



An innovative approach to teaching wellness principles and promoting health behavior change in pharmacy students.

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Bottom Line Points:

- Student wellness is a topic that must be tailored to individual student needs.
- Wellness interventions must be ongoing, rather than a singular episode.
- Facilitating student empowerment in their own wellness efforts through a structured personal experience allows for individual goals and growth.
- Students can translate personal growth techniques into teaching methods for patient care.

Methods:

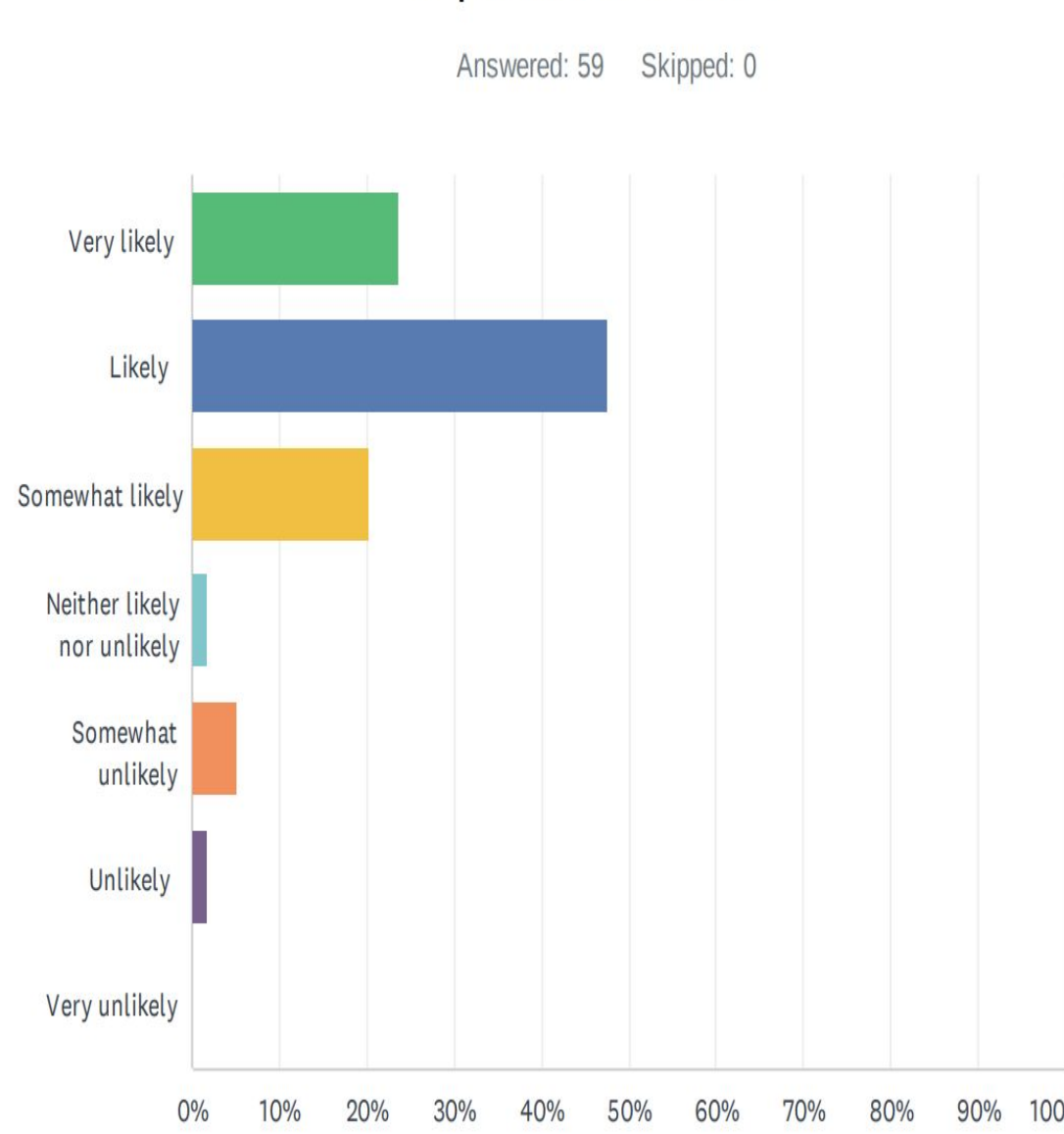
We instituted a reflection-guided, rubric-assessed project within the required didactic curriculum which leads students through learning the foundations of wellness theory, the development and prioritization of their own wellness goals, the implementation of their goals in real time, and finally reflection and reevaluation of their goals moving forward with discussion on implementation of the same techniques in patient wellness planning.

