

Co-curricular Workshops to Enhance Pharmacy Students Well-being

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Background

In response to the growing need for fostering mental health awareness and stress management skills among pharmacy students, a series of well-being workshops were organized as part of the Co-Curricular Activities targeting P1, P2, and P3.

Objective

This study aimed to assess students' satisfaction and perception regarding these workshops and evaluate their wellbeing.

Methods

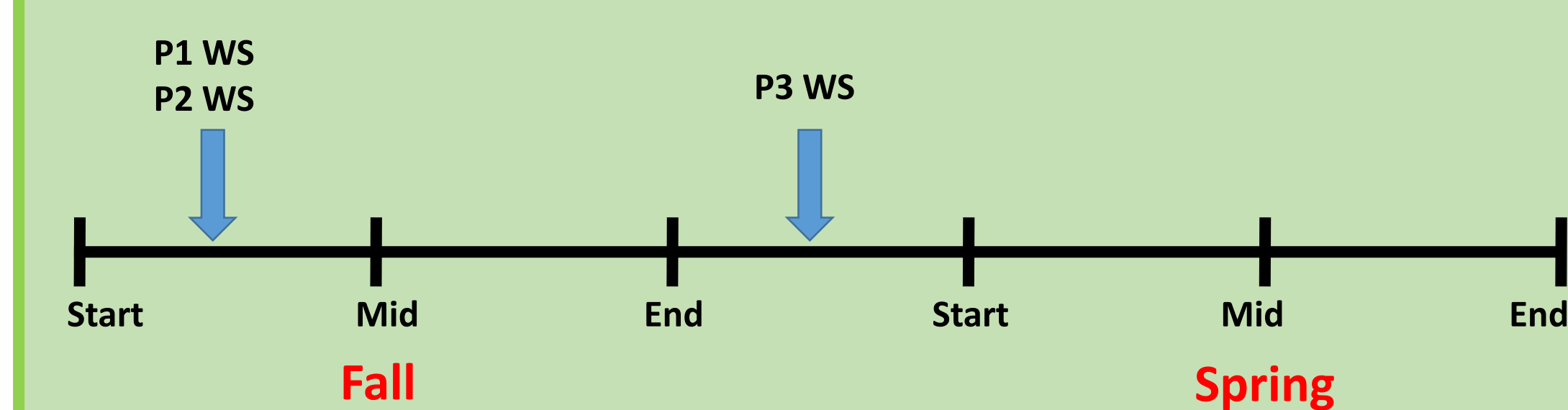
The three workshops, delivered by psychologists, aimed to equip students with practical stress management tools, emphasizing the delineation of boundaries between life stressors and daily responsibilities.

Description of Workshops

Workshop Title	Learning Objectives
Dealing with Stress	<ol style="list-style-type: none"> 1. Recognize stress triggers (external) and identify stress reactions (internal) 2. Apply stress management techniques to effectively manage stress within relationships. 3. Utilize active listening and conflict resolution techniques to reduce stress and enhance communication in relationships. 4. Use self-care practices to manage stress levels and promote healthy dynamics. 5. Prioritize wellbeing in the individuals and relationships.
Identifying stress in Others	<ol style="list-style-type: none"> 1. Identify the common presentation of stress-related behaviors and symptoms. 2. Use effective communication skills in interaction with people with stress symptoms. 3. Examine cultural norms and beliefs surrounding mental health and stress and its related stigma as a cultural barrier to seeking help. 4. Create inclusive spaces that validate cultural experiences while advocating for culturally sensitive practices. 5. Assess the relationship between physical health and stress symptoms. 6. Provide psychosocial support to persons with signs of acute stress.
Setting Boundaries	<ol style="list-style-type: none"> 1. Find tools to manage difficult emotions especially if they trigger personal memories 2. Outline coping strategies in facing difficult and emotional conversations, 3. Set work/life boundaries and time management 4. Design a self-care plan through positive self-talk and peer support 5. Identify areas for self-growth.

Timeline

Wellbeing Index (WBI) and perceived Stress Scale (PSS) assessment tools were conducted at start, mid and end of each semester.



