



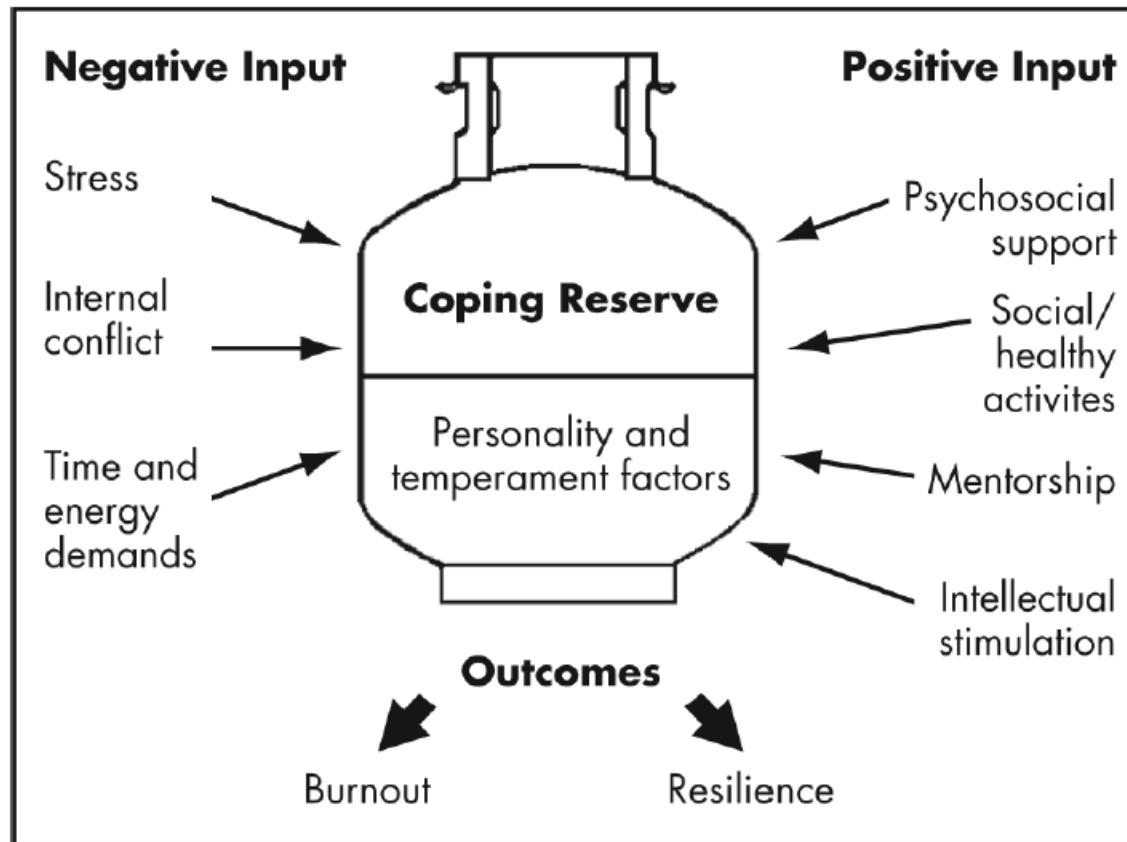
“It's just a laboratory, it is not your life.”

Stressors and starting points for
health-promoting interventions in medical school from the
students' perspective: a qualitative study.