Results:

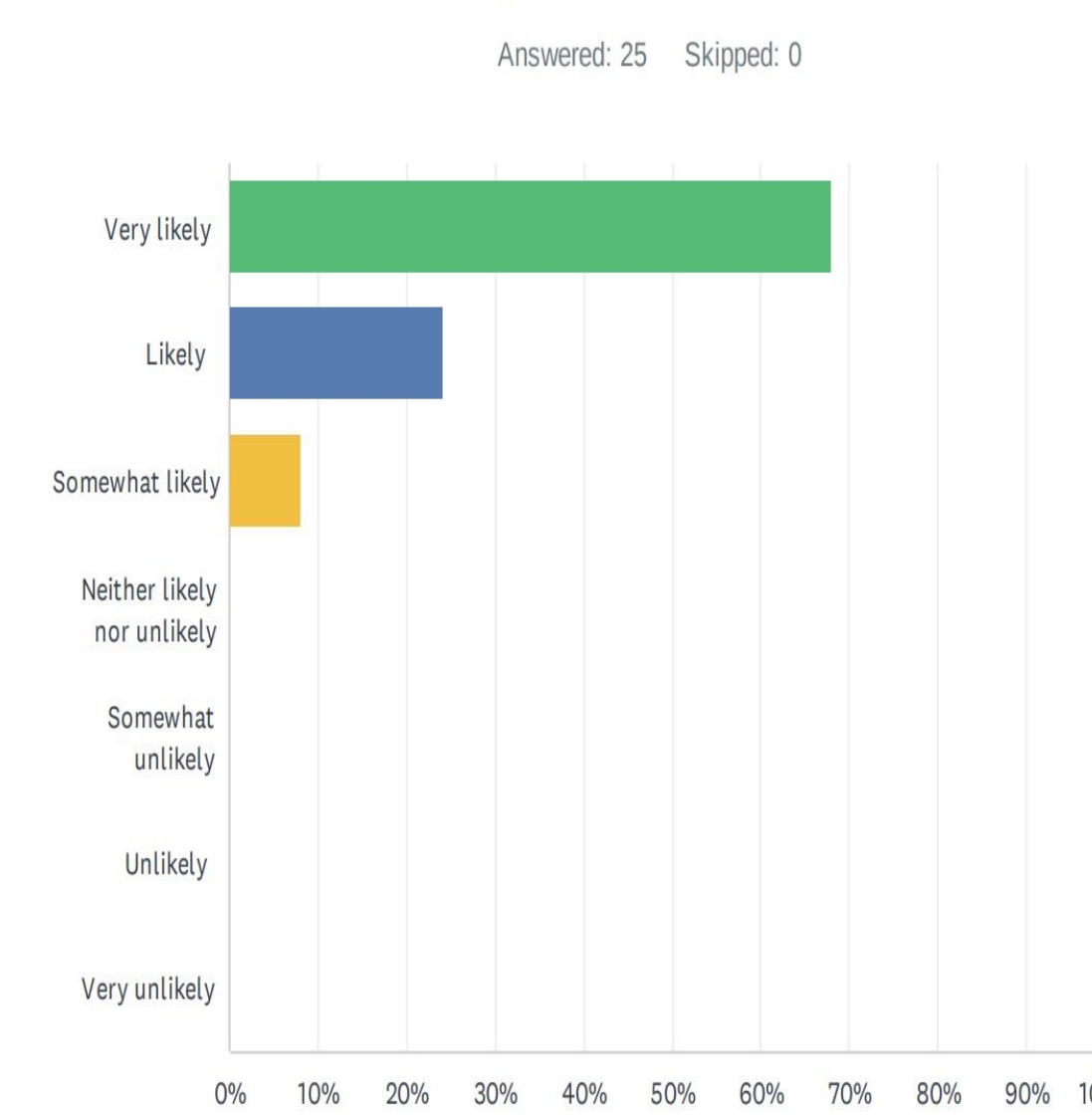
Survey data from three different time points were gathered - prior to beginning the project, immediately after the project completion, and six months later during the student's APPE year.

Our data indicates that the project increased the perception that wellness teaching for patients was part of a pharmacist's role (23% vs 68%). The project also increased the confidence of the students to discuss wellness practices with patients (13.5% vs 76%).

