

Assessment and Action-Planning for School of Pharmacy Student Well-Being Initiatives

Natalie R. Gadbois, PharmD, MPA, BCACP; Karen E. Moeller, PharmD, BCPP; Ashley N. Crowl, PharmD, BCACP



University of Kansas School of Pharmacy, Lawrence and Wichita, KS

Background

Student & Clinician Well-Being

- Well-being and mental health can influence learning and ultimately patient care¹

AACP Policy Statement

- Encourage schools/colleges of pharmacy to proactively promote overall wellness and stress management techniques to students, faculty, and staff²

KU Well-Being Committee Mission

- Create a culture that supports students', faculty members', and staff members' well-being and quality of life

Objective

The goal of this study was to evaluate the well-being needs of students in the School of Pharmacy (SOP) and to assess the value of current well-being initiatives.

Methods

Design

- All students enrolled in the SOP were invited to participate in the survey
- Recruitment for the survey was conducted through email messages and in-class announcements from students on the Well-Being Committee
- Survey was open for 3 weeks

Survey

- Customized questionnaire developed after review of available well-being related surveys
- Demographic and background information was collected
- Survey items included Likert-scale rating, multiple choice, and open-ended questions
- Responses were anonymous, but students could enter their name to be contacted by a faculty member if they had any concerns or issues related to their well-being

Statistical Analysis

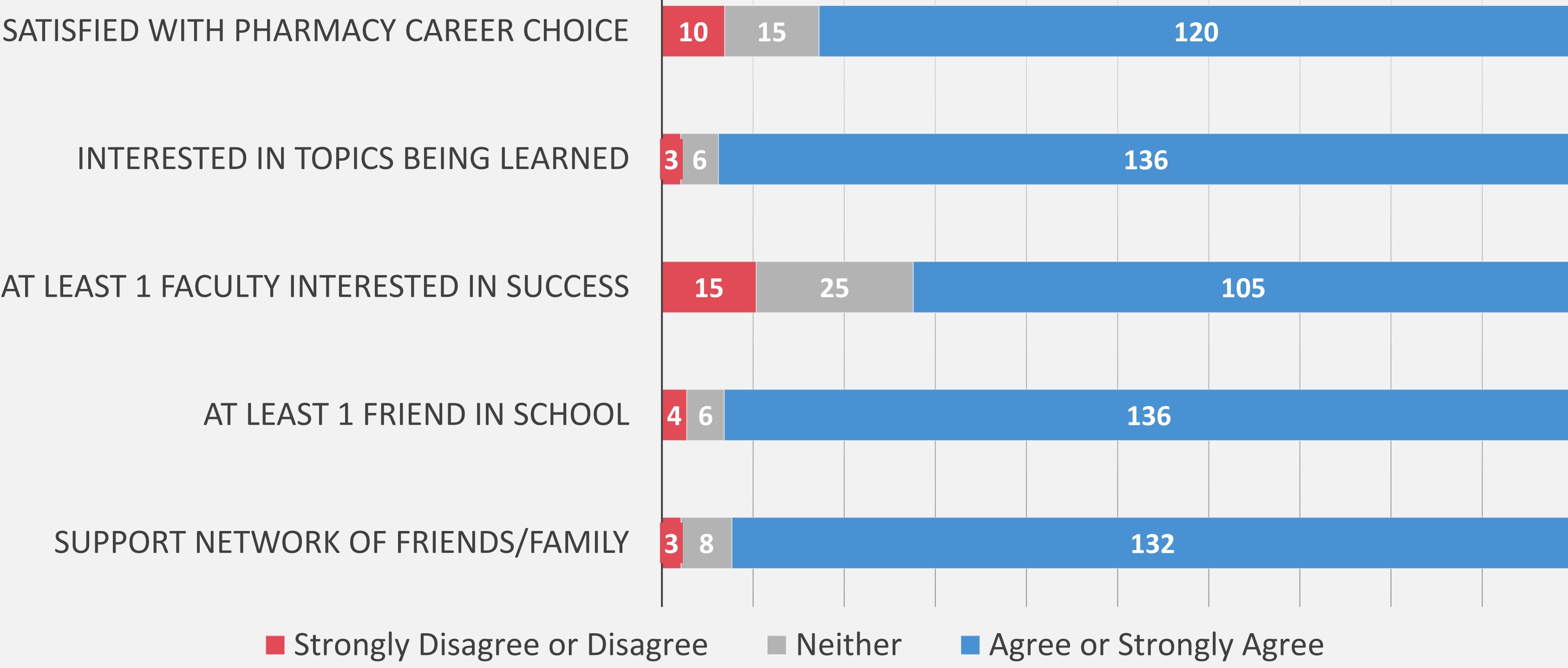
- Descriptive statistics were performed for all items

Results – Demographics

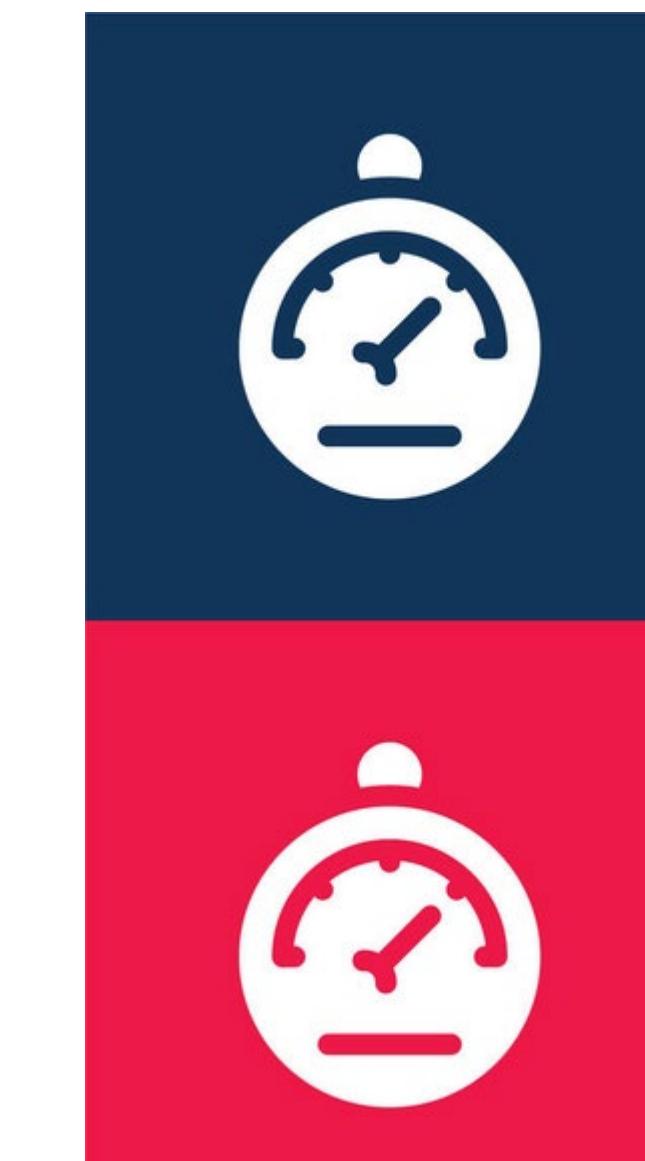
Characteristic	Categories	N (%), Total N=149
Gender	Male	31 (20.8)
	Female	117 (78.5)
	Prefer not to answer	1 (0.7)
Year in School	P1	26 (17.5)
	P2	38 (25.5)
	P3	55 (36.9)
	P4	30 (20.1)
Involvement in Student Organizations	Yes	126 (86.9)
	No	19 (13.1)
Hours Working per Week	Do not work	5 (3.4)
	1-5 hours	22 (14.9)
	6-10 hours	48 (32.4)
	11-15 hours	37 (25)
	16-20 hours	24 (16.2)
	> 21 hours	12 (8.1)

Results – Survey

Professional Engagement and Support



94% (136 students) reported feeling anxious, depressed, or irritable last semester due to school



