

Student Well-Being

A Handbook from the JABSOM Office of Student Affairs

2016-2017



Introduction

Welcome to the Student Well-Being Handbook! The administration, faculty, staff, and students of the John A. Burns School of Medicine (JABSOM) are invested in the personal and professional success of all JABSOM students. Unexpected hurdles may present themselves in the form of academic challenges, financial, physical or emotional stress or health issues; sudden developments in our personal lives may threaten happiness, success, or well-being, and this Handbook is devised as a resource to help maintain or restore a sense of well being.

While the JABSOM learning environment is one of high expectations, we hope you will find it a nurturing one as well. When confronted by a problem in medical school, we hope you'll consider turning to this handbook for advice, guidance and resources.

Imagine facing your first exam and all the stress surrounding your preparation. Turn to the section on *Getting Over Test Anxiety*. Suppose you're facing the challenge of balancing family life with your medical school demands. Turn to the section on *Being a Husband or Wife in Medical School* or *Being a Parent in Medical School*. Perhaps you're studying late each night in one of the Group Study Rooms or the Student Lounge and are concerned about safety. Flip to the chapter on *Being Safe on Campus*. Perhaps you're concerned about feelings of depression in yourself or others. Turn to the section on *Recognizing Depression* or *Supporting My Classmates*.

Please remember that the JABSOM administration, faculty and staff highly value our JABSOM students who have been chosen to train as physicians, and we will make every effort to be available to assist you.

If you have suggestions to improve how this Handbook will best serve you and your colleagues, please feel free to contact Kristen Teranishi, MD, MS at the Office of Student Affairs at 692-1000 or kteranis@hawaii.edu

The John A. Burns School of Medicine is committed to diversity, non-discrimination and fairness in our educational opportunities, curriculum and activities.

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Student Well-Being
Having Fun in Medical School

Self Assessment

Question #1: Can I make medical school fun?

_____ Yes

_____ No

Question #2: If I have less fun, will I do better on exams?

_____ Yes

_____ No

Introduction

Having fun is an important part of student lives even when working hard in medical school. Medical school should be fun. Learning should be fun. Studying together should be fun. Incorporating fun into lives leads to greater success and happier happiness. Choose to have fun throughout medical school!

Strategies

Find ways to make having fun part of your life in and out of medical school with classmates, friends, and family. Plan outings or activities just for your enjoyment or combine studying with other things you enjoy.

- Study with friends and take breaks to talk and laugh.
- Go to an arcade.
- Plan a day that includes both study time and fun time (going to the beach, out to dinner, etc.) with your tutorial group or study mates.
- See a movie or rent one that you will enjoy.
- Play sports.
- Go on a date with your significant other.
- Go to a show in Waikiki.
- Study at different locations e.g. Honolulu Zoo, Starbuck's, any beach
- Study while doing activities that don't require constant attention e.g. read while fishing, watching a baseball game, or in between making moves in a game of checkers or chess.
- Plan periodic "fun days" for the entire medical school class.
- Create fun rewards for yourself after studying hard. e.g. "We'll study from 10am to 3pm then go to Dave and Buster's!"

Signs That I Need More Fun in My Life

- I haven't laughed or smiled for a few days.
- I'm only thinking of studying.
- I haven't spent time or relaxed with those I'm closest to.
- I feel burned-out.

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My classmates, friends, and family

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Final thoughts

Give yourself permission to have fun in and out of school and consider it a necessary part of well-being. Use common sense and time management considerations to decide when to maximize fun.

Below are some quotes from former JABSOM students:

“Having fun in medical school is a must. I think that it is important to focus on studying and doing well in school, but it is equally as important to maintain focus on family and friends who help maintain balance. They are often the ones who make you laugh and smile especially after a long day. “

“There were so many fun moments in med school. You are with a truly great group of people. Take advantage of them . . . study groups, movies, barbeques . . .”

“Putting a ‘Joke of the Day’ on my learning issues helped my classmates, tutors and I to have a good laugh and to remember that medicine is as fun as it is challenging.”

“Definitely take time for your goose! It's easy to get burnt out with your studies if you never take a little time for fun & family.”

Student Well-Being
Supporting Classmates

Self Assessment

Question #1: Do I tend to be a loner and rarely ask for help?

_____ Yes

_____ No

Question #2: Am I willing to commit not only to my success but to the success of others?

_____ Yes

_____ No

Scenario #1

I could see that John was really under a lot of stress. He's been studying really hard this week, camping out in the LRC till after 3am. He always seems to have a cup of coffee in his hand. We're all worried about the MEQ. Jane said he's been sleeping in the clinical skills room because he's been too tired to go home. He missed most of the lectures this week, including the review session before next week's exam because he said he couldn't wake up in the morning. I know he's worried because he doesn't have any lecture notes. I wonder if I should do something.

Scenario #2

I talked to Christina when I saw her crying in the bathroom. She said she was "OK" and had to do a history and physical examination on her patient tonight before scrubbing in on the surgery tomorrow morning. This clerkship has been tough. Christina has been late for morning rounds and the residents have been on her for not seeing her patients before they did. At the conferences, it seems like she's not even there. She said she didn't know if it was worth it anymore. She hasn't been eating and it looks like she's losing weight. But her last words to me got me frightened. She said, "What should I do? Should I speak to someone about it? I don't know what I'm going to do. Maybe it's better to end it all."