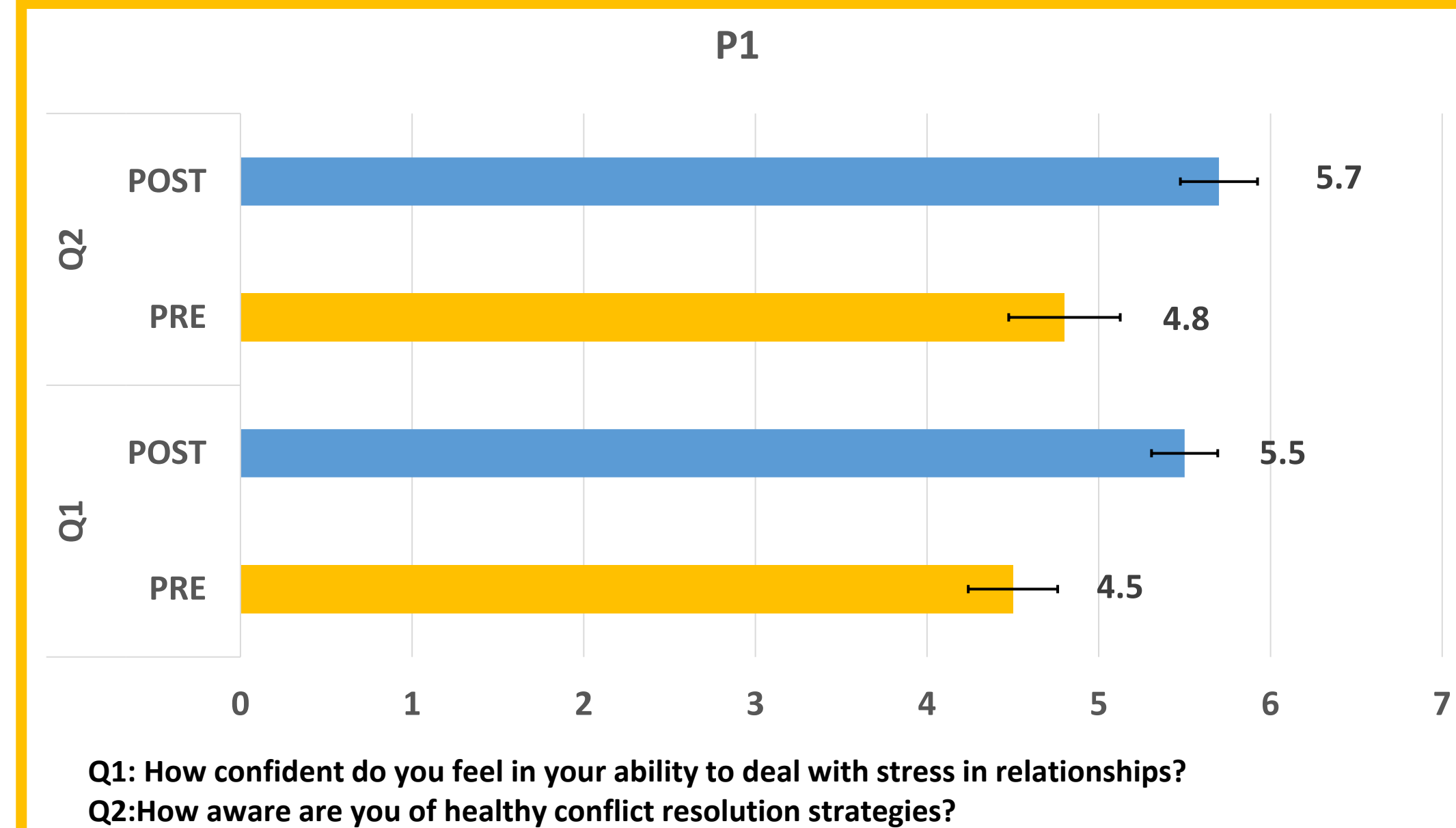
Analysis

Pre- and post-workshop assessments (scale: 1-low to 7-highest) aligned with learning objectives were conducted. In addition, workshop satisfaction surveys were administered (scale: 1-Strongly disagree (SD) to 5-Strongly Agree (SA)). An independent t-test was administered for statistical comparison.

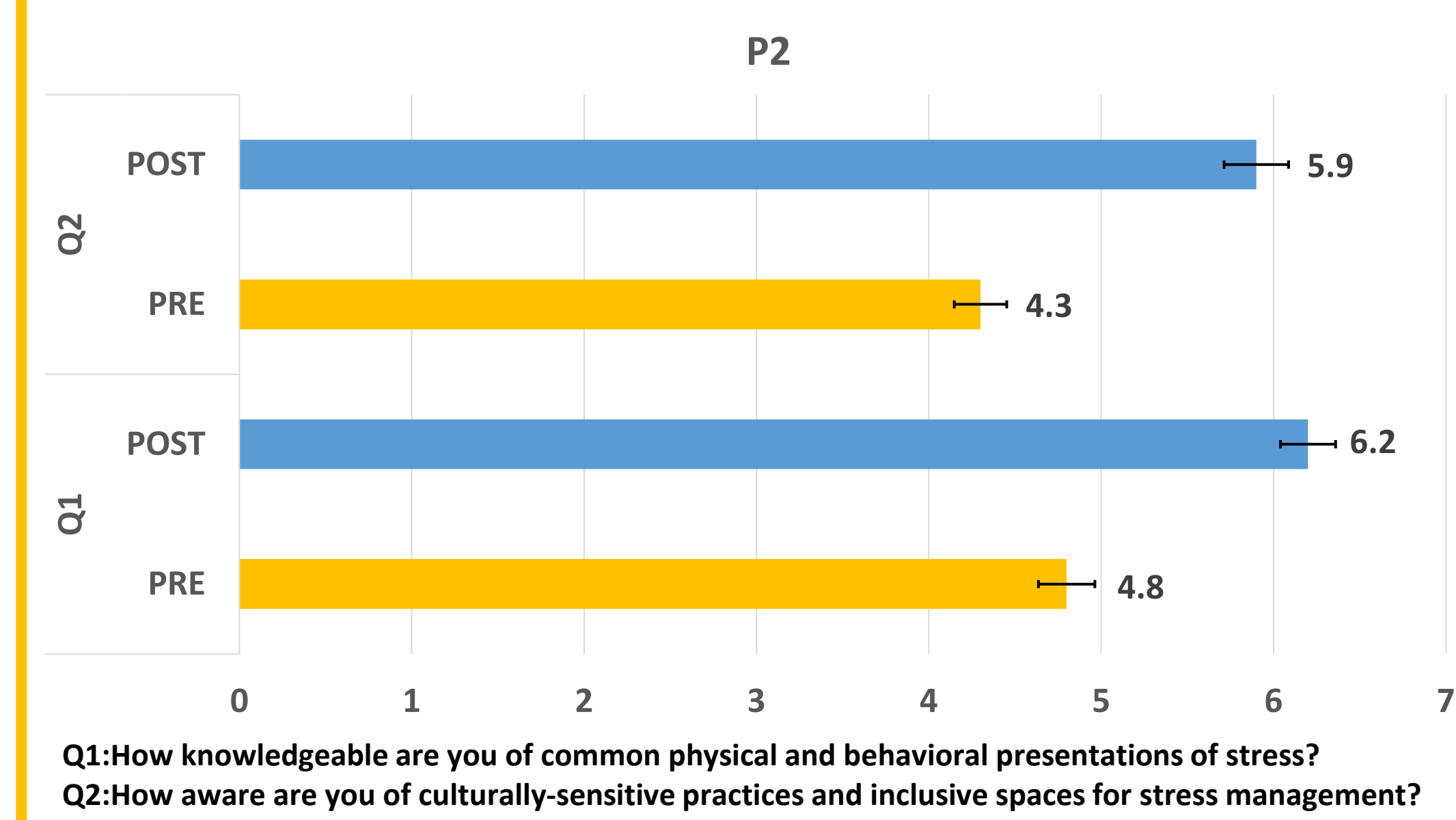
Pre- and Post- Workshops Assessment

Pre- and post-assessments demonstrated the effectiveness of the workshops in enhancing participants' awareness and attitudes across all professional years.