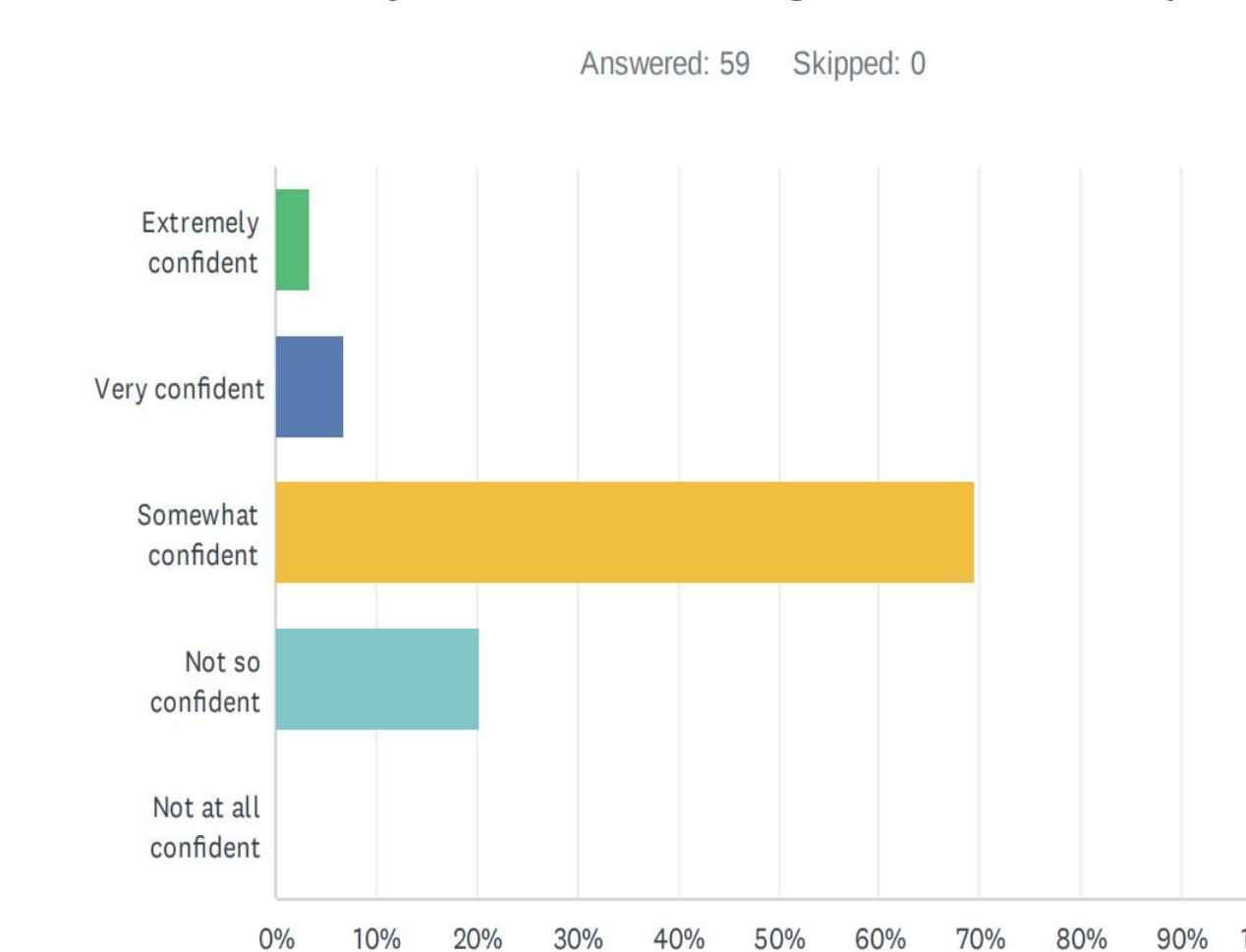
How likely is it that you see wellness teaching for patients as a function of pharmacist role?