Introduction

It's been said, "No one gets through medical school alone." Friends and colleagues in medical school know first hand what the experience is like and are often major sources of support. As you begin medical school, you will meet classmates who will become lifelong friends. Make a commitment to help each other along the way. Take a personal interest in the well-being of your friends and colleagues.

Strategies

- Use the **Buddy System**. Promise to always be there and support a friend and ask their support of you. When people ask for help (or you sense they need help) act immediately.
- Include people in your study groups. When exams approach, stress levels rise and students who feel they have no one to study with may feel left out or frightened. Reach out to those who seem alone.
- Share lecture notes, lab notes, and learning issues with each other.
- Make a **Performance Pact** with each other. For example, if six students are assigned to a rotation at a hospital, they might promise each other to make it the best learning experience possible. “Let’s be the best group of students they ever had here. Let’s help each other out. If someone has lots of patients to take care of or is really tired, let’s help ease their load. If anyone has a great patient or learns something really exciting, share it with others.”
- Recognize distress in others. If someone looks anxious or worried, speak to him or her. If you feel s/he need help, suggest faculty or counseling help to her or him, or share your concerns with faculty listed below.
- Embrace differences. Most people we meet during medical school experience will not talk and think exactly as we do. Appreciate these differences, and see the opportunities in reflection when others see the world differently.
- Listen. One way to really help classmates when they’re under stress is to simply listen. Let your friend tell his/her story without interruption. Be aware of body language, such as nodding your head and leaning forward, to emphasize that you are listening and you care.

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My classmates

Final thoughts

Medical school friendships are special and can be lifelong. Support each other.

Below are some quotes from JABSOM students:

“The way to survive medical school is to support your classmates and feel supported yourself. Forget about competition. I found that the more I was open to helping, teaching, spending time with friends from school, the better I felt and did.”

“Making some time during study group for us to vent our frustrations and voice our concerns with each other was invaluable in helping all of us maintain our sanity.”

Student Well-Being
Maintaining Physical Health

Self-assessment

Question #1: Do I eat right?

Yes

No

Question #2: Do I exercise regularly?

Yes

No

Introduction

In order to do well in school, especially considering the rigors of medical school, balance mental well-being and physical health. Being healthy allows for best learning, performance, and personal satisfaction while in medical school. Creating a healthy lifestyle now will promote a lifelong healthy lifestyle.

Strategies

Find ways to be sure to eat healthily and exercise regularly.

Lifestyle

- Get regular medical check-ups while in school.
- Minimize caffeine consumption.
- Don't start smoking OR if you do smoke, consider quitting (consider calling the QUIT Line, 1-800-784-8669).
- Don't do drugs.
- Minimize alcohol consumption.
- Set a goal for weight loss if necessary.
- Give yourself a reward if you've stuck to your plan of exercising all week.
- Be sure to get adequate sleep, ESPECIALLY the night before a big exam.
- See your physician or to the Health Service if you feel ill, don't wait until you are so ill that it is necessary to go to an Emergency Room.
- Practice safe sex.
- Appoint a designated driver if you plan on drinking.

Nutrition

- Minimize fatty/sugary snacks and meals.
- Start the day with a healthy breakfast.
- Take healthy snacks, such as veggies, fruits, nuts, or yogurt to school to snack on while you're studying.
- When possible, bring a healthy lunch from home.

Physical Activity

- Consider walking or riding a bike when appropriate.
- Walk during your lunch break. Try a pedometer and aim for 10,000 steps/day.
- Take the stairs instead of the elevator.

- Exercise with a friend—set a regular time and remind each other.
- Buy portable equipment, like a jump rope and use it when you can.
- Be sure that the exercise you choose to do is accessible, comfortable, but mainly be sure that it's FUN, so that you continue to do it.

Under times of stress, some people find it hard to maintain weight.

- Don't forget to eat.
- Set up specific times for eating, even if you're not hungry.
- Consider a healthy supplement instead of skipping a meal.
- Carry health snacks like fruit, raisins, or energy bars.

People to talk about a healthy lifestyle

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Your physician, your faculty mentors or tutors, your classmates, a nutritionist or dietician

Final Thoughts

If you haven't had a healthy lifestyle before coming into medical school, IT IS NOT TOO LATE. Learning is optimal when you are at your best mentally and physically. Start doing something for yourself today to promote a healthy lifestyle and to facilitate personal and academic success.

Below are some quotes from JABSOM students:

“It is essential to continue extracurricular activities that enhance your life. For example, soccer has always been a great stress relief and a time for me to socialize with friends, so I chose to continue playing during medical school. Not only did it help me stay balanced between academics and extracurricular activities, but it also kept me feeling fit and healthy. When I feel healthy, I have more energy to study and feel better overall, especially on days that require longer hours.”

“I have always been an athlete. It is tough to keep it up in school. Sometimes I chose to sleep or study over running/getting outdoors. But, I've learned that I could study so much better on the days that I did go surfing, running, etc.”

“In Unit 3, I took undergraduate yoga and hula classes. I found these classes to be stress-relievers [which helped] me maintain good physical and psychological health. Also, in Unit 4, I took undergraduate dance class for a couple of months. It was very relaxing and energizing. In addition, though I was so busy most of the time, I tried to cook my own healthy food and avoided

eating out too [often]. Lastly, I set aside a time for a mass every Sunday to stay in touch with the Higher Power.”

“Intramural sports with classmates (Running, basketball, surfing) is a great way to bond, stay fit, and keep your sanity.”

”Its been helpful for me to commit to riding my bike to class. That way I am forced to exercise.”