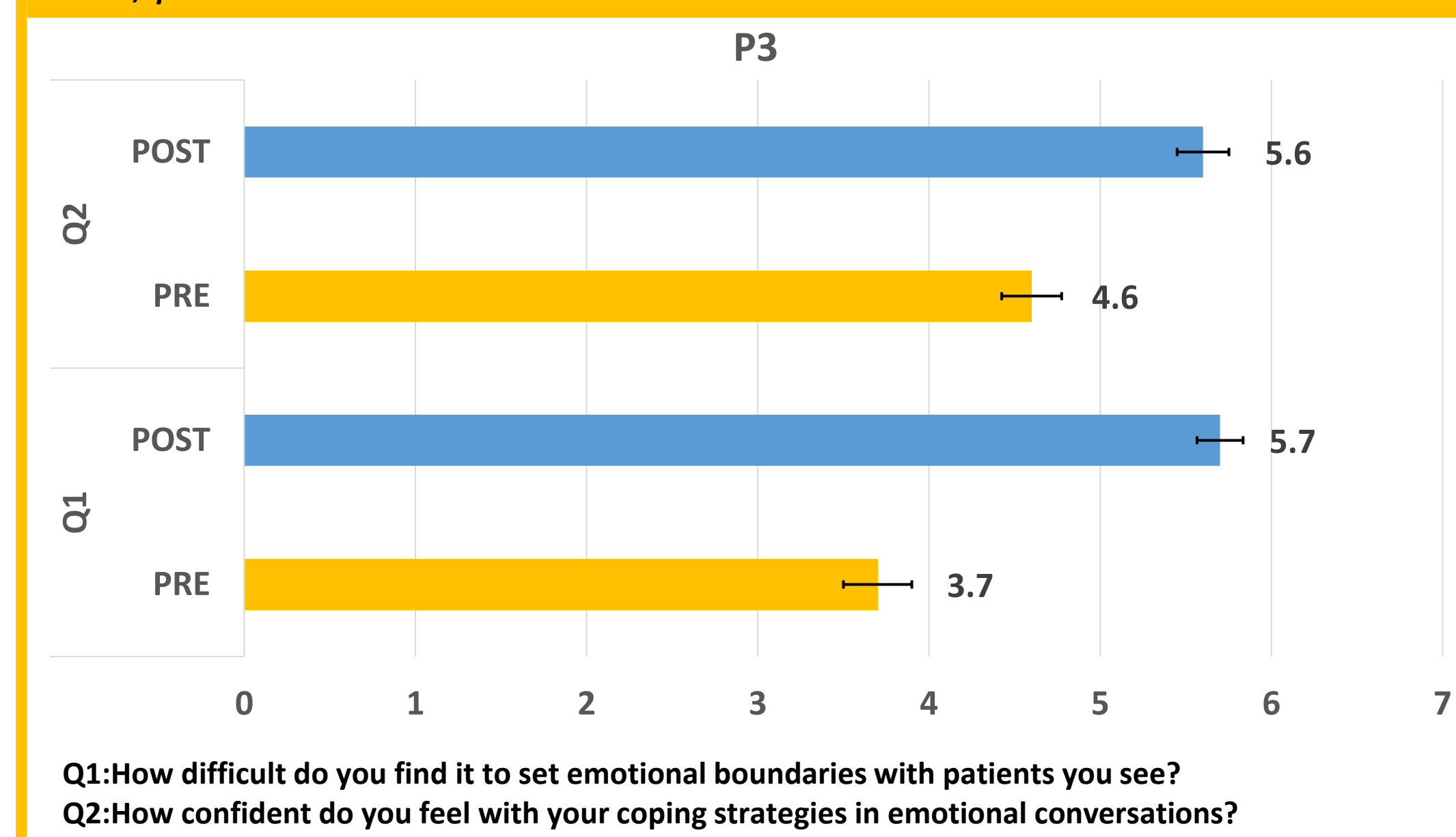
P1 students (N=57) exhibited a significantly increased awareness of stress triggers: pre-test average score = 4.6 ± 0.23 vs. post-test average score = 5.6 ± 0.27 ; $p = 0.0009$



P2 students (N=62) displayed improved cultural sensitivity: pre-test average score = 4.5 ± 0.16 vs. post-test average score = 6.1 ± 0.17 ; $p < 0.0001$