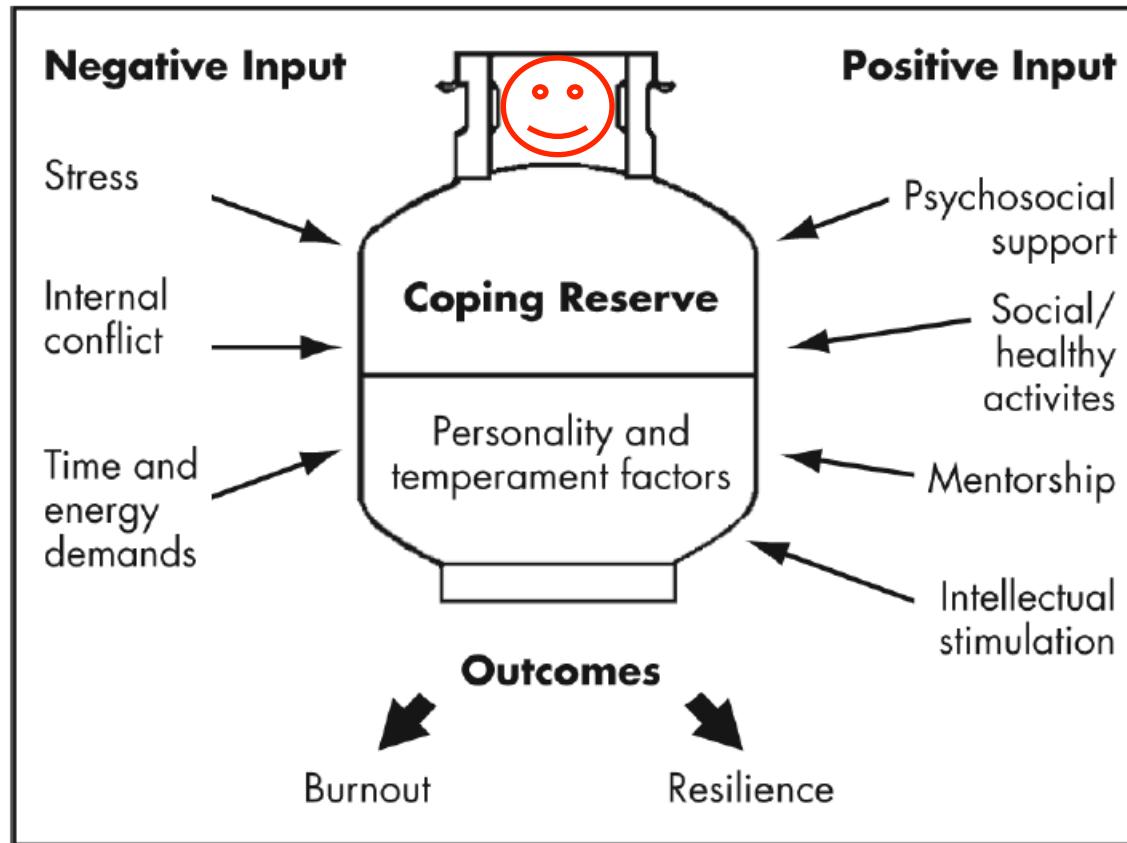
20.04.2015

Thomas Kötter, Nadine Pohontsch, Edgar Voltmer

A Conceptual Model of Medical Student Well-Being:

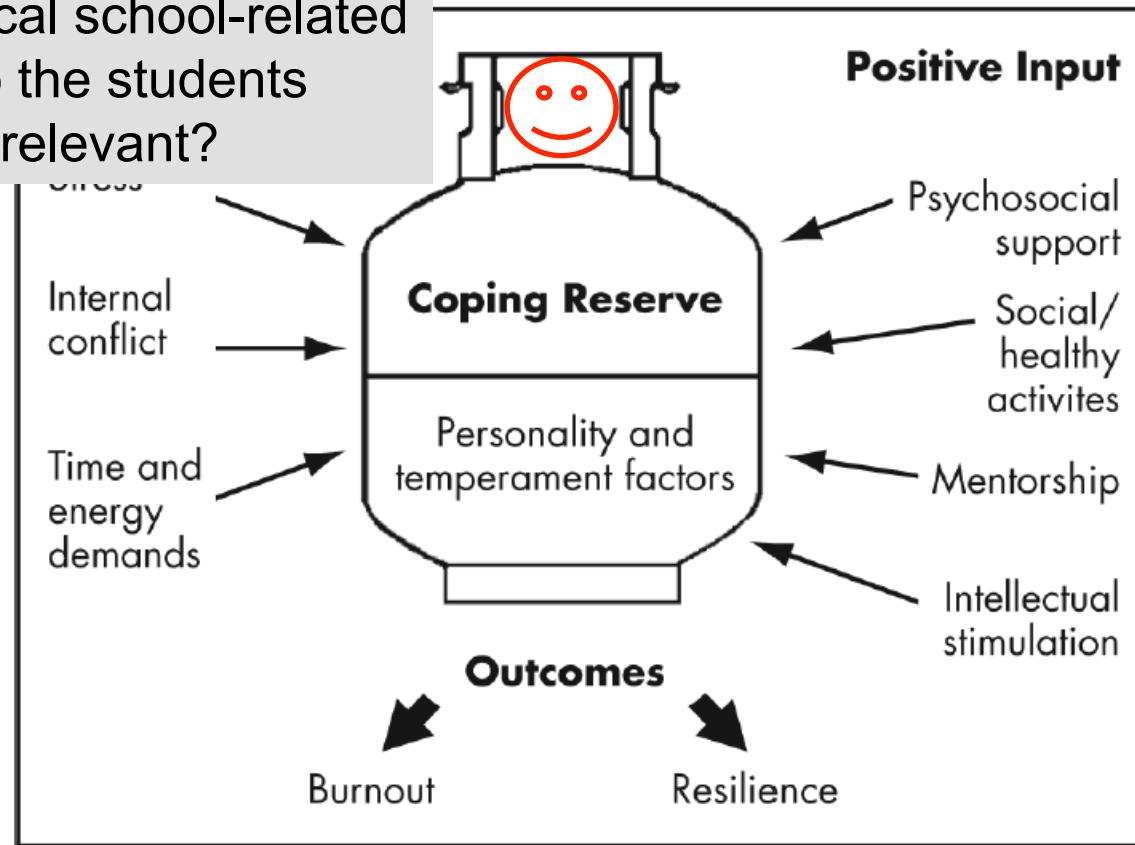


A Conceptual Model of Medical Student Well-Being:



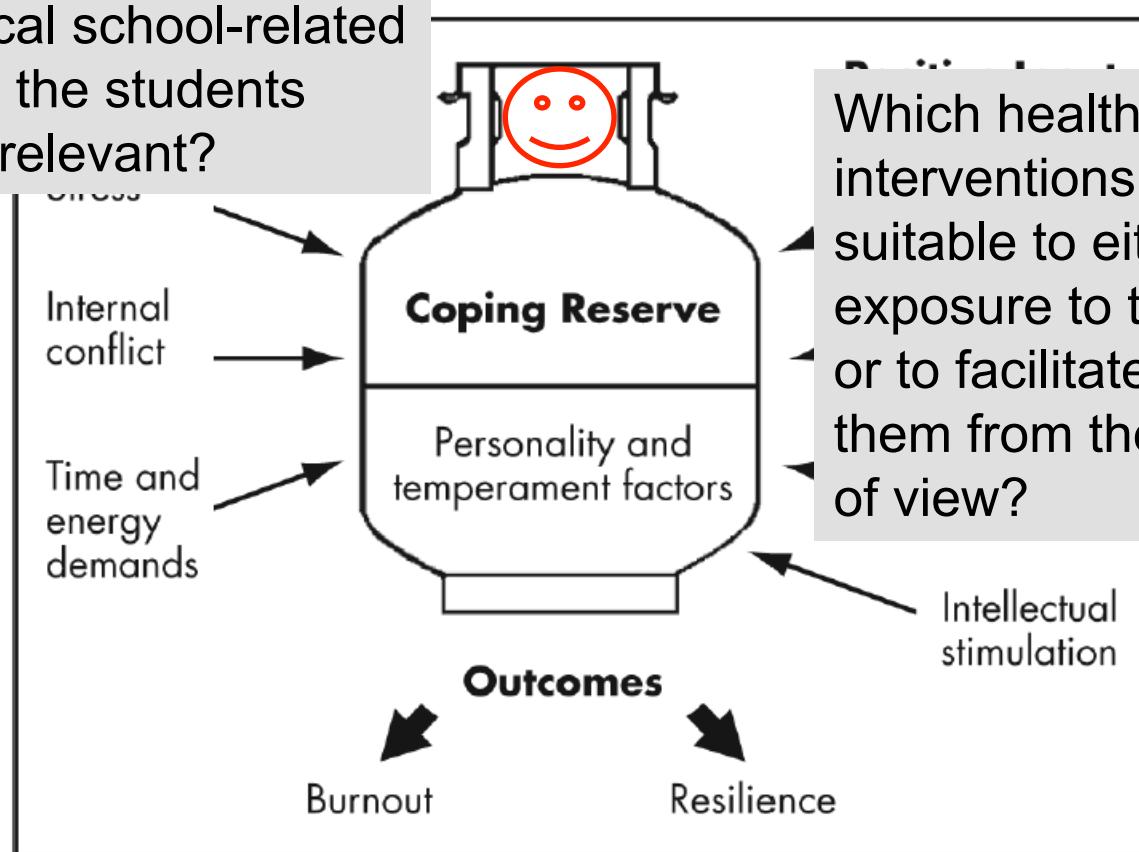
A Conceptual Model of Medical Student Well-Being:

Which medical school-related stressors do the students perceive as relevant?