Student Well-Being
Believing in Yourself

Self Assessment

Question #1: Am I a talented student?

_____ Yes _____ No

Question #2: I am bright enough to succeed in medical school?

_____ Yes _____ No

Introduction

A part of succeeding is believing in yourself. It is very easy for medical students to forget how truly talented they really are. As one of sixty-two students in the class, each JABSOM student was selected from over a thousand applicants comprised of some of the brightest and most talented individuals in the United States.

“I’m Not Sure if I’m Smart Enough”

You and the vast majority of students accepted into medical school possess the ability and potential to succeed. Less than 1.8% of students do not complete their medical studies and only a third of those who do not (~0.6%) are unsuccessful because of academic reasons. A “sense of belonging” often develops after successfully completing your first set of exams.

Failing an Exam, or not getting the highest grade is NOT the End of the World

Most medical students are used to performing exceptionally well on tests. However, it’s not uncommon to stumble once, given the many exams taken from the beginning of medical school through the end of residency. Failing an exam is not the end of the world. It does not mean your career is over! It does not mean you will never match with a residency program. It **never** means your faculty will give up on you.

Consider an unsatisfactory grade an opportunity to rededicate to learning and examining strategies to be the best physician possible. Keep exams in perspective. Performance on an exam does not define worth as a person.

Stop and Smell the Roses

In the midst of medical education, it’s easy for students to forget how far they have come. Many students have already received a graduate degree prior to starting medical school. In the first year of medical school, students begin to master a “privileged knowledge”. Students will learn so much that very few people in the world have an opportunity to learn and understand. Vocabulary will grow by the thousands. At the completion of the second-year curriculum, the first United States Medical Licensing Exam is taken, preparing the way for professional licensure. Third-year clerkships in disciplines like surgery, pediatrics, and psychiatry prepare further for patient care; you’ll deliver a baby. Students who take the time to bask in their

significant accomplishments and unique experiences gain perspective. They remember how much they've overcome to be where they are. They "pat themselves on the back", and remember that they are fortunate and trusted.

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Your supporters (family, friends, classmates)

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Final Thoughts

*Remember how far you've come.
You're a JABSOM Student and you BELONG to a special group!*

Below are quotes from JABSOM students:

"Trust yourself and your school. JABSOM and the PBL curriculum graduates a whole class of doctors each year. Each of these individuals passed Steps 1 and 2, secured a residency, and eventually became a successful physician. If you work at it, you can do it."

"It's very easy to doubt yourself...medical school is extremely challenging! You made it in for a reason, so never feel like you are inadequate for the job. Everyone has those feelings at some point—if you feel that way, do not think you are the only one."

Student Well-Being
Maintaining Motivation

Self Assessment

Question #1: At times, do I feel unmotivated to study?

_____ Yes _____ No

Question #2: If I lose motivation, does it mean I don't really want to be a doctor?

_____ Yes _____ No

Scenario #1:

Joe didn't feel like himself. At the start of the year he felt so energetic, motivated, and excited to begin medical school. He was up late each night studying and he genuinely enjoyed his clinical skills preceptor. But as the year went on his feelings began to change. He didn't feel like opening his textbook. Each PBL case seemed to blend into the next and attending lectures became more and more difficult.

Introduction

No matter how devoted a person is to a particular career or course of action, it's completely normal to find motivation waning at different points in the year. It doesn't necessarily mean that you've chosen the wrong career or that you aren't committed. Consider some of the tips below to find the "spark" again.

Tips for Maintaining Motivation

- Ask yourself why you came to medical school. Remind yourself of your overall goals.
- Reflect on the things that you've enjoyed about medical school; new friends, new knowledge, etc. and remind yourself that between the studying, there have been many enjoyable moments.
- Vary your routine. Switch things around to make it new and fresh. See things from different perspectives.
- Identify things that sap your energy or are causing you concern. Don't let them linger or fester. Address them right away so that they bother you no more, or seek guidance from trusted friends, faculty or counselors.
- Spend more time with people who motivate you. Who makes you laugh? Who inspires you?
- Phone family members that give you an emotional lift.
- Reflect on the positive impact you've made on the lives of some of your patients.
- Take frequent breaks.
- Try presenting a learning issue in a different way than you have before. Make it fun.
- Develop a personal reward system- reward yourself for a good day's work. The reward can be a small thing like a favorite dinner, or a great movie. Perhaps, start a collection of something you value (e.g., stamps, rocks, baseball cards, etc.), and reward yourself with additions to your collection with each accomplishment of an academic goal, or a transition. Plan a trip at the end of the year or an outing at the end of each unit or subunit. Vary the type, amount, and frequency of your rewards.

Final Thoughts

If these tips don't seem to work or you feel overwhelmed by anxiety or depression, see the chapters on *Recognizing Depression* and *Test Anxiety*.

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My classmates, friends, and family; My faculty mentor; My physician

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Below are some quotes from JABSOM students:

“If you are too chronically sleep deprived, exhaustion will begin to color your whole world negatively and challenge your motivation—try to insure enough personal time as well as sleep to keep yourself going about your studies with enjoyment and purpose. Just trying to push ahead and study without taking breaks can create a lot of inefficiency.”

“Try to catch a movie here and there, and use that fun time as a reward if you finish a certain amount of work. Spend time with family and take some personal time for yourself to just relax, sleep, and ‘de-stress.’”

“I think the more people [to whom you become responsible], the better. Your tutorial and study group members in the first 2 years hold you accountable—this is motivation for really learning concepts well so you can teach them... The sense of value in such accountability will shine through when you take care of patients later. You learn something...because you care about what it means to someone else...”