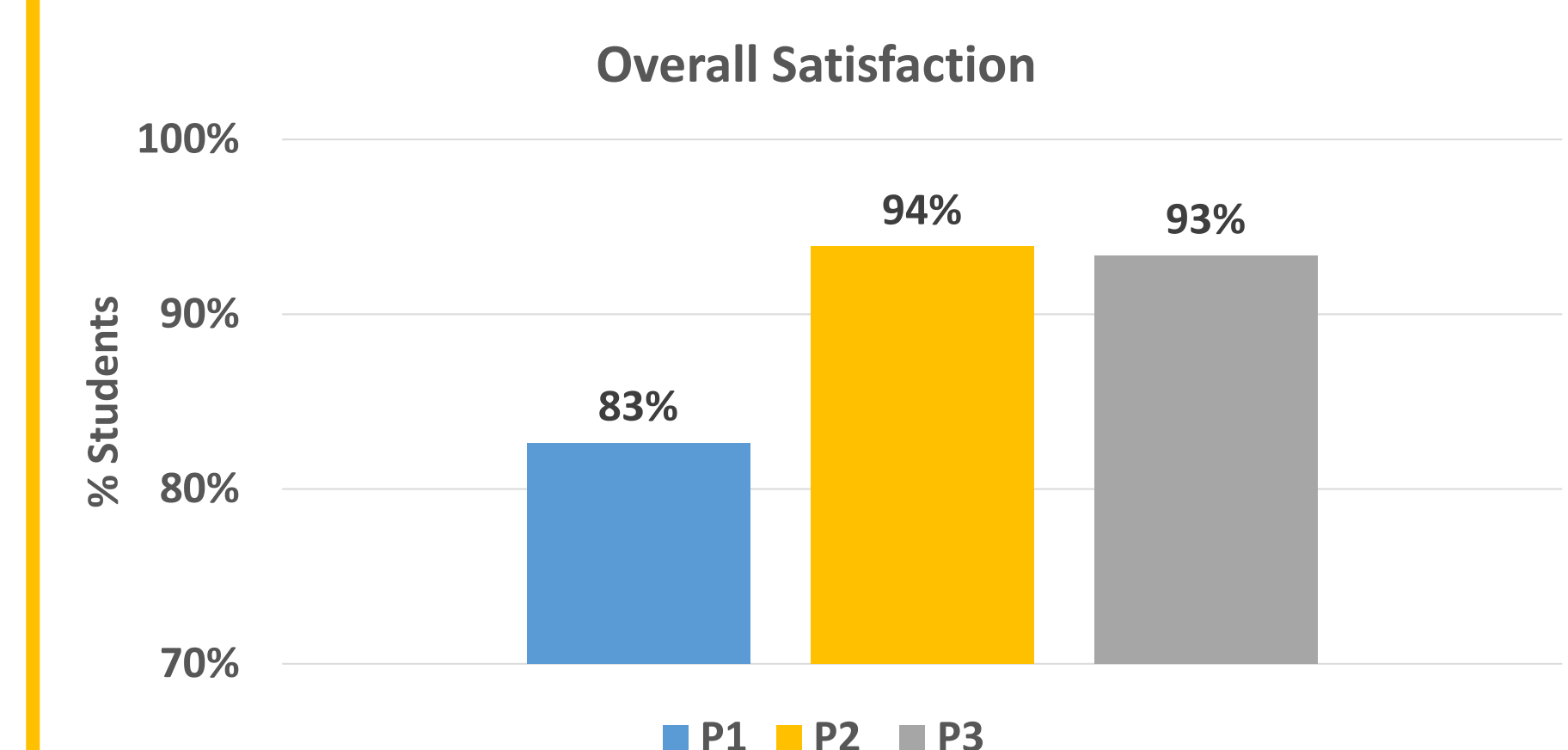
P3 students (N=61) showed enhanced ability to set boundaries: pre-test average score = 4.1 ± 0.17 vs. post-test average score = 5.7 ± 0.16 ; $p < 0.0001$



Results

Satisfaction survey

The overall satisfaction survey results for the workshops are highly positive across all participant groups, underscoring the workshops' effectiveness in meeting their objectives.



The survey results (response rate = 67%; 38 out of 57) indicate a strong ability to recognize stress triggers among P1 students.

P1	SA+A
1. Recognize stress triggers (external) and identify stress reactions (internal).	87%
2. Apply stress management techniques to effectively manage stress.	79%
3. Utilize active listening and conflict resolution techniques to reduce stress and enhance communication in relationships.	76%
4. Use self-care practices to manage stress levels and promote healthy dynamics.	87%
5. Prioritize wellbeing in the individuals and in relationships.	84%
Average	83%

The survey results (response rate = 61%; 38 out of 62) demonstrate a particularly strong capability in identifying stress-related issues among P2 students.

P2	SA+A
1. Identify the common presentation of stress related behaviors and symptoms.	97%
2. Use effective communication skills in interaction with people with stress symptoms.	95%
3. Examine cultural norms and beliefs surrounding mental health and stress and its related stigma as a cultural barrier to seeking help.	92%
4. Create inclusive spaces that validate cultural experiences while advocating for culturally sensitive practices.	87%
5. Assess the relationship between physical health and stress symptoms.	97%
6. Provide psychosocial support to persons with signs of acute stress.	95%
Average	94%