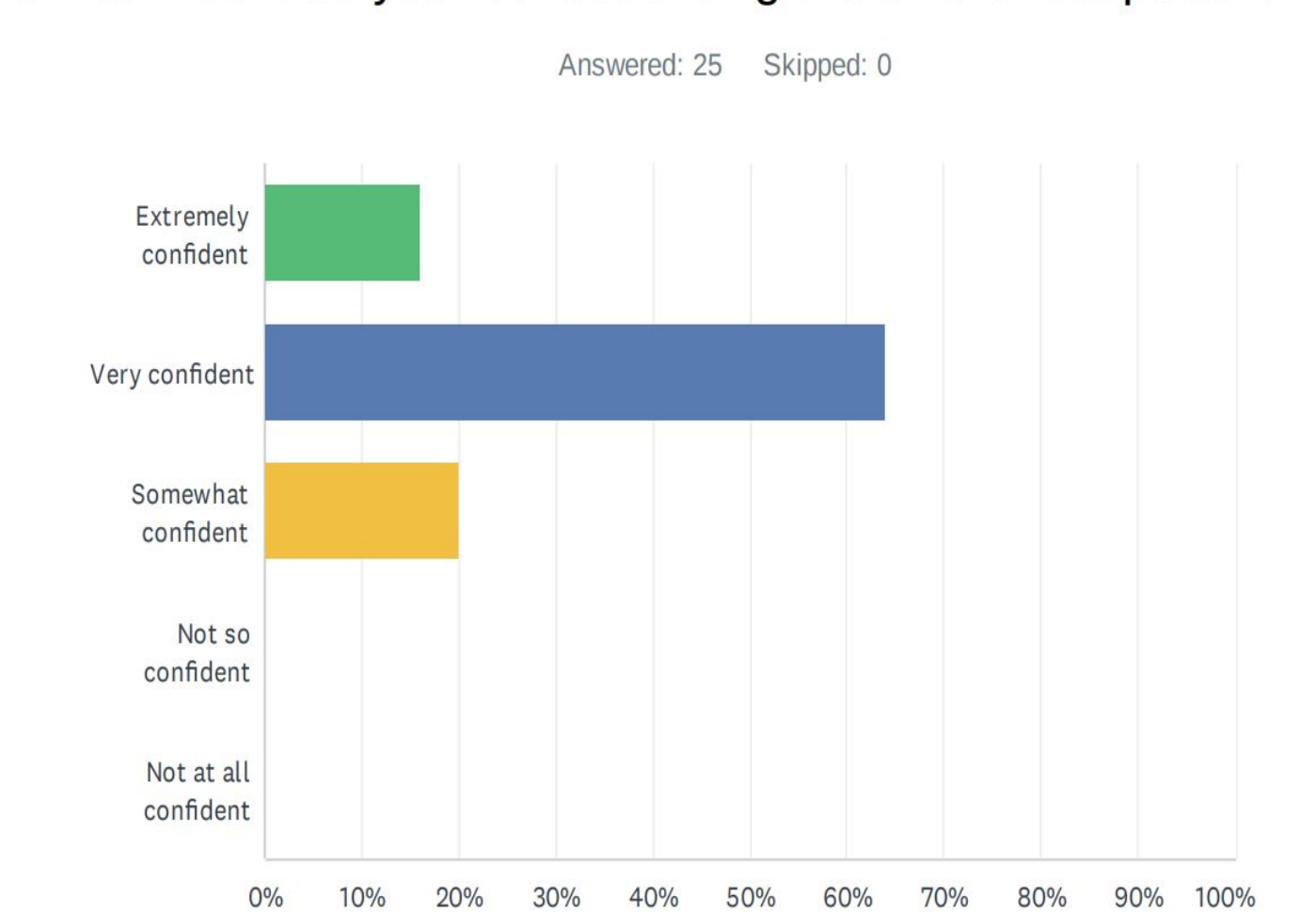
How likely is it that you see wellness teaching for patients as a function of pharmacist role?



How confident do you feel describing the different aspects of wellness?