Student Well-Being

Being a Husband, Wife, or Significant Other in Medical School

Self Assessment

Question #1: Would being married or in a long-term relationship affect my performance in medical school?

_____ Yes

_____ No

Question #2: Will my relationships suffer in medical school?

_____ Yes

_____ No

Introduction

Medical school often comes at a time when students are starting or considering starting life-long relationships. Or, some medical students have been married for many years prior to matriculating. The stresses and strains of medical school life have been known to adversely affect new and long-standing relationships.

Signs That A Relationship may be Suffering

- I'm always feeling angry or hostile.
- I don't communicate as well with my partner.
- We're not speaking.
- My school work is suffering.
- I never study at home anymore.
- I never ask my partner about his/her day because I'm too preoccupied with my own stresses and challenges.

How to keep relationships healthy and vital during the period when so much effort will be devoted to learning medicine.....

Strategies

Find ways to involve your partner in your medical school experience. Make your success a shared goal and not an individual one. Let the important person in your life know that though you will be busy as a student, their role in your life will not change. Let your relationship and respect for one another become a motivator for your academic success.

- Bring your partner to school to become familiar with your environment and experience. Introduce the tutorial rooms, labs, etc.
- Share an academic calendar to share your schedule, especially busy times.
- Share your successes (and disappointments) to encourage celebration with you, and to offer comfort when needed.

- Schedule time with your partner that is protected from school responsibilities. Use a calendar, write it in, and keep the commitment.
 - Consider designating an evening each week to be the time you spend together (i.e. every Sunday evening).
 - If finding study time is still difficult, considering doing work together (i.e., you could study and he/she could read or do work at the beach together).
 - Talk often, share experiences and concerns.
 - Find ways to continue to nurture the relationship (e.g., share your feelings in writing or by special demonstrations of affection and attention). While important in any relationship, it may be even more important during medical school.
 - Try to maintain phone contact when able. Even if only for a short call, it's refreshing and healthy to share a few words, especially if you can't be together as much as you'd like to.
 - If you've made a commitment, when stress or conflict arises, try not to resort to ending the relationship as a solution; focus on finding other ways to problem-solve that are grounded in the special aspects of your relationship.
- *“I'm sharing this with you because I love you and want us to live happily together for the rest of our lives.”*
 - *“First of all, let me say that you're the best thing in my life and I can't imagine being without you...I have been worried however...”*

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My classmates, friends, and family; My faculty mentors.

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Final thoughts

Contrary to what many think, having a meaningful relationship can help and NOT hinder school performance because it provides an additional support person and gives one purpose. No one gets through medical school alone. Think of your spouse or significant other as a precious source of love, support, and inspiration. Keep your relationships healthy and strong.

Below are some quotes from JABSOM students:

“I actually think being married is better than not being married. Sure, medical school is stressful, but your partner can be a very stabilizing force in your life. My wife has helped me keep things in perspective, while supporting me when times get tough. I make sure I set aside time for her just like I set aside time for school.”

“I couldn’t imagine going through medical school without my fiancé. He not only supported me through the best and the worst of times, but he also reminded me that there is a world outside of medicine—the one that my patients live in. For example, I used to joke that if I didn’t have someone in my life to remind me of current events, the world could end and I wouldn’t even know it. Having that perspective has been invaluable in relating to my patients.”

“Some ways that my fiancé and I vitalized our relationship while I was in medical school were to take ½ to 1 day off per week to do something unrelated to either of our chosen professions so we could both relax, and to give him a short phone call to say good night when I was on overnight call and I had some downtime.”

“Try to make time for a "date" with your significant other/spouse...it doesn't have to be anything too fancy. It's not that meaningful if you just see them when you're eating, sleeping, or cleaning house. Just take a little time to enjoy each other's company without worrying about school. This definitely helps the relationship.”

“It has been helpful for us to sit down on the weekend and discuss my schedule for the week. Then we write it on the calendar. This way [my spouse] knows what to expect and can see how busy I am in ‘black and white.’”

Student Well-Being
I'm Expecting a Child!

Self-assessment

Question #1: If I'm pregnant, will I have to drop out of school or take a leave?

___ Yes

___ No

Question #2: What steps can I take to make welcoming a new child and meeting my medical school expectations more manageable?

Introduction

For many, medical school often coincides with a time in when students may consider starting a family. When expecting a child, planning can especially help lessen school-related stress. Students may opt to take a leave of absence from medical school. Students should consider their own wishes regarding graduation date, their physiologic adaptation to the pregnancy and delivery, their support at home, and the time they wish to spend with the child/children soon after birth.

Things to Consider

- Planning (as much as is possible) is key. The Office of Student Affairs wants to support you. Speak to the Director of Student Affairs or Assistant Director of Student Affairs to develop a plan of how to manage school responsibilities during the pregnancy.
- When necessary, inform faculty if your due date may coincide with a scheduled exam or required instructional session so that alternative plans can be developed in advance.
- Prior to the delivery, talk with your family and friends so that you have a clear and accurate picture of the support you'll have at home.
- If you are interested in having a babysitter, begin looking early.
- Remember to make time for regular visits to your physician for prenatal care during medical school.
- Consider speaking with other physicians or medical students who are mothers or fathers to gain a perspective of how they balance academic demands and family life. Feel free to ask the Office of Student Affairs for people you can contact.
- Discuss with the Office of Student Affairs options for nursing or expressing breast milk while on campus.
- Find ways to support your spouse throughout the experience.
- See section on *Being a Parent in Medical School*.