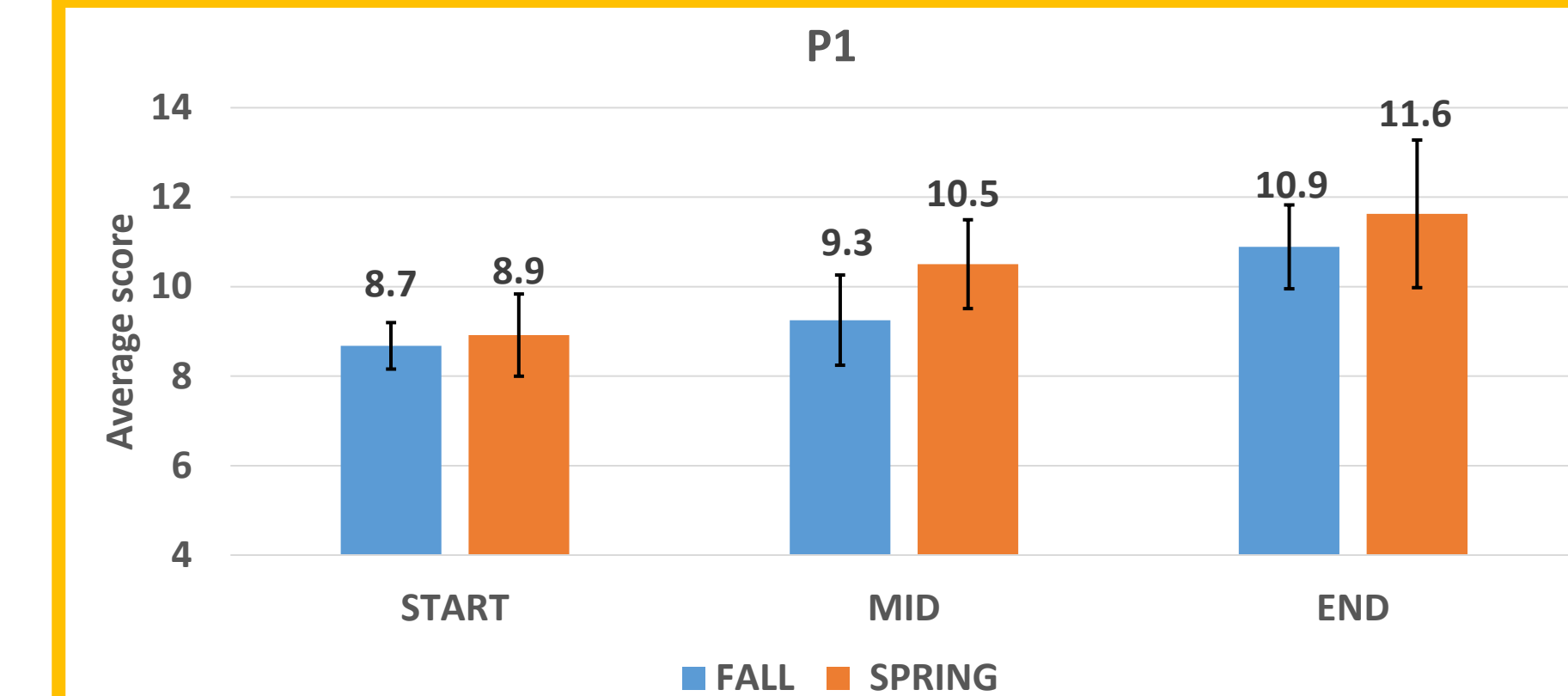
The survey results (response rate = 39%; 24 out of 61) reveal P3 students' abilities in managing difficult emotions and outlining coping strategies.

P3	SA+A
1. Find tools to manage difficult emotions especially if they trigger personal memories.	96%
2. Outline coping strategies in facing difficult and emotional conversations.	96%
3. Set work/life boundaries and time management.	96%
4. Design a self-care plan through positive self-talk and peer support.	92%
5. Identify areas for self-growth.	88%
Average	93%

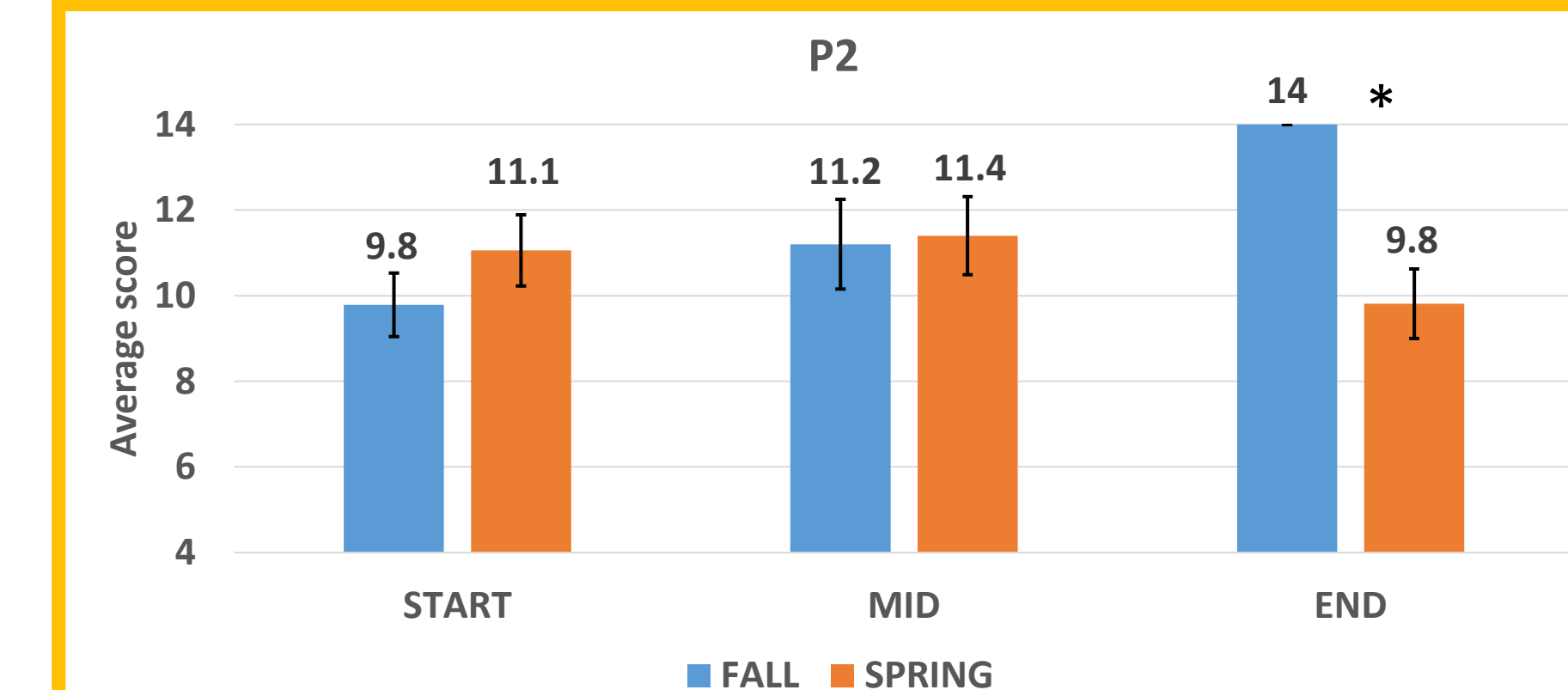
Wellbeing Index (WBI) test

From 4 to 8	Wellbeing is great
From 8 to 14	Wellbeing is normal
From 14 to 18	Wellbeing is bad