A Conceptual Model of Medical Student Well-Being:

Which medical school-related stressors do the students perceive as relevant?



Which health-promoting interventions might be suitable to either reduce the exposure to these stressors or to facilitate dealing with them from the students' point of view?



UNIVERSITÄT ZU LÜBECK

Institut für Sozialmedizin und Epidemiologie | Arbeitsgruppe Studierendengesundheit

Methods





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- 2 focus groups



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- 2 moderators



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- Qualitative content analysis supported by 3rd researcher



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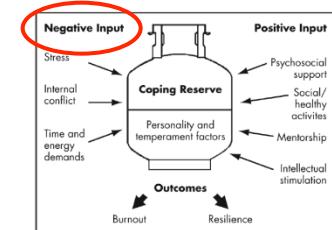
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Perceived stressors



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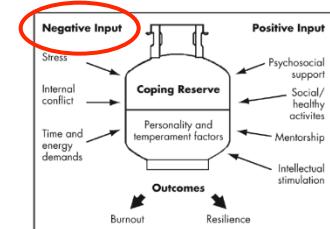


Perceived stressors

Examinations



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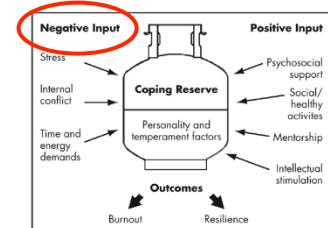
Perceived stressors

Examinations

"One cannot actually afford, as a medical student, to not know something, because one will finally treat people and could potentially kill them through ignorance!"



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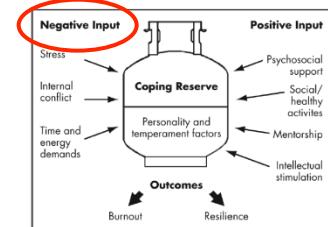


Perceived stressors

Absence



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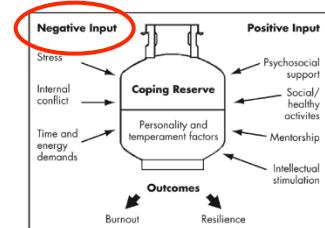
Perceived stressors

Absence

"Medical education should prepare students in advance for the reality that as a doctor one is not allowed to be sick because one must heal the sick. One is somehow no longer a human being."



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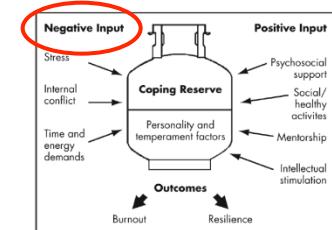


Perceived stressors

Internal motivation



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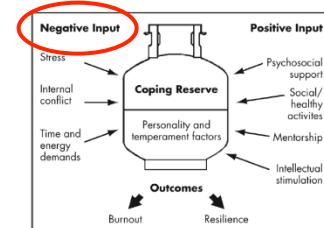
Perceived stressors

Internal motivation

"During the first semester, I learned Anatomy until complete exhaustion late in the evening. And I really made myself ill because no one said to me: 'that's enough now', or 'you may learn this and that a little more superficially"



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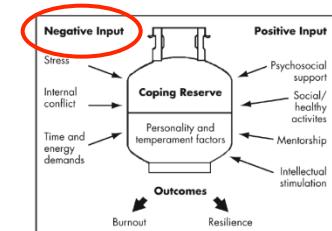


Perceived stressors

Lack of prioritization and clinical relevance



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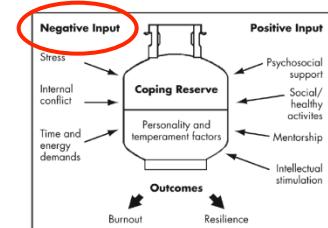
Perceived stressors

Lack of prioritization and clinical relevance

"If I find at the end of a textbook chapter the sentence 'this disease is very rare', I feel frustrated."