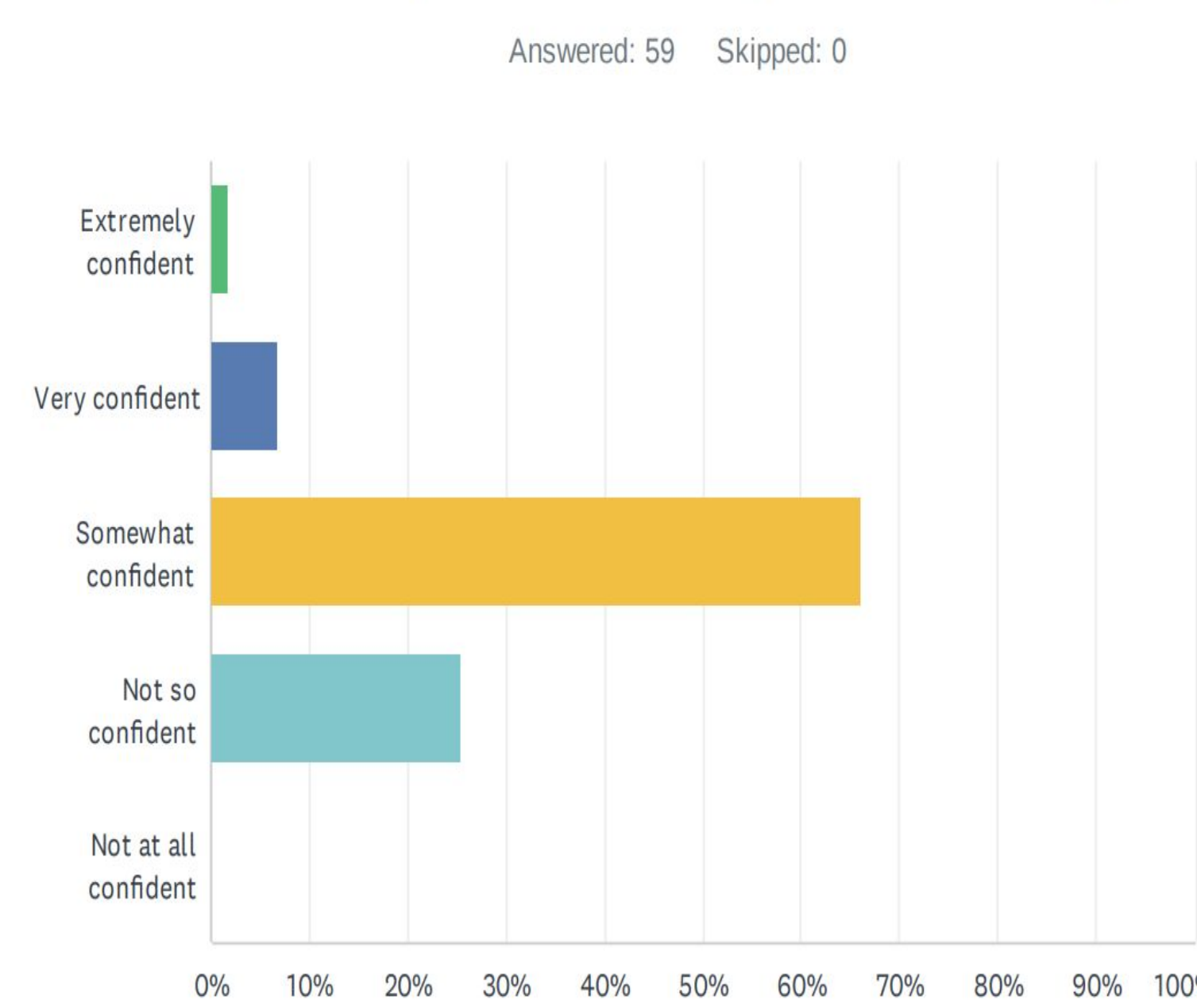


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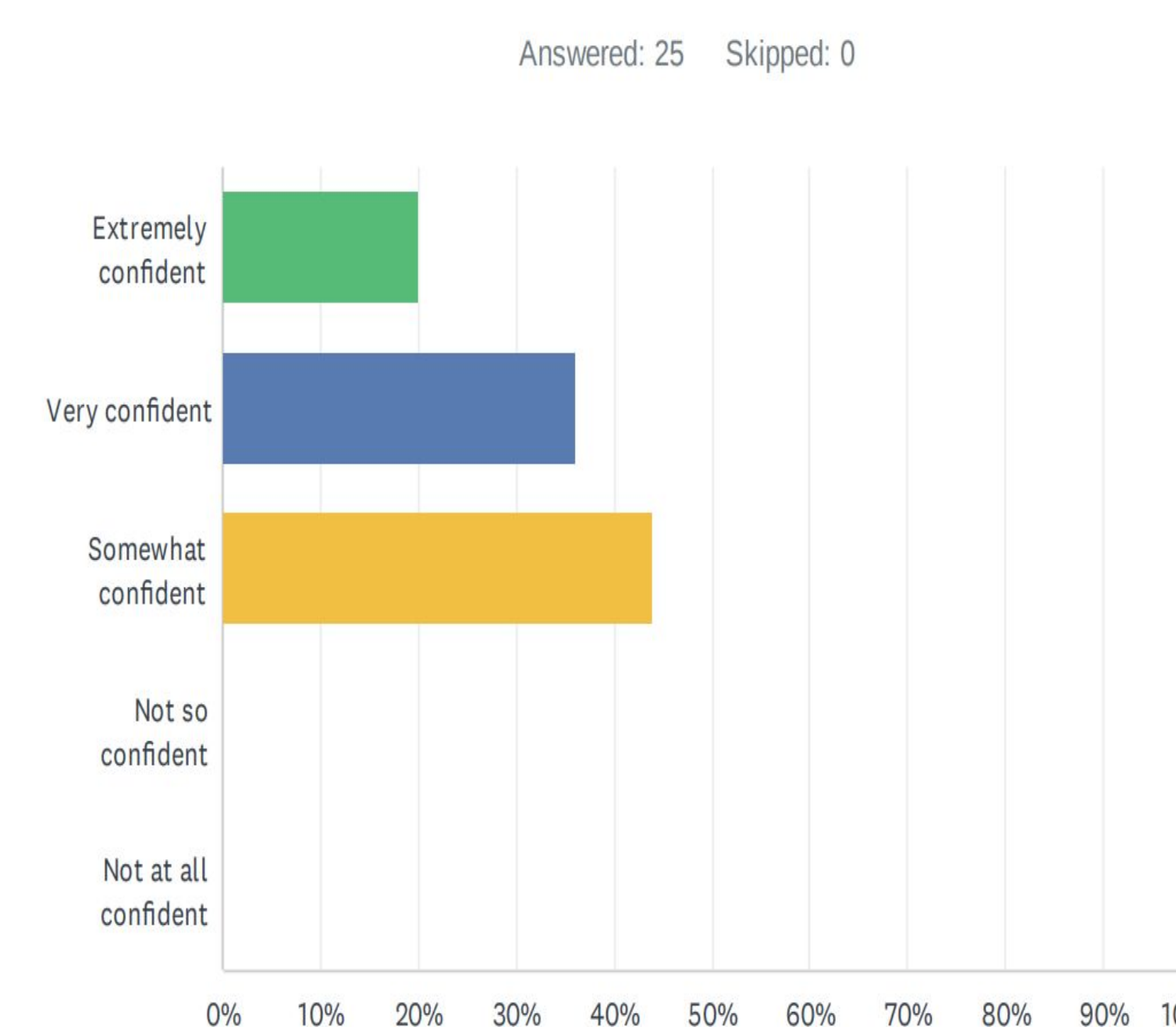