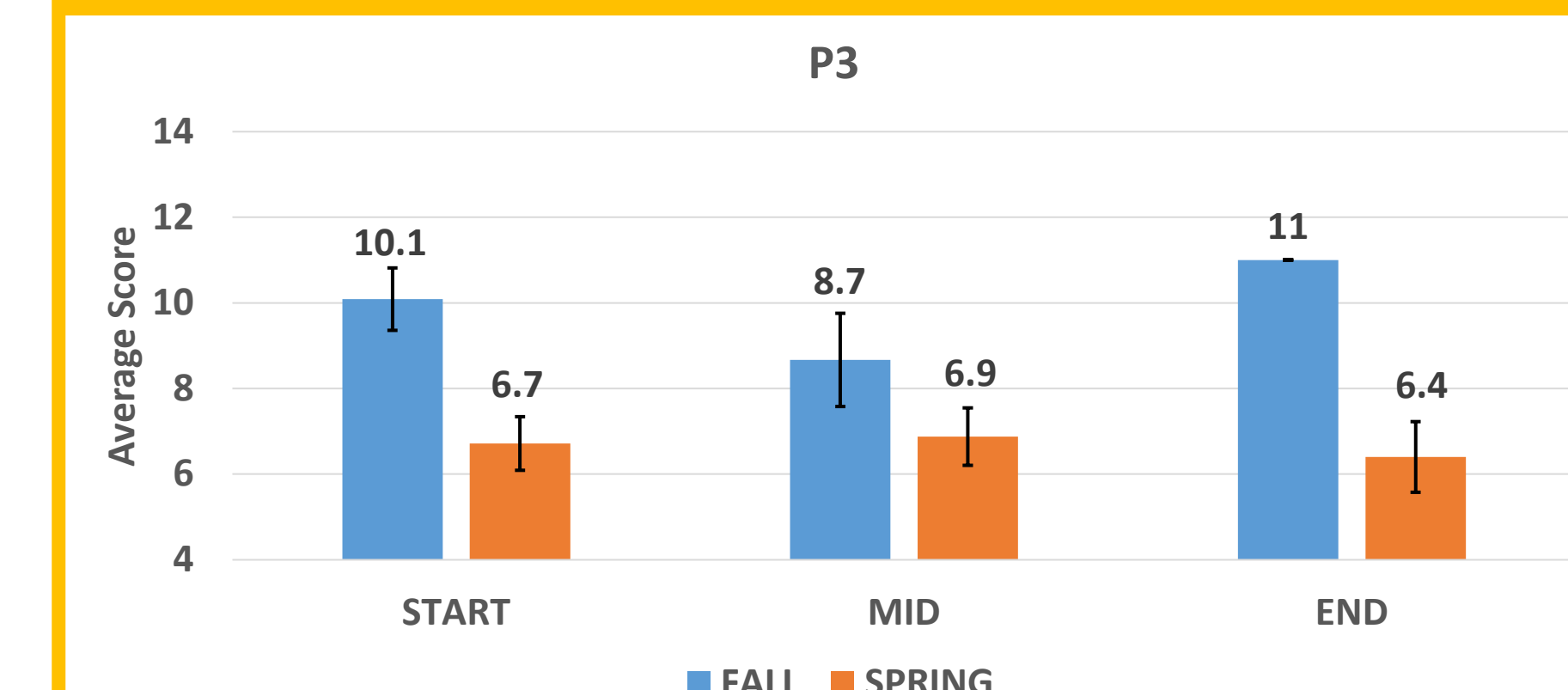
WBI results showed normal wellbeing for P1 students across the fall and spring semesters. No significant difference in WBI across the three time points (Start, mid, and end) between the fall and spring semesters. The response rate ranged between 14% and 60%.



WBI results showed normal wellbeing for P2 students across the fall and spring semesters. No significant difference in WBI scores at the start and mid-semester. WBI scores improved at the end of the spring semester. The response rate ranged between 3% and 45% (*, $p < .05$)



WBI results showed an improvement in wellbeing from normal to great for P3 students between the fall and spring semesters. A significant difference in WBI scores is noted at the start of the semester only. The response rate ranged between 2% and 56%.