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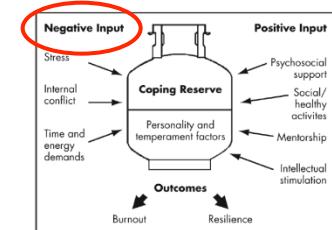


Perceived stressors

First medical exam



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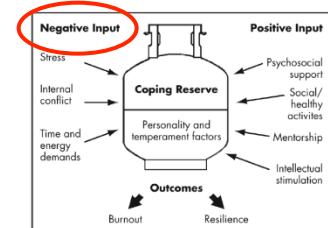
Perceived stressors

First medical exam

"[...] I find it being told that 95% of students pass the course unhelpful because that means that 5% do not pass. And I simply think, if you are one of those 5% then you feel like the greatest deadbeat in the world because actually the vast majority of students pass."



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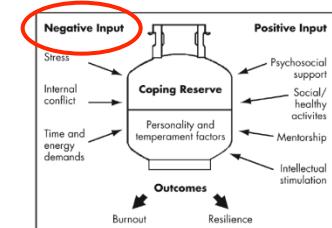




Perceived stressors



Dissertation and medical responsibility





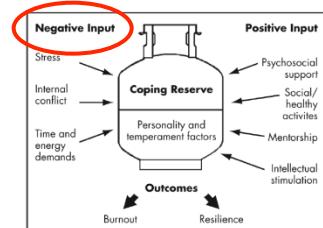
Perceived stressors

Dissertation and medical responsibility

"So I'm in my tenth semester. What now stresses me is the thought that it's now nearing the time, when I have to take care of patients on my own. That leads me to worrying about the responsibility rather than focusing on how I pass the exam."



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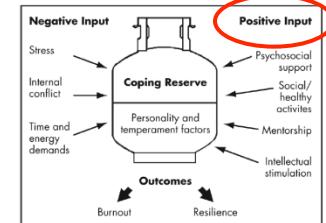




Starting points for health-promoting interventions



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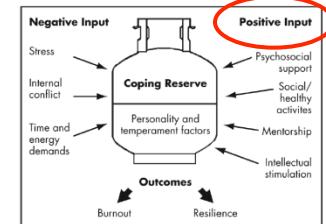


Starting points for health-promoting interventions

Prioritization of educational content



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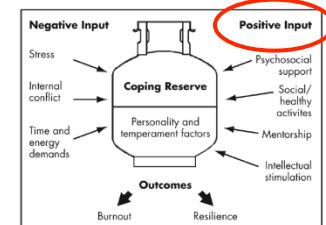
Starting points for health-promoting interventions

Prioritization of educational content

"Most of the content you have to learn for the first medical examination, you will never need again."



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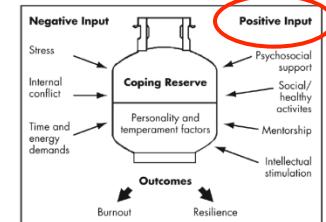


Starting points for health-promoting interventions

Grading system



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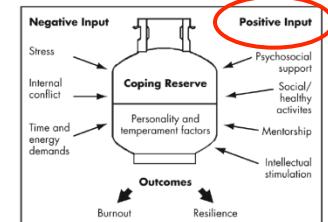


Starting points for health-promoting interventions



Grading system

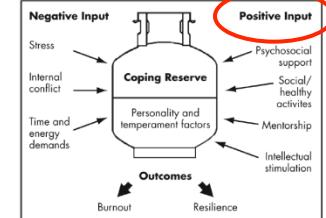
"That's right, you could actually omit these grades in Biochemistry because it really only exerts pressure"





Starting points for health-promoting interventions

More flexible absence rules

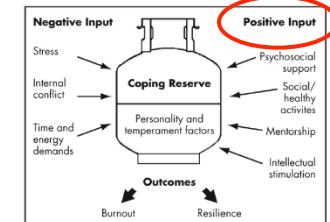




Starting points for health-promoting interventions

More flexible absence rules

"In the end, you should tell your patients: Stay home if you're sick. And what kind of role model are you if you are not doing it yourself?"