Importantly, the project increased the student confidence for initiating and sustaining behavior change in patients (8% vs 56%).

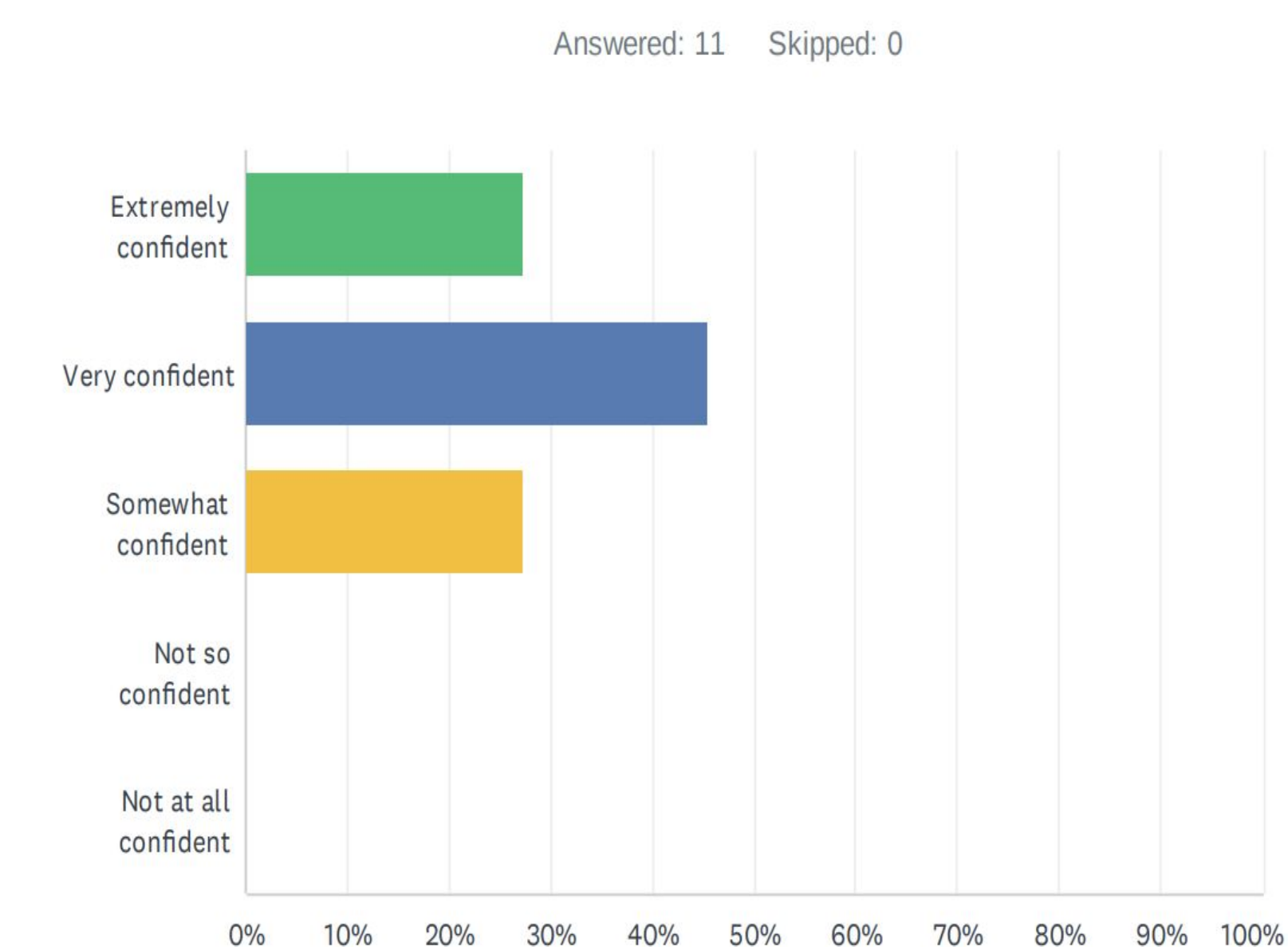
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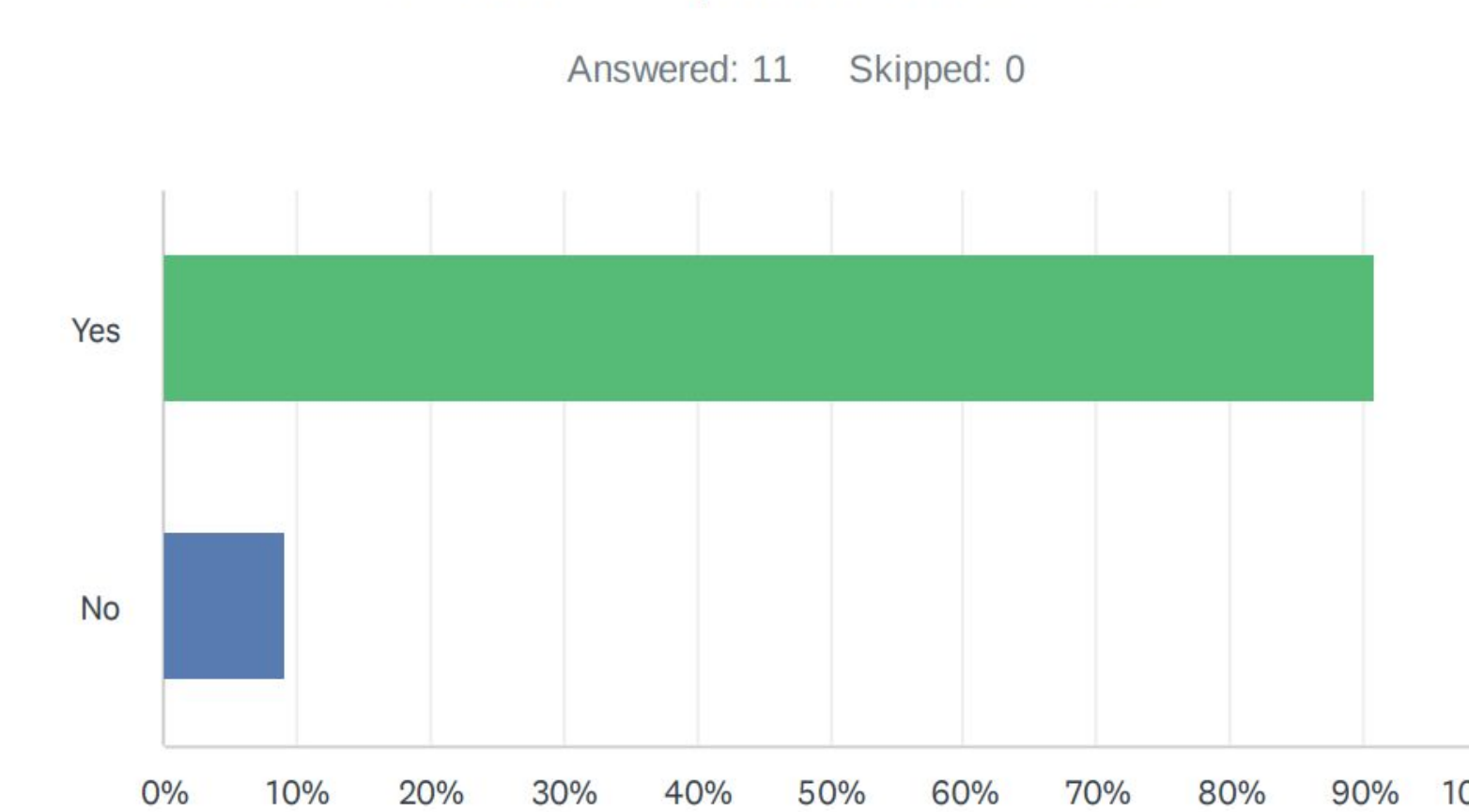


Since the end of the Wellness project from Integrative medicine, how confident do you feel initiating a behavior change in a patient?

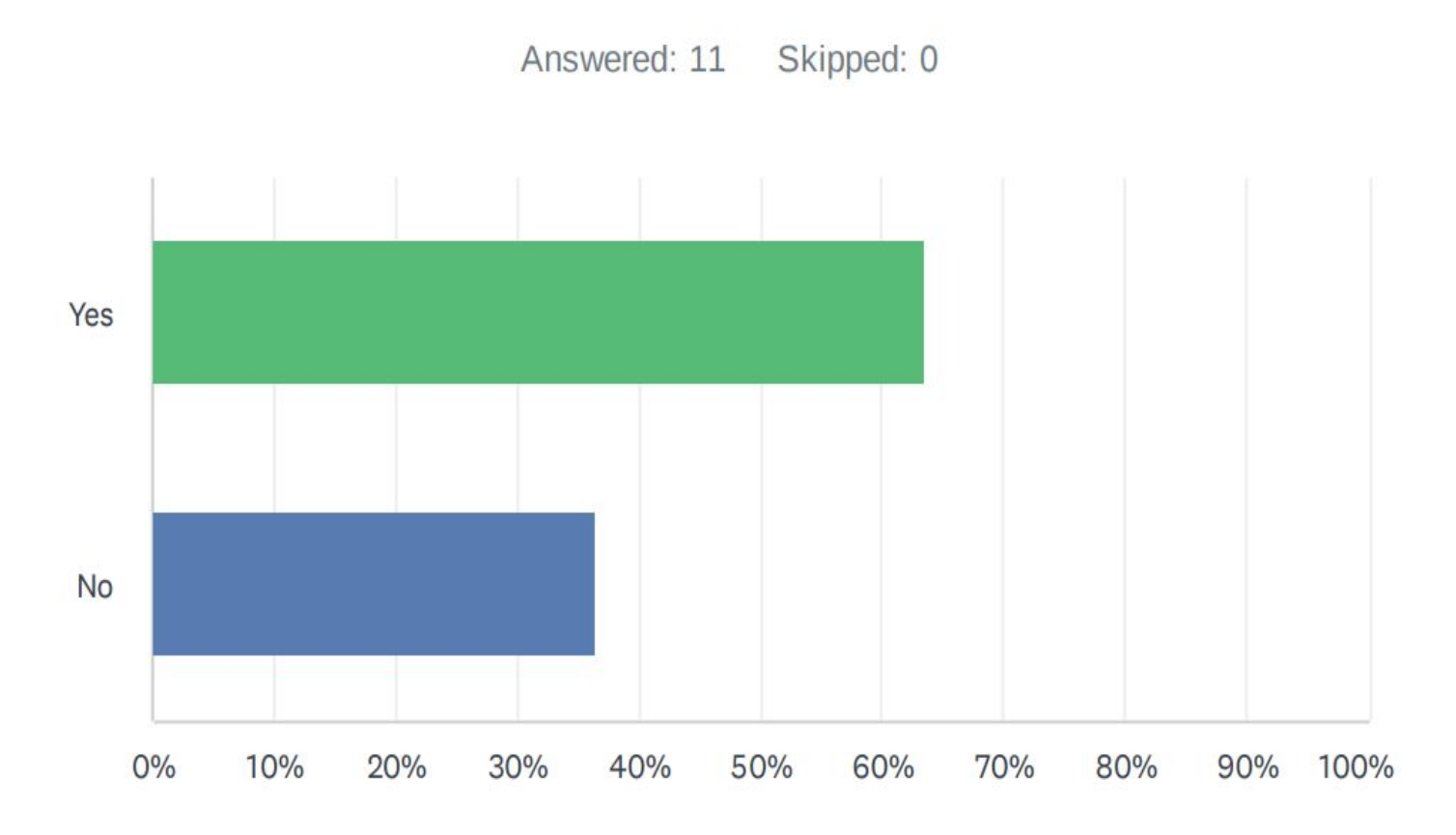


Our results also demonstrated a durable effect of this project into the APPE rotations, with 91% of respondents stating that teaching wellness practices is part of a pharmacist's role, and 64% of respondents incorporating wellness teaching into the care of their patients during rotations.

During your APPE year, do you see wellness teaching for patients as a function of pharmacist role?



Have you incorporated wellness teaching for any of the patients you have interacted with during APPE year?



Conclusion:

Instituting a project centered around promoting individual student wellness goals while learning behavior change strategies through hands-on application is a valuable way of addressing both curricular outcomes and student health simultaneously.

