

What's Stopping You? Identifying Barriers to Conducting Student Wellness inside (and outside of) the Classroom

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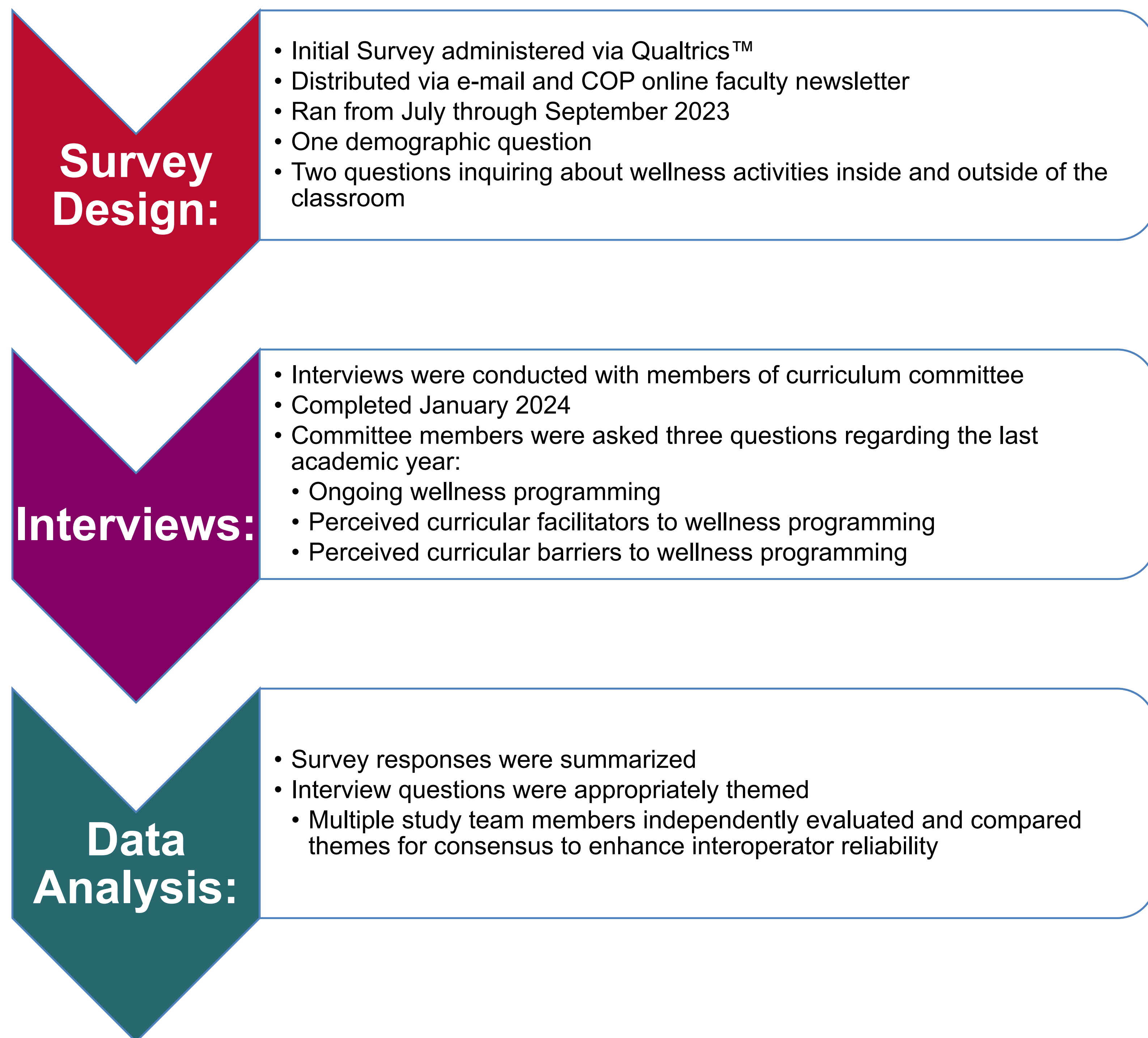
BACKGROUND

- Recently, concerns of burnout have risen across all levels of the profession of pharmacy, with PharmD students being particularly affected.^{1,2}
- Maintaining student wellness is a topic of great priority--students facing burnout may become disengaged from their studies, or the profession entirely.¹
- Efforts have been made by PharmD programs towards creating a culture of wellness within their curriculum, along with implementing wellness programming.⁴
- Lack of understanding of the facilitators of and barriers to implementation of wellness programming leads to subpar utilization of such programming within a curriculum.
- Faculty involved in teaching PharmD students have first-hand perspectives of wellness programming in curricula and could shed insight into facilitators of and barriers to incorporating such programming both in and outside the classroom.