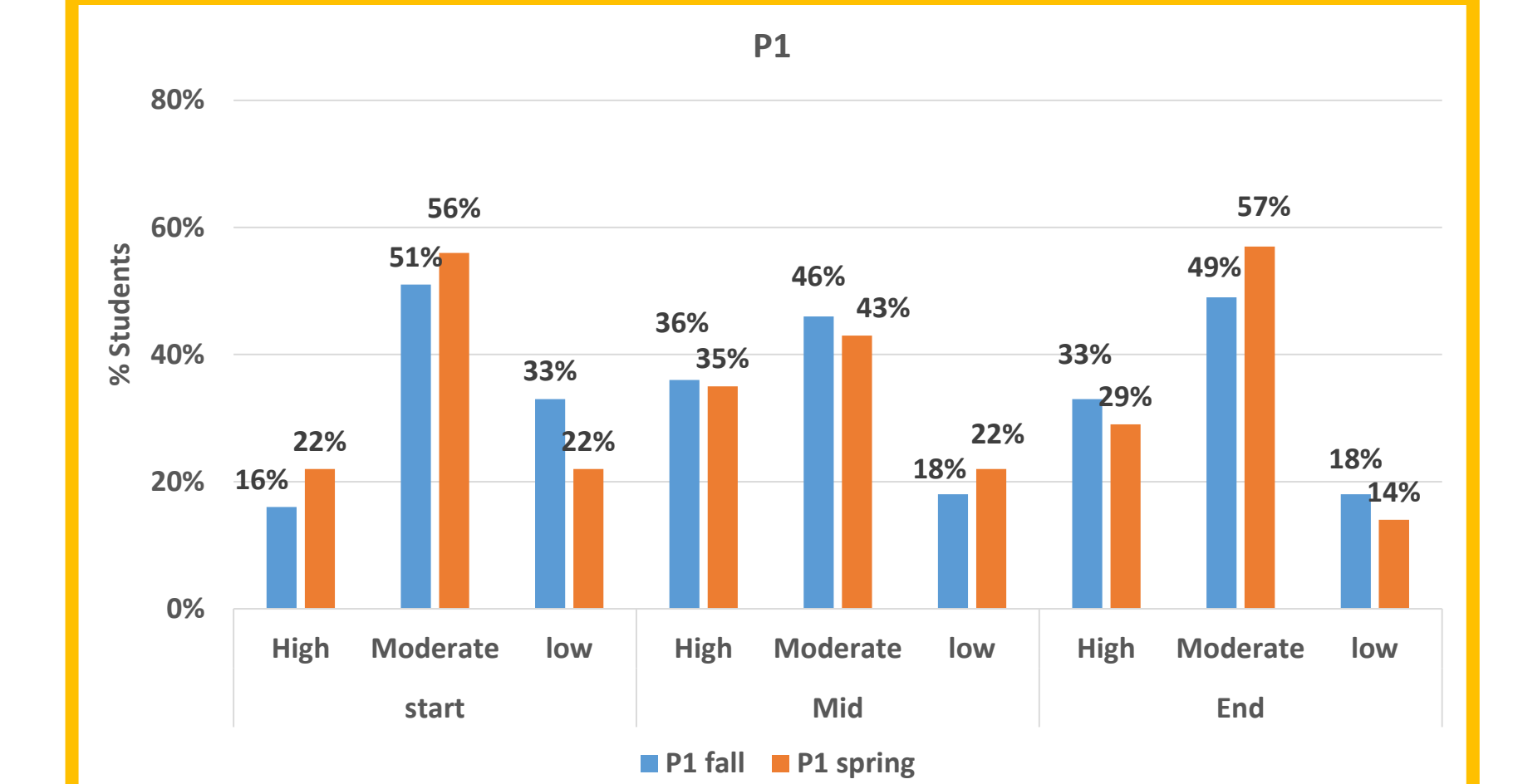
Conclusion

The workshops proved highly beneficial, equipping pharmacy students with essential stress management tools, cultural sensitivity, and work-life balance skills. Positive feedback highlights the workshops' success in enhancing student well-being.