People to Talk to with Concerns about Expecting a Child

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My classmates, friends, and family; My faculty advisor; My physician

UH Manoa Children's Center

956-7963

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Student Well-Being
Being a Parent in Medical School

Self Assessment

Question #1: Am I worried that I won't be able to spend time with my children?

_____ Yes

_____ No

Question #2: Have I developed strategies to maintain and enhance my relationships with my children during medical school?

_____ Yes

_____ No

Introduction

Medical school often comes at a time when students may start or are considering starting a family. Some students enter medical school with children. The demands of a medical curriculum make paying special attention to the needs of our children an important part of our adaptation to medical school.

Signs That Our Relationship with our Children Needs Attention

- A sense of guilt about being away from them is affecting your studying.
- Absence from the children is contributing to stress with your partner.
- Your children are expressing concern about your time away.
- You're missing significant milestones and events in your children's lives.

How can a busy medical student maintain and enhance relationships with children during the period when so much effort will be devoted to learning medicine?

Strategies

Find ways to involve your children in your medical school experience. So much of our effort and sacrifice is ultimately for our children. Use this as a motivating factor in your studying. Find ways of letting them know often how important they are to you.

- Bring your loved one to school so that they can become familiar with your environment and experience. Show them the tutorial rooms, labs, etc.
- If they're old enough, share your weekly calendar with them.
- Schedule time with your loved one that is protected from school responsibilities. Use a calendar, write it in, and keep the commitment.
- Consider designating time each day to devote to them (e.g., playing a game, reading a book, making a puzzle). The quality of the time spent is more essential than the quantity.

- Do things you both have to do together to maximize time shared (e.g., exercise, prepare/eat dinner, do the dishes together; or fold laundry, take a bath, or brush your teeth together, etc.).
- Discuss with the Director of Student Affairs or staff of the Office of Student Affairs options for nursing or expressing breast milk while on campus.
- Talk often, share your day and any concerns you might have.
- Ask for support for childcare from family or friends. Anticipate when you might need additional help (before exams) and schedule this help well in advance so family members can plan as well.
- If your children are older, consider investing in a cell-phone for each child so they feel they can reach you when they need to when you're not at home.
- Take advantage of the **Children's Center** which provides high-quality on-campus care for 2-5 year-old children of UH students, staff, and faculty on a full- or part-time basis. It is located at the UH Manoa Children's Center, Castle Memorial Hall, 1776 University Avenue. Call 956-7963 for information. There is a fee.

People to Talk to About Parenting in Medical School

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My faculty mentor(s)

UH Manoa Children's Center

956-7963

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Final thoughts

Our children are so special to us. They are a precious source of love, support, and inspiration. Maintaining the meaningful relationships in our lives is what makes it all worthwhile.

Quote from a JABSOM student: "I had my first child in medical school. Looking back now as a resident, I know it was the right time for us to start a family. My marriage is still going strong, my sons are great, and I was still able to surf. I watch a lot less TV than the average person."

Student Well-Being
Valuing and Maintaining Your Support System

Self-Assessment:

Question #1: Do I have someone to lean on or to speak to in moments of frustration, stress, or depression?

___Yes

___No

Question #2: Do I often feel alone with no one to turn to in times of need?

___Yes

___No

Introduction

Going through medical school can be extremely stressful and nerve-wracking at times. Students often learn to deal with these situations on their own through the use of effective coping strategies. However, a student may not feel equipped to handle the stress without the support of others, whether it may be in the form of assistance, advice, or having a “sounding board”. It is important to form and nurture these support systems; they can make all the difference in a student’s life.

Strategies

- Say “thank you.” Voicing your gratitude can go a long way. People who provide support also need to feel appreciated.
- Remember NOT to take your support system for granted. Show your appreciation with a simple but meaningful gesture such as a hug, a flower, a special note, or a favorite snack.
- You may need to identify different support systems for your differing needs. Be proactive about talking to people who may be able to offer advice and support.
- Don’t always receive, take the time to give back.
- Communicate your needs; never assume that others, even close relationships, can read your mind.
- Have fun with your support systems when appropriate. HUMOR and LAUGHTER can result in miracles and can make all the difference.
- Tell your support system specifically what they’ve meant to you. “Aunty, if it wasn’t for your financial help, occasional free dinners, and couch for me to nap on, I really don’t think I could make it through medical school. You’ve really made a difference in my life.”
- Invite your support system to your White Coat Ceremony, Medical School Convocation and to the Manoa Graduation.

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My classmates, friends, and family; My faculty advisor

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Final Thoughts

You do not have to always handle everything by yourself. If you need support and advice, reach out and ask. Asking for support is not a sign of weakness. It can be a measure of one's maturity and insight. Value and maintain your support systems. Let them know how much you appreciate them.

Quotes from JABSOM students:

"Although I've always thought of myself as a strong person, there were moments in med school where the support of my family and friends meant a lot. Sometimes just being able to cry in front of them was comforting. It was easy to neglect relationships in med school, but as time went on, I got better at calling, e-mailing, and spending time with loved ones when I had some time."

"My first year of medical school was one of my biggest challenges. So many things were going wrong in my life, and at some points, I lost my interest in becoming a doctor. However, because of the great moral support I received from good friends, family, other medical students, and our counselors, I became stronger and more driven. I am glad they were there when I was most in need. I truly appreciate their support."

"I think it is normal to feel uncertain sometimes. When I did, I mentioned it to my significant other and he would help to remind me why I am here."

Student Well-Being
Helping an Ill Family Member or Friend

Self Assessment

Question #1: If a family member or friend is ill, will they turn to me for help or advice?

_____ Yes

_____ No

Question #2: Have I considered what role I should play if someone I care about is ill?

_____ Yes

_____ No

Scenario #1

Last night my mother called from Ohio. She said Dad had been coughing a lot lately so she finally got him to see a doctor. He had an X-Ray done and they found something in his lung that might be a cancer. I know if he has lung cancer, he'll probably die. I'm thinking of flying back tonight. I'm thinking of quitting medical school.

Scenario #2

My grandmother is really ill. She has heart failure, hypertension, and brittle diabetes. Her memory is poor and she needs help going to the bathroom and eating. Last week, she had a stroke and has been in the hospital. My family says we should do whatever I say. I don't want to say the wrong thing. I don't want them to blame me for what happens to grandma.

Scenario #3

A friend of mine was just diagnosed with pancreatic cancer. He says that they are recommending that he have a Whipple Procedure done. He wants to know if I think that is the best thing. What should I say?

Introduction

Members of the medical profession, including students, are often turned to by family or friends whenever a crisis arises. Because of our love for them, we want to do all we can. However, we must also remember what role we should play when a family member is involved. We don't want to inadvertently cause confusion, conflict, or mistrust. What is most important is to express care, concern, and when asked, to help the family understand those aspects of their disease or therapy that still seems unclear and that we are comfortable explaining. We can help alleviate fear and uncertainty.

Things to Remember

- Make sure the role you'll play is clear to all parties. Communicate in a way that allows others to know how much you care.
 - *The way I believe I can help best is to help you understand the treatments being prescribed and how they'll help. I also want to provide emotional support and help to communicate some of the questions you have to your physician. You're so important to me. While I'm studying to be a doctor, I'm not one yet. But I'm still your family member, and that means I love you very much.*

- Remember that as students we have not yet completed our training nor accumulated the clinical experience necessary to fully counsel patients on complex topics. Know your limitations and become comfortable sharing with others that you are just beginning to learn medicine.
- Recognize that some family members may not wish to “burden” you because they fear their problems might interfere with your studies. When you suspect this may be happening, encourage open discussion and express your love and concern.
- In some instances, embrace the fact that quality time with a loved one may be more important than academics.
- If necessary, a leave of absence can be arranged from medical school in order to address the needs of a loved one.

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My classmates, friends, and family; My faculty advisor or PBL tutor; My spiritual advisor

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Quotes from JABSOM students:

“Family, friends, even acquaintances will start looking to you as their own “expert” in medicine. For me, it was easy to get sucked in and involved. I soon learned what most of them needed was someone to listen to their experiences, and, when appropriate, refer specific questions and concerns to true “experts”.

“It has been really great how the whole class has come together with expressions of support for classmates with ill family members. Several have opted to defer a year in order to be with an ill family member. The medical school is very supportive in [such difficult situations].”

“Your family comes first and being a medical student doesn't change that. When classmates have family health [concerns], it is a time for us to come together and support them because we [too] are a family here. The courage and determination [shown by] some of our classmates as they have dealt with [health-related] challenges of their own or of family members have been an inspiration.”

Student Well-Being
Being Safe on Campus

Self Assessment

Question #1: Do I know how to contact security at 11 PM to walk me to my car?

_____ Yes

_____ No

Question #2: Should an emergency arise, do I know what number to call to reach campus security?

_____ Yes

_____ No

Introduction

Campus safety is an important issue for all medical students. JABSOM students often find themselves in the Library, Computer Lab, or Group Study Rooms till very late in the evening. Current statistics show that 1 in 8 college women are victims of rape. The health and safety of our students is extremely important and should be a shared priority for each JABSOM student.

Safety Strategies

- Remember that security is available 24 hours a day, seven days a week in the Medical Education and Basic Science Buildings. Security staff phone number is 692-0911.
- Travel in lighted areas and in pairs.
- Be sure to keep the doors to the study rooms and lounges locked at all times.
- Let others know when you expect to be home.
- Call security immediately if you see strangers loitering, doors or windows open or broken, people loading valuables into private vehicles, strangers appearing to go from door to door in the building.
- When studying on campus, especially in the evening, study in pairs or groups.
- Ask for escort to your car if you feel unsafe.

Additional Resources

- JABSOM Medical Education Building Security 692-0911
- Honolulu Police Department 911
- JABSOM Office of Student Affairs 692-1000
- Emergency Call Box Pick Up
- Office of Gender Equity Counselor 956-9499
- University of Hawaii Counseling and Student
Development Center 956-7927

- University Health Service 956-8965
- Women's Center 956-8059
- Sex Abuse Treatment Center 524-7273
- Shelter for Abused Spouses and Children 841-0822

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Final Thoughts

Make the safety of all members of the JABSOM family a priority. Look out for each other. Do all that you can to help each other be safe.

Student Well-Being
Is Medical School Right for Me?

Self-assessment

Question #1: Do I often wonder if I made the right choice going to medical school?

_____ Yes

_____ No

Question #2: Do I really want to be a doctor?

_____ Yes

_____ No

Introduction

Being a physician takes a certain amount of commitment and conviction. It may have been something you always wanted to do, something another person told you would fit your personality, or your parents instilled in you as a child. Whatever the case, you are the one to make the decision to become a physician. You are the one who will dedicate your life to being the best that you can be.

Considerations

- It is normal to question whether you are doing the right thing being in medical school. At some point along the way, just about everyone will ask himself that same question. Your particular experiences may at times cause doubt. At other times, they may reaffirm your decision to become a doctor.
- Of course you want to be the best in your field. For all, family and medicine become a balancing act, and some are not motivated to undertake the challenge. You are the only one who can make the decision about if and/or when to have a family.
- Talking to classmates, friends, peers, parents, siblings can help by strengthening your conviction to pursue medicine. Patient care experiences may influence you.
- It may get very frustrating if studying doesn't help you pass the exam. You may have to learn a new way to study. Take advice from others who have done it before you. Be open to new suggestions.
- Don't worry about getting discouraged, because inevitably it will happen to everyone. Persevere; this too shall pass.
- Just when you think what you've learned doesn't make sense, you see a patient and it all comes together.

Quotes

"You can eat the whole whale, you just have to take one bite at a time."

John Hardman, M.D.

"If you like to read, medicine is the ultimate novel. You get to see the same person over again and this becomes a new chapter. Then you meet another family member and yet another chapter is had. The never ending story. . . ."

Lisa Seeber, M.D.

People I Can Talk To

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My classmates, friends, and family; My faculty advisor; My tutor

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Final thought

No matter where you graduate in the class, what do they call you? DOCTOR. . . .

JABSOM student quotes:

“I never questioned my choosing medical school before entering, but every now and then, I’d wonder why I was working so hard when I saw friends making money, successful careers, and families. There are those moments, though, where I realized that I had chosen the most rewarding profession in the world. Those are the moments that I remind myself about when I’m having a hard time.”

“You’re not abnormal if you’re questioning whether or not you belong in medical school. Lots of people may at some point in their training, so reach out to others who feel the same way.”

“In Unit 1, I often felt I may have not chosen the right career path for me. After talking to others in my support system and having experiences interacting with patients, I realized both that I was not alone and that I still loved medicine. Making good friends in the class who I could talk to about these issues also helped tremendously. By the time I was working on the wards in 3rd year, it didn’t seem to be as much of an issue because I realized how much I enjoyed being a doctor and that I could do the job just as well as anyone else.”

“JABSOM [offers] many opportunities...to address these feelings. Reach out to the committed faculty here, to clinicians in the community through CSP or interest groups, and most of all, reach out to your fellow classmates because they [may be] going through the same thing.”

Student Well-Being
Getting Along with My Classmates

Self-assessment

Question #1: Am I shy?

___ Yes

___ No

Question # 2: Do I have problems interacting with members of my tutorial group?

___ Yes

___ No

Scenario #1

It's your first day of tutorial and there are five strangers around the table with you. A few are talking to each other like they've been friends for a long time. You feel like no one knows you exist. What do you do?

Scenario #2

You're in Unit 2 and it's a new tutorial group. There's someone in this new group who is always voicing his opinion. You want to tell him to "shut up!" He's so irritating, but you don't know how to handle the situation.

Strategies

- Smile at the person next to you.
- Say hello to your neighbor and introduce yourself.
- Think of others before yourself.
- Bring food for your tutorial group to eat while you're studying.
- Respect each person's privacy.
- Be courteous to others.
- If you have a car, offer a ride to your classmate.
- Take time to go to the movie with your study partner or study group.
- Do a good job when you do your LIs.
- Do not make unfair assumptions about the intent of others.
- Ask questions tactfully if you're not sure of something.
- Actively listen and be non-judgmental of others or what they say.
- Compliment others when appropriate.
- If you need to be critical, provide constructive criticism regarding the behavior of the person.
- Realize that different people learn in different ways; what may work for you may not work for the next person.
- Be aware of time limitations; start on time and end on time.
- Embrace the differences in all and respect ideas that may differ from yours.
- Make the learning environment fun for all of you.

Consider this sentiment in working with classmates:

*Hear and understand me
Even if you disagree, please don't make me wrong
Acknowledge the greatness within me
Remember to look for my loving intention
Tell me the truth with compassion*

*Participate with a global focus
Think possibilities, not obstacles
Honor time limits
Listen as my ally
We will all learn from each other
Focus on issues, not personalities*

Professionalism is a critical characteristic of physicians, requiring treating everyone with respect, including peers, faculty, advisors, and especially patients. Remember that classmates will be peers and physician colleagues in the future; many will be life-long friends.

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JABSOM student quotes:

“Another important aspect of medical school is "finding yourself" and where you belong. Once you have found the bunch of friends with whom you relate to and feel comfortable with in your class, the 4 years of medical school fly by because you are enjoying the learning process and experiences with friends.”

“Studying in groups [with classmates] from other tutorials has been invaluable. In a curriculum in which every student has a different experience (because it is not rigidly standardized--different tutors, different CSP preceptors), collaborating helps normalize things.”

Student Well-Being
Getting Along with Faculty

Self-assessment

Question #1: Do I feel anxious when I have a meeting with my advisor?

___Yes

___No

Question #2: Do I know how to address concerns with faculty?

___Yes

___No

Scenario #1

You're meeting your PBL tutor, Dr. X, for the first time and you're a little nervous. What will he be like? Will he help me learn medicine? Will he think that I am competent? You wonder what to say as you walk in the door.

Scenario #2

On rounds during your pediatrics clerkship, your preceptor points out some errors on your physical exam report. You sense she wants to help you improve. You really want to impress her but aren't sure how to meet her expectations. You wonder what your next step should be.

Introduction

It is imperative in medical school, residency, and beyond that we learn to work effectively with others, including the faculty you'll learn from and who will some day be your peers. Mutual respect, courtesy, and recognizing differences in a collegial way are important foundations upon which to build strong relationships.

Strategies

- Start with developing mutual respect. Speak to everyone in a caring and thoughtful manner.
- Don't be afraid to ask questions. Your faculty want to assist you in solidifying your knowledge base and developing your critical reasoning skills.
- Thank them for their efforts.
- While students are an extremely high priority (often the highest) for faculty, recognize that they have other responsibilities as well and may not be always be able to address your needs immediately. If this is the case, offer to schedule a time to meet with them. Most faculty welcome this.
- If you are unsure of your faculty's expectations, ask them in a positive way to clarify this for you. *"Dr. Jones, I really want to do well in my surgery rotation. Please share with*

me your expectations so that I can do the best job I can.” Most faculty respond very well to this.

- If faculty members are mistreating you, you can report concerns to any of your instructors, faculty, academic advisors, course directors, or the Director of Student Affairs as described in JABSOM’s “Medical Student Mistreatment Guidelines and Procedures” (<http://jabsom.hawaii.edu/wp-content/uploads/2016/05/Medical-Student-Mistreatment-Guidelines-FINAL.pdf>)
 - “Medical students may also make reports confidentially or anonymously via the student ombudsperson to the Director of Student Affairs or via an anonymous online report of student mistreatment (<http://jabsom.surveymshare.com/s/AYAWVAA>). Medical students requesting complete anonymity should be made aware that doing so may interfere with the medical school’s ability to investigate the concern and their ability to receive information about the follow up investigation.”
- You may refer to the Academic Appeals Policy for topics related to resolving academic grievances (http://jabsom.hawaii.edu/wp-content/uploads/2014/07/Academic_Appeals_Policy_10-24-01.pdf).

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Final Thoughts

We are fortunate to have a supportive and knowledgeable faculty who are concerned about your success in medical school. Get to know them. Ask questions. Learn from them.

JABSOM student quote: “A big part of medical school seems to be honing interpersonal relationship skills. There are many [‘difficult’ personalities] out there ...and part of [the process] is learning how to deal

with personalities with whom you do not ‘click.’ You just have to do your best and keep a thick skin on.”

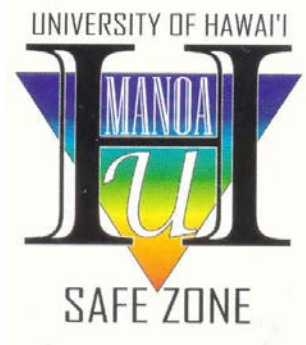
Student Well-Being
***Issues Related to Gay, Lesbian, Bisexual, Transgender
and Questioning Students***

Self-Assessment	
Question #1: Do I find that I avoid an individual in class because they make me feel uncomfortable?	
___ Yes	___ No
Question #2: Will others treat me differently because I'm LGBT?	
___ Yes	___ No

Introduction

There is a **Lesbian, Gay, Bisexual, Transgender (LGBT) Student Services Office** at the University of Hawaii at Manoa (<http://manoa.hawaii.edu/lgbt/index.html>). It is located at Queen Lili'uokalani Center for Student Services, Room 211-C. They provide services for individuals, set up coffee hours every other week, and schedule special events (e.g., National Coming Out Day, LGBT Pride Week). At the office, there is a resource library, which has books, magazines, and videotapes which students are welcome to check out. They can provide contacts and referrals to various community and campus organizations and services, and work as an advocacy group to ensure that UH policies and practices are sensitive to and inclusive of LGBT voices.

The Task Force on Sexual Orientation has initiated a ***Safe Zone Program*** aimed at keeping the University System a comfortable place for the lesbian, gay, bisexual, and transgender population. A safe zone symbol identifies a person (student, teacher, staff, administrator) who will be understanding, supportive and helpful. Look for the symbol below:



Consider the following Questions:

- Do I avoid classmates who are LGBT?
- Do I allow my classmates to speak about things that may be uncomfortable for me to hear?
- Does it make me feel uncomfortable to hang around my classmate who is LGBT?
- Do I worry that others will think differently of me if I spend time with someone who is?
- Do I worry that others will avoid me if they know I am LGBT?

If you are unsure about your responses to these considerations, you may want to think about this:

- Often during college and post-graduate years, students reflect upon their sexuality. For some, this process may result in the discovery or questioning that they are lesbian, gay, bisexual, or transgender.
- Some individuals embark upon the process of “coming out” to friends, colleagues, and family. Although it may be difficult to understand what your friend (or classmate or family member or patient) is going through, you would be a friend by accepting that person’s decision to “come out”.
- People who are lesbian, gay, bisexual, and transgender have the same rights as others to learn, grow and discover themselves. Their feeling and needs are the same as heterosexuals. So, everyone should be treated the same way.
- Remember that those in the medical profession (including medical students) may be more hesitant to share their feelings or beliefs for fear that they may receive less referrals as a practicing physician.
- Treat one another as you would have them treat you.

People I Can Talk To

- LGBTI JABSOM Student Interest Group
- Cameron Miyamoto
Coordinator, LGBT Student Services Office
Queen Lili`uokalani CSS room 211-C
camaronm@hawaii.edu
956-9250
- Transgender network/LGBT Graduate Student