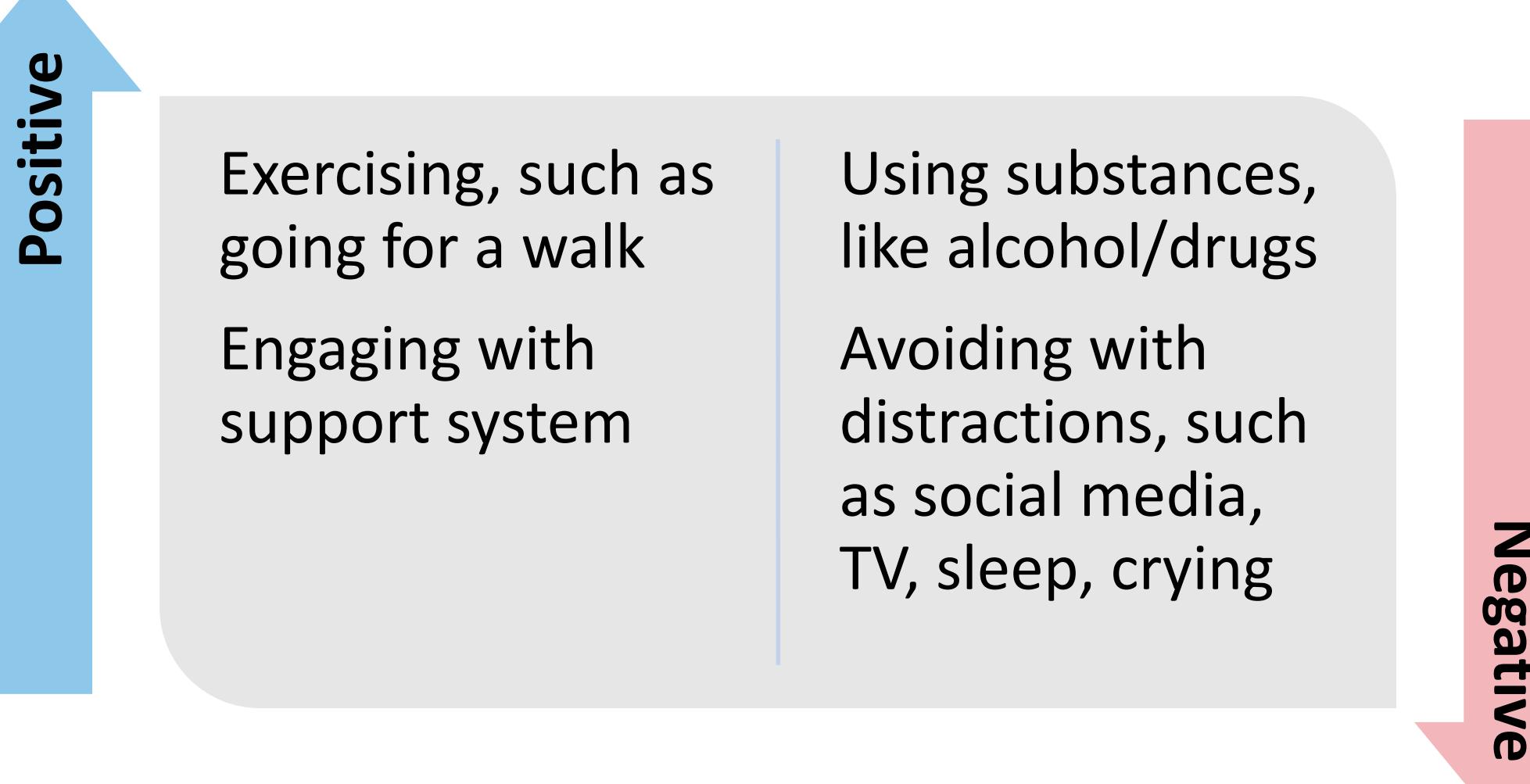
Average overall rating of well-being was 5.3 out of 10

Factors Negatively Impacting Well-Being

Class Workload, Exam and OSLE/OSCE Schedule, Not Feeling Supported by SOP, Chronic Stress, Lack of Sleep

Coping Strategies for Difficult Emotions

- Nearly 100 students provided comments on their coping strategies to deal with feeling anxious, depressed, or irritable
- Positive = 72 comments
- Negative = 24 comments
- Combination = 7 comments

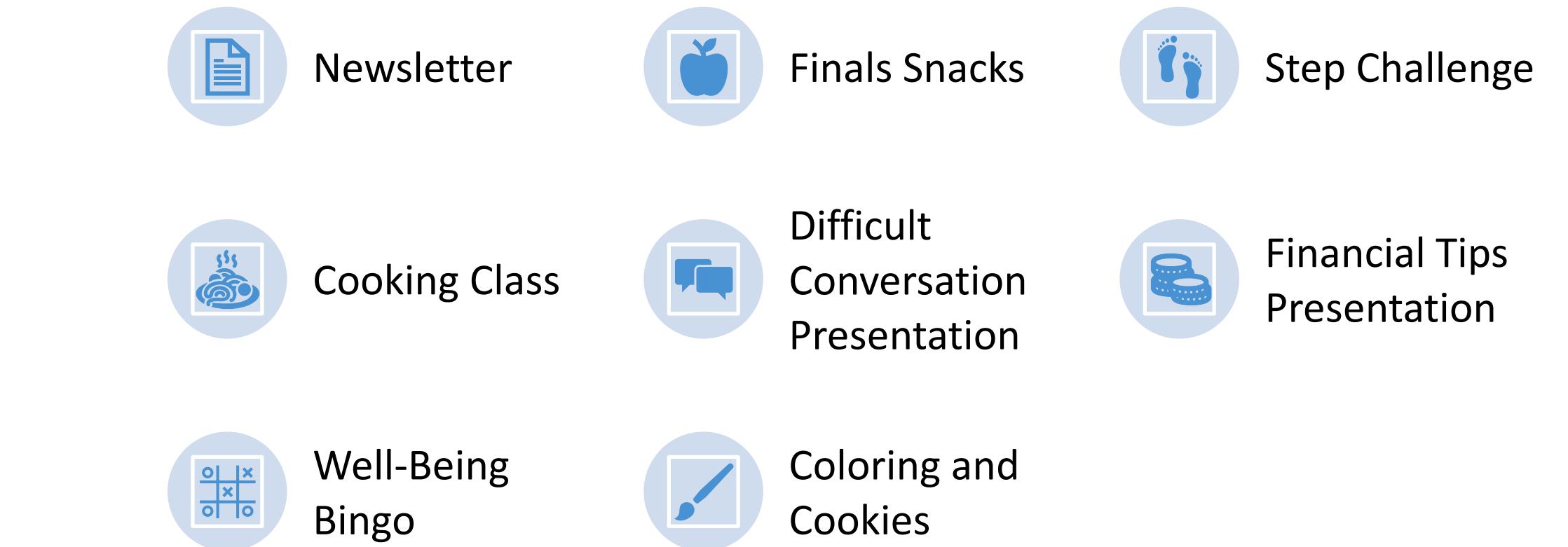


Suggestions to Improve Well-Being

Reduce Number of Exams per Week, Expand Psychological Support Resources, Demonstrate More Empathy Towards Students' Concerns, Provide Additional Financial Support

Results – Survey

Current Well-Being Activities



Asynchronous activities (newsletter, bingo) and food-related events were highly favored, with students recommending the continuation of all activities

Discussion

Analysis of Results

- Many students reported that heavy exam times highly contributed to their stress
- Some students noted lack of support in their success by faculty or the SOP

Sharing of Results

- Results were presented to administration and all faculty
- Results were discussed with students on the Well-Being Committee
- Results will be shared with the entire student body with some action plans in the fall semester

Successes

- Survey included many free text questions which allowed for more detailed information to be shared by students
- Although some activities had low involvement student comments in the survey mentioned they appreciated the outreach
- Administration and faculty were receptive when survey results were shared

Challenges

- Weakness of the survey was it did not ask about the impact of activities on student well-being
- Some student suggestions to improve well-being may not be feasible or within the scope of what the SOP can impact or improve
- Lack of faculty interest in serving on the Well-Being Committee
- Limitation on the types of things faculty on the Well-Being can impact (e.g. curriculum)
- Individual faculty may have different levels of training or comfort in addressing student well-being or mental health issues

Next Steps



Conclusions

- Almost all students experienced difficult emotions related to being in pharmacy school
- Additional strategies and initiatives are needed to promote well-being for all students so that they can be successful in pharmacy school

References

- Bodenheimer T, Sinsky C. From triple to quadruple aim: Care of the patient requires care of the provider. *The Annals of Family Medicine*. 2014;12(6):573-576. doi:10.1370/afm.1713
- Wellness and resilience in pharmacy education. AACP. Accessed June 12, 2023. <https://www.aacp.org/resource/wellness-and-resilience-pharmacy-education>

Panel Disclosures

- The authors of this research project have no disclosures to declare concerning possible financial or personal relationships with commercial entities that may have a direct or indirect interest in the subject matter of this presentation