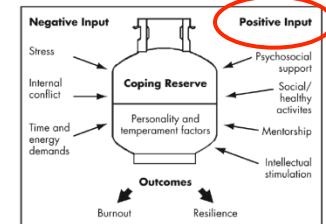


Starting points for health-promoting interventions

Curricular offers for study organization and health promotion



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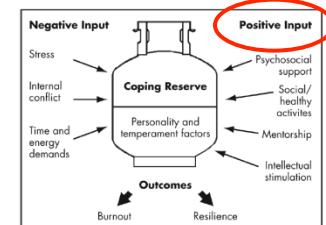
Starting points for health-promoting interventions

Curricular offers for study organization and health promotion

"In the first semester, my peer mentors told me which lectures were and were not worth attending. If I'd attended all the lectures, I wouldn't have passed the exams."



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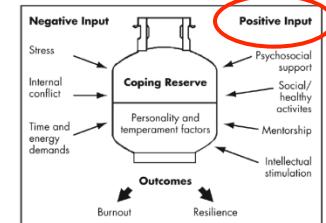


Starting points for health-promoting interventions

Final prioritization



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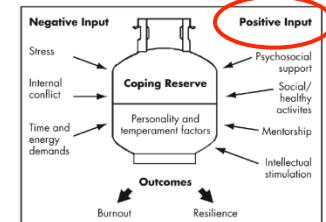


Starting points for health-promoting interventions



Final prioritization

- prioritization of learning material



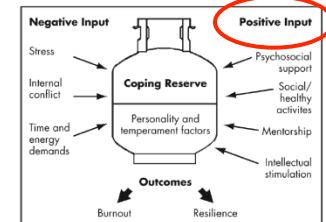


Starting points for health-promoting interventions



Final prioritization

- prioritization of learning material
- formulation of learning objectives



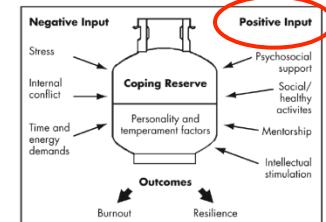


Starting points for health-promoting interventions



Final prioritization

- prioritization of learning material
- formulation of learning objectives
- availability of psychosocial counseling



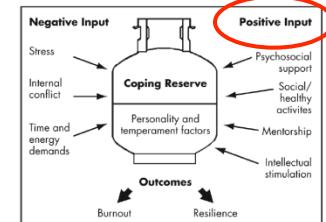


Starting points for health-promoting interventions



Final prioritization

- prioritization of learning material
- formulation of learning objectives
- availability of psychosocial counseling
- awareness of the issue of students' health



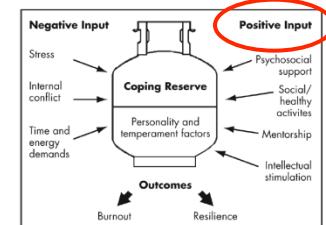


Starting points for health-promoting interventions



Final prioritization

- prioritization of learning material
 - formulation of learning objectives
 - availability of psychosocial counseling
 - awareness of the issue of students' health
-
- a reform of the strict absence rules





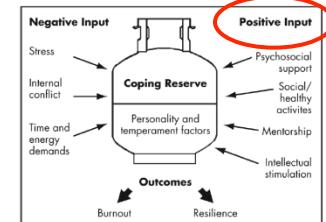
Starting points for health-promoting interventions



Final prioritization

- prioritization of learning material
- formulation of learning objectives
- availability of psychosocial counseling
- awareness of the issue of students' health

- a reform of the strict absence rules
- exchanges with individuals from more advanced semesters





Conclusions

- Problems and solutions were mainly seen at the level of the setting





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- Aspects related to the curriculum were perceived as risk factors for health





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Conclusions

- Problems and solutions were mainly seen at the level of the setting
- Aspects related to the curriculum were perceived as risk factors for health
- Important measures for health promotion are
 - a prioritization of learning content by academic staff and peers
 - an extension of capacities for psychosocial support.





“Healthy citizens are the greatest asset any country can have.”

Winston S. Churchill

thomas.koetter@uksh.de



“Healthy students (and employees) are the greatest asset any Medical School can have.”

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Thank you for your attention!

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