OBJECTIVE

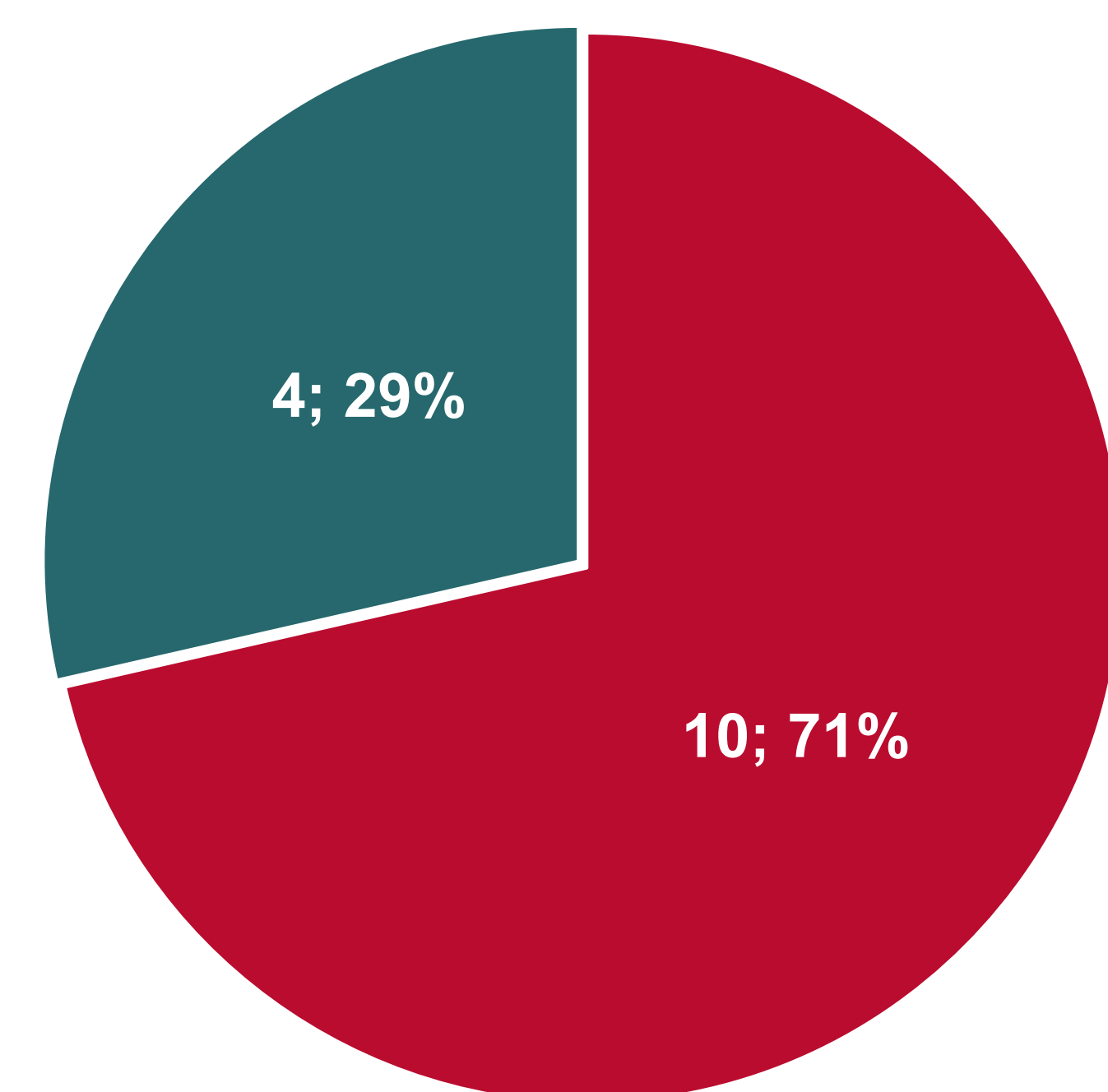
To evaluate faculty perspective on curricular facilitators of and barriers to incorporating student wellness programming both inside and outside of the PharmD classroom.

METHODS



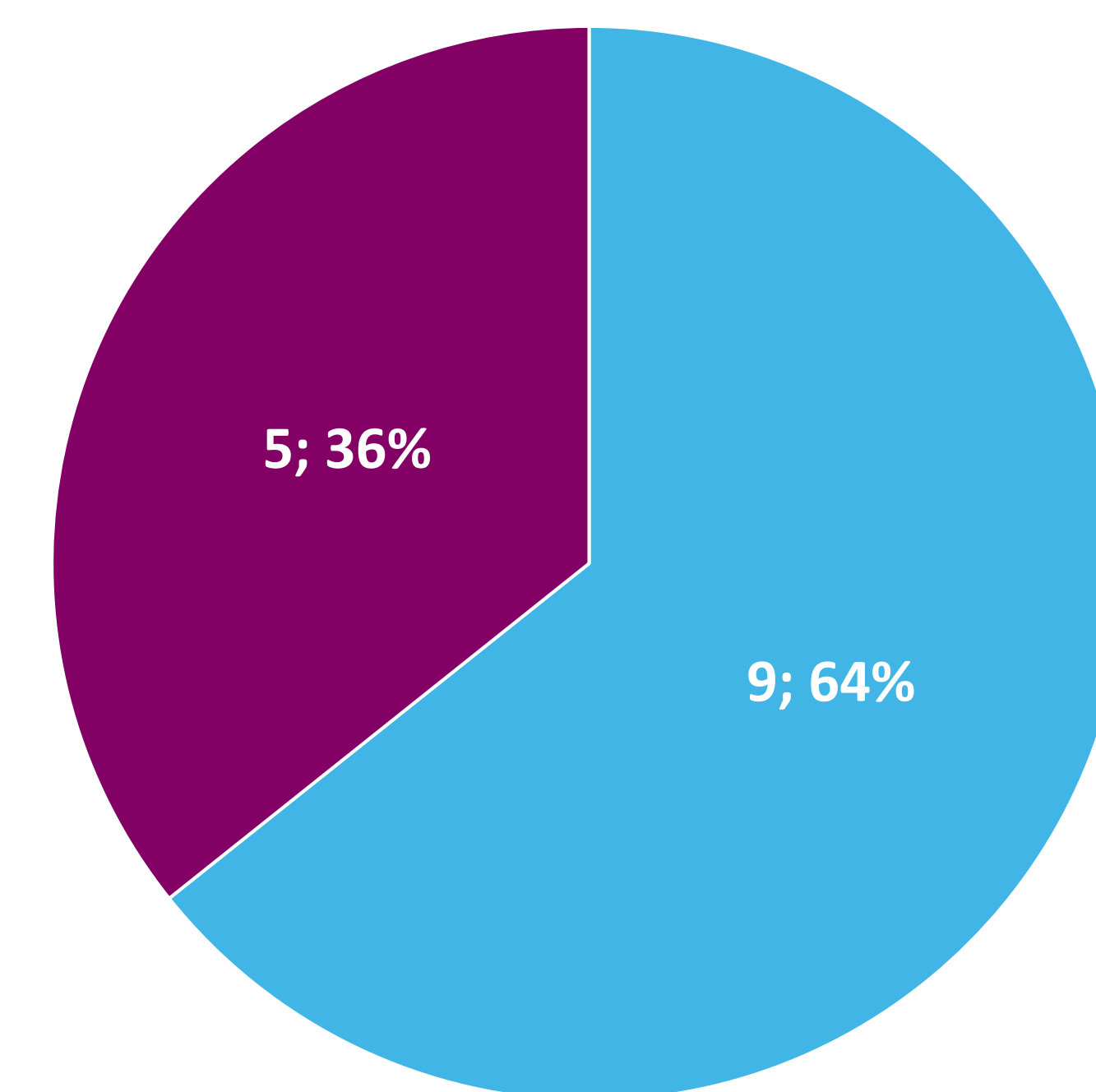
RESULTS

Faculty Utilization of Wellness



■ Have no wellness programming in their courses
■ Have wellness programming in their courses

Faculty Awareness of Wellness



■ Unaware of existing wellness programming at the COP
■ Aware of existing wellness programming at the COP

Curricular Facilitators:

What helped faculty to implement wellness programming?

Existing culture of wellness at the COP
Access to already developed activities
Comfort or familiarity with (required) course content (returning instructor)

What hindered faculty from implementing wellness programming?

Student stress levels/student willingness to participate
Curricular overload
Communication challenges
Perception of lack of instructor empathy by students (amount of out-of-class work)

Curricular Barriers:

DISCUSSION

While our faculty appear open to fostering a culture of wellness, survey results indicate that wellness programming is lacking throughout much of our curriculum, and instructors are relatively unaware of ongoing wellness programming occurring within the College of Pharmacy.

Common barriers to implementing wellness programming into coursework were identified, with most prevalent themes revolving around 1) student stress levels and willingness to participate, 2) curricular overload (for both faculty and students), and 3) communication issues (both amongst faculty, and between faculty and students).

Additionally, common themes arose regarding facilitators of implementing wellness programming, with most prevalent themes being 1) efforts made towards creating a culture of wellness within the COP, 2) utilization of low effort, high-yield wellness activities that can be re-used in subsequent academic years, and 3) instructor familiarity with their coursework.

Future wellness programming should be designed such that these barriers are recognized and properly surmounted. Additionally, facilitators should be recognized and actively utilized to allow for ease of implementation of wellness programming in future coursework. Doing so would allow for greater cultivation of wellness programming and activities (and therefore, student wellness) across the PharmD program.

CONCLUSIONS

Wellness Culture

- The desire to improve student wellness by College of Pharmacy faculty is there
- However, current execution by faculty could use improvement

Recognizing What Works

- Success in implementing wellness programming has been found through:
 - College-wide efforts toward creating a culture of wellness
 - Simple/ready-made activities that allow for ease of use

Conquering Barriers

- Efforts should be made to coordinate and utilize wellness programming
- Future programming should be designed to increase student engagement despite high stress levels, and overcome challenges brought on by curricular overload

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References:

