindset: Think of something that is challenging to you. How can you reframe that as an opportunity to learn and grow?
- Gratitude: write down 5 things that went well or you feel grateful for (this could include nature, friendships, access to clean water, shelter, food)
- Gratitude: Write an entry in a gratitude journal
- Self-compassion: allow yourself some grace

Rest/Relax

- Listen to relaxing music
- Take a nap
- Participate in some form of physical activity
- Choose another activity that makes you feel relaxed

Create

- Draw, paint, sketch
- Write a story, poem, song
- Cook a nutritious meal
- Choose another activity that allows you to create

Sources:

1. Princeton U-Matter Wellness Self-Assessment. Available at this [link](#)
2. UW Well-Being for Life & Learning Guidebook. Available at this [link](#)

Choice Board

Students choose their self care activity

- ✓ Complete during reserved class time
- ✓ Document completion of self care activity in LMS
- ✓ Building a well-being habit & routine (20 min every other week)

Week 1 Document Your Health Wellness Self Care ↕

✓ Published

✎ Edit

⋮

Finding time to take care of ourselves can feel like a real challenge, given our busy lives and the time demands of the PharmD program. In order to support your health and wellness, we, your course instructors, have intentionally reserved time during our Wed class session for you to spend some time on self-care. This is time already reserved for you; you don't have to find time in your otherwise busy schedule.

Instructions:

1. Review the options in the [Choice Board](#) ➞
2. Select one of the activities that resonates with you
3. Spend at least 20 minutes with your chosen activity
4. Document your participation
 - Your documentation should include how you spent your time. The documentation does not have to be extensive, unless you'd like to write more extensively. (Examples: I took a walk on the nature trail in my neighborhood; I worked out at the IMA; I met a friend for coffee).

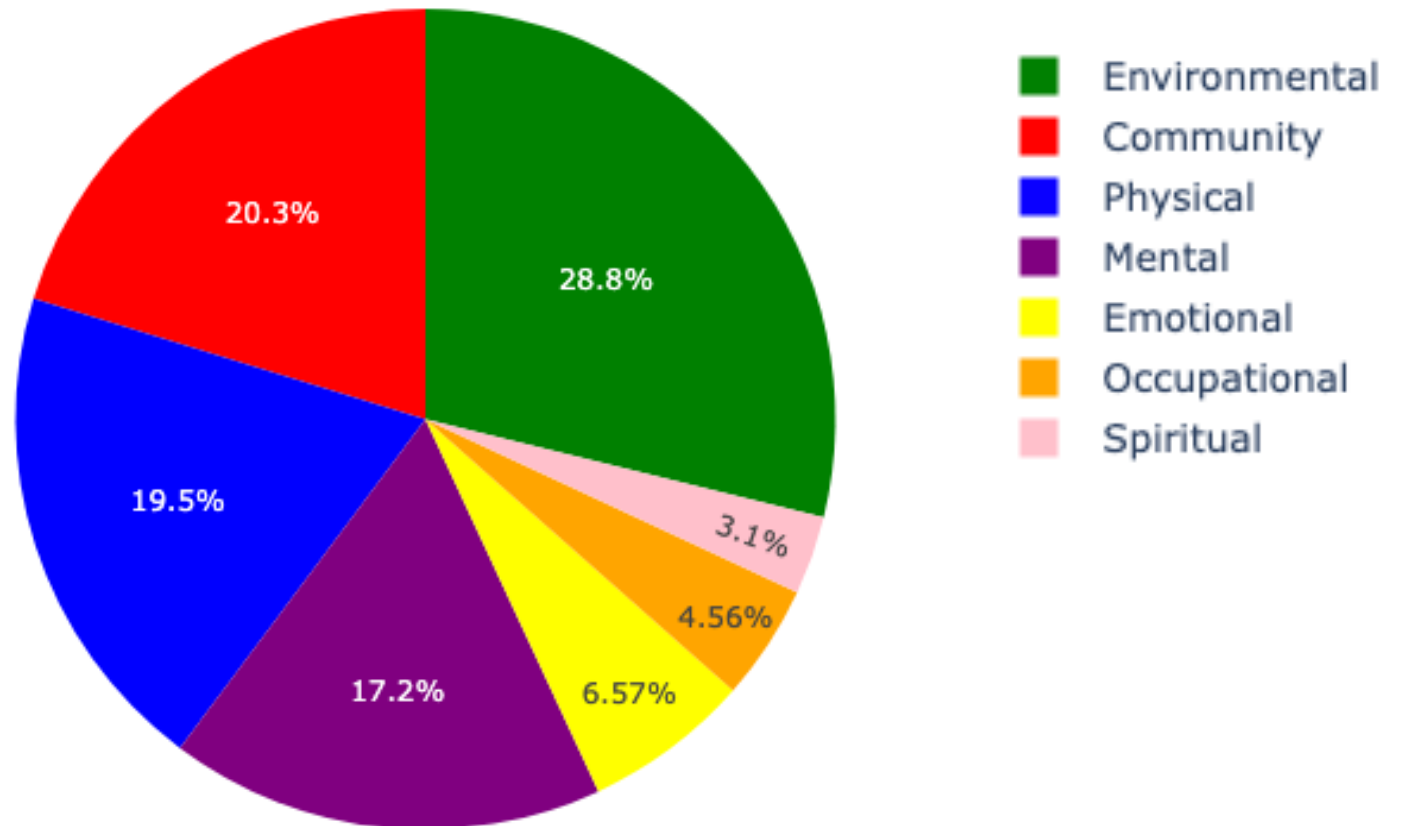
Grading Criteria: This is a *complete/incomplete* assignment that contributes to the Developer thread. Complete = documented a self-care activity.

Student Participation

Students participated in self care activities in WINTER and SPRING (2022)

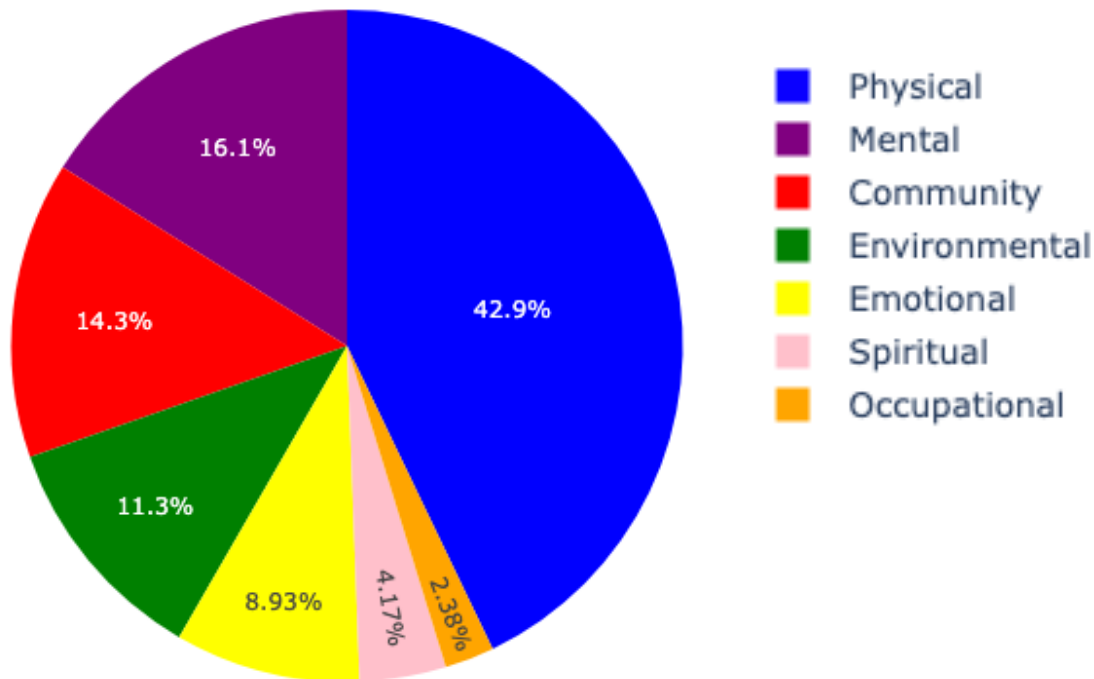
- Self care documentation categorized by activity type (per Choice Board)
- Top activity types: Environmental, community, physical and mental
- Financial well-being: Not ever chosen

All Year Category Frequencies

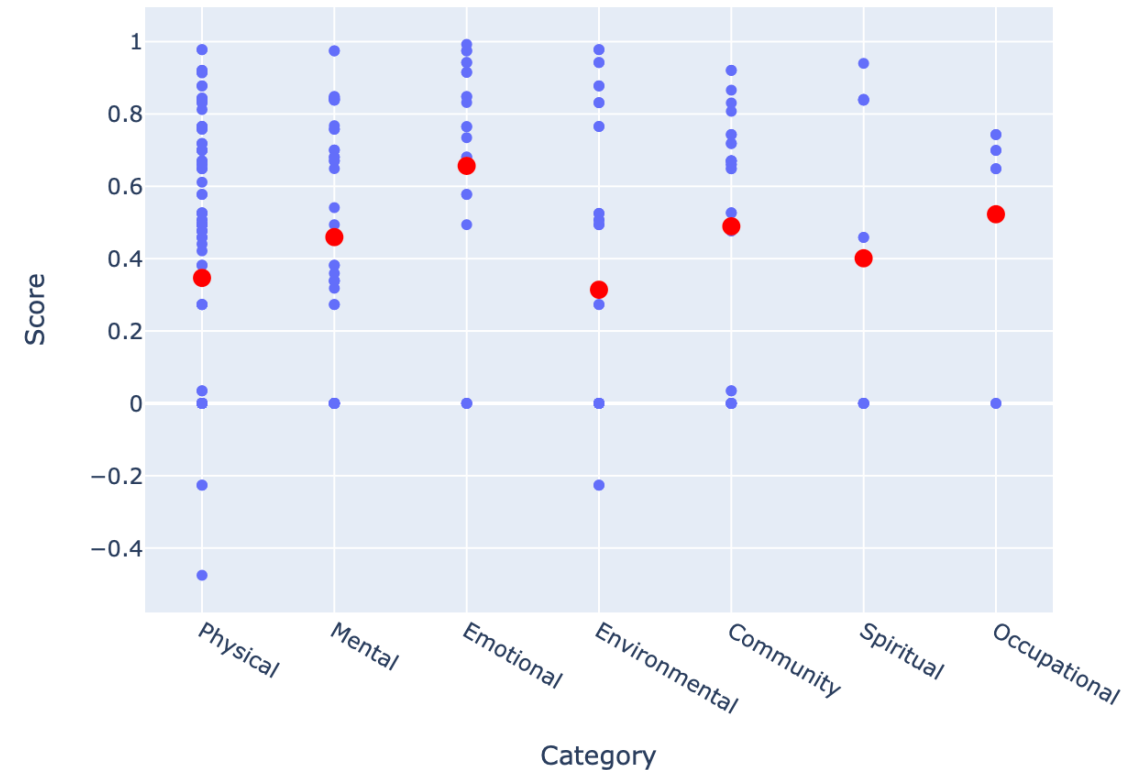


Detailed analysis by quarter: WIN (Week 1_2)

Self Care Activities By Type

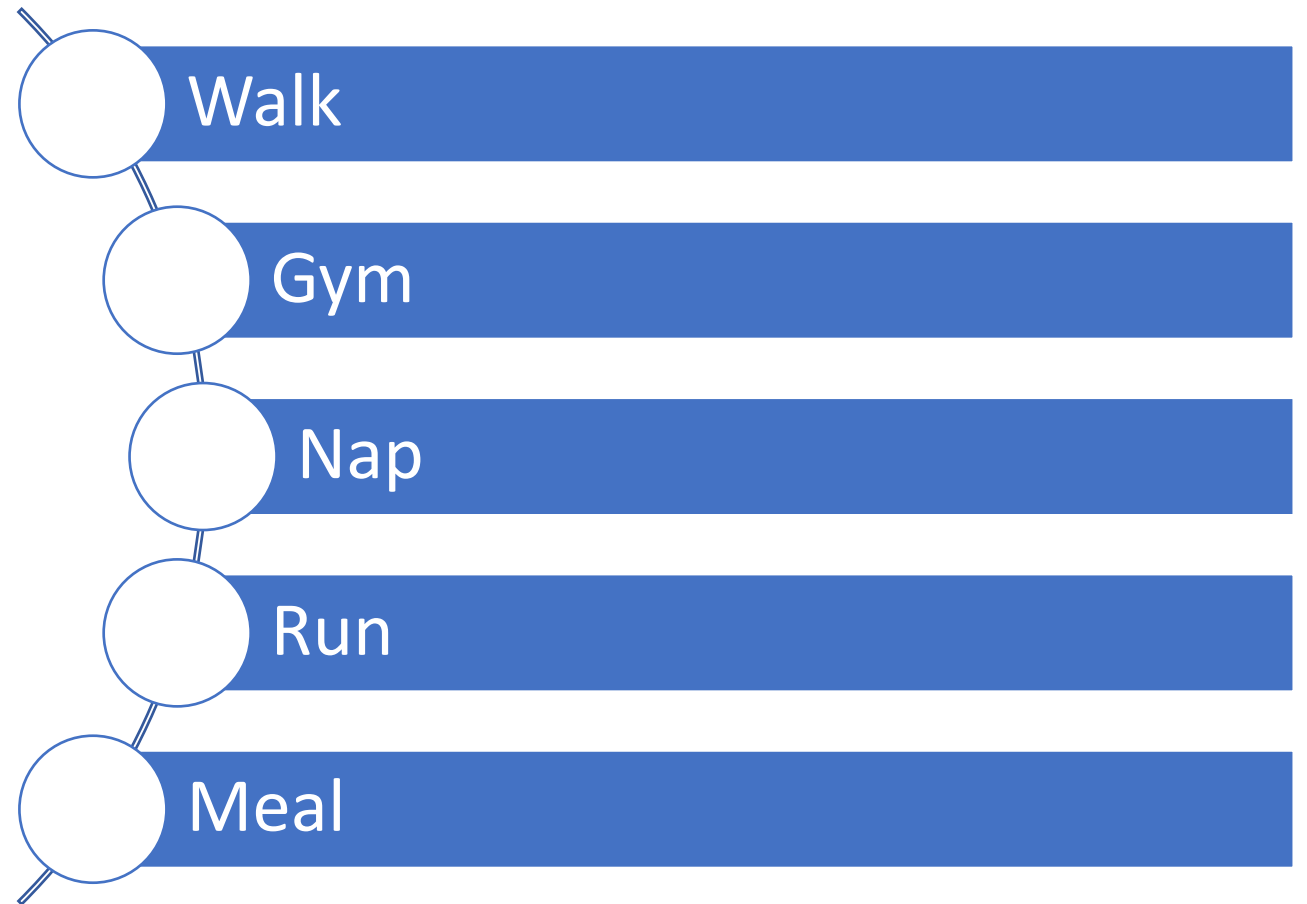


Sentiment Analysis (Mean score)



Analysis of student documentation by quarter: WIN (Week 1_2)

Most common activities in the PHYSICAL category



End of Year CPD: Student Self Reflections

This has been a **lifeline** because I always felt like I was wasting time if I walked away from my computer. I have realized that every time I hang out with my friends or ride the peloton, I come back very **fresh** on my computer and actually more **productive**.

I was very appreciative that the **time to do the activity was built into class time**. In this way, it wasn't really an option to claim that we didn't have time for self care. **Checking in with myself** to see how I was taking care of myself always felt nice.

This time dedicated to self-care helped me think about self-care in a **different perspective**. I hope to incorporate self-care as a **scheduled necessity** rather than a last-ditch effort to preserve some sanity. I hope to view self-care as **fuel** to take care of myself so that I am fully invigorated to accomplish my goals rather than a pitstop when I'm only running low.

I always wanted to **try something new** so I could document the following week, it is **refreshing**, and it gives you new energy to start your day or week

It is such a **therapeutic** way for me to calm my mind down a bit in a chaotic and busy life. I'm deeply grateful for this activity because I have a **time to understand myself more**. Sometimes putting my thoughts into words helps me to clear my mind out and clarity comes back. **Keeping those words and reading them will help remind me of who I am.**

Active Learning Activity

What are some opportunities for integration of student-centered well-being practices in your program?

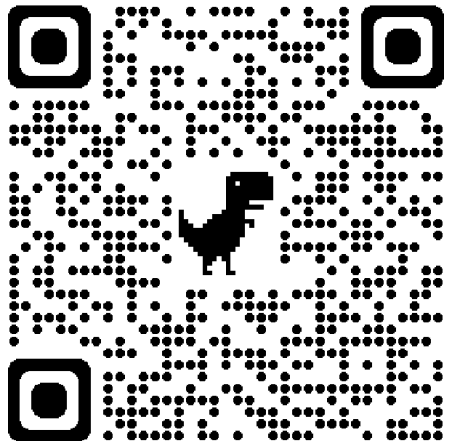
How can you incorporate 'choice' in supporting student-centered well-being?



Questions

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Link to UW WBLL Guidebook website



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