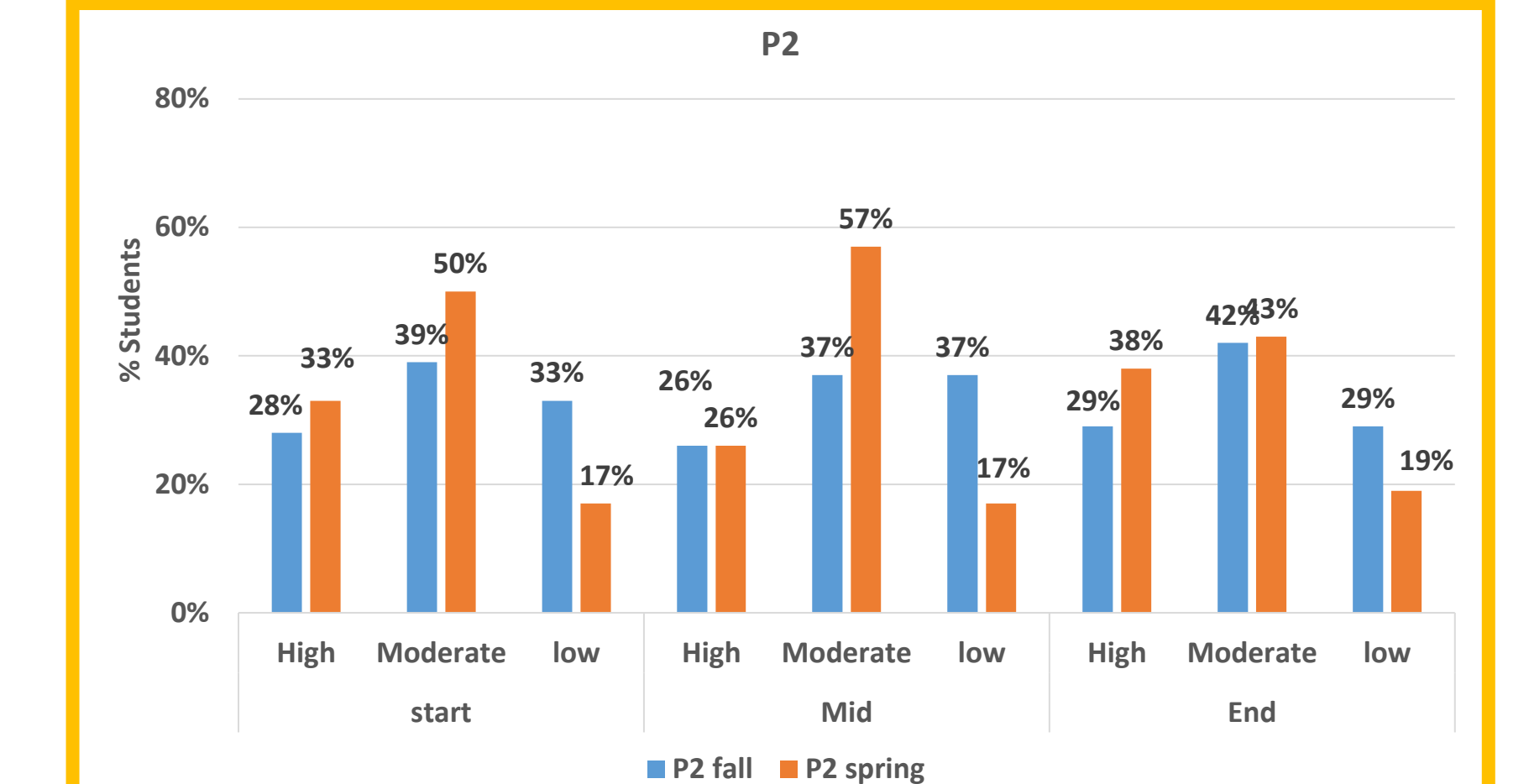
Perceived Stress Scale (PSS) test

This data showcases the comparison of how students' perceived stress levels (high, moderate, and low-stress) vary between the fall and spring semesters, at different time points (start, mid and end of semester).

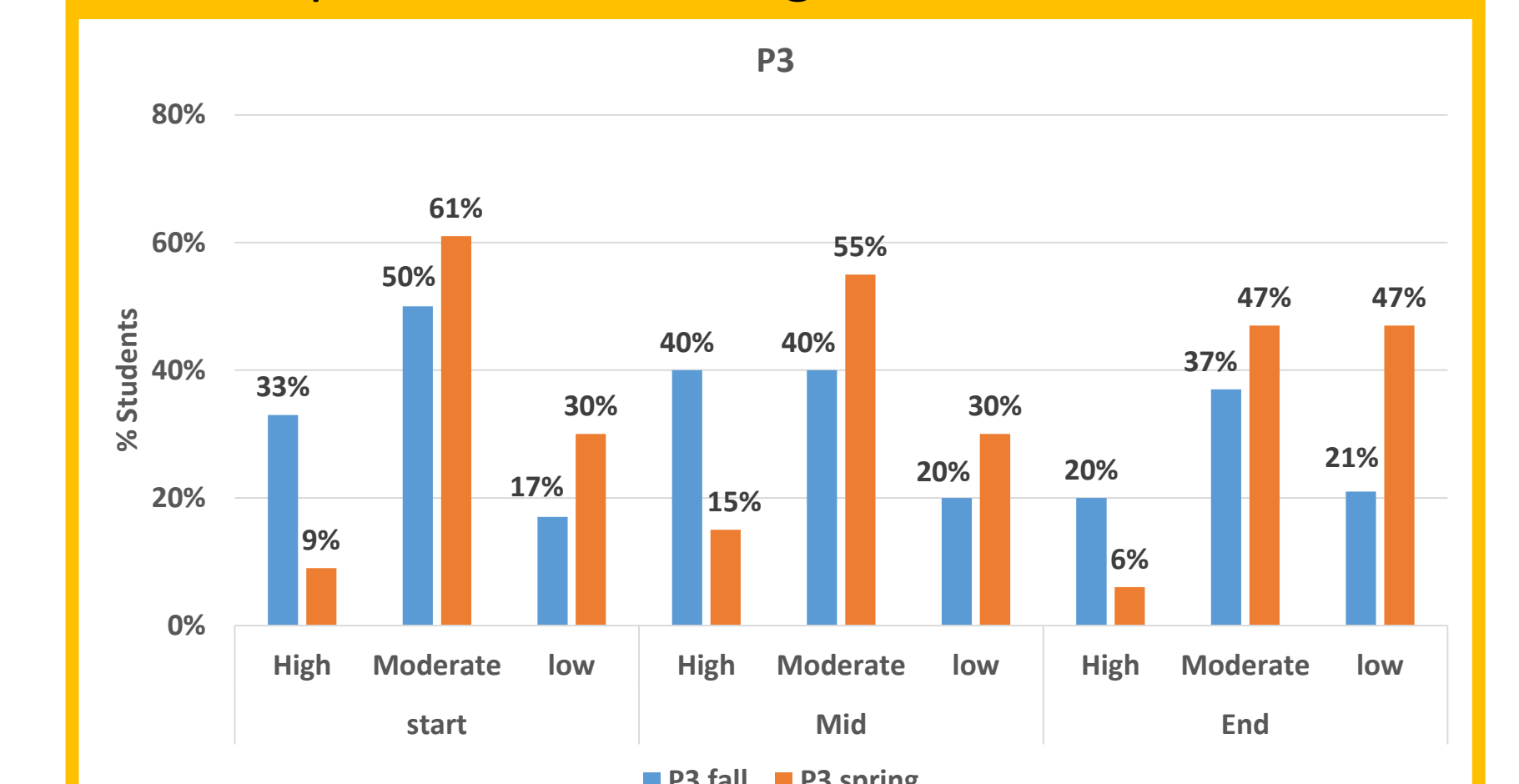
The majority of P1 students exhibited low or moderate stress levels across both semesters.



The majority of P2 students exhibited low or moderate stress levels across both semesters.



P3 students show an increase in the percentage of those perceiving low-stress levels and a decrease in high-stress levels between the fall and spring semesters, indicating the positive impact of the workshop on their wellbeing.



References

Wellbeing Index: <https://www.mywellbeingindex.org/>
Perceived Stressed Scale: <https://www.mymentalhealth.guide/get-tested/perceived-stress-scale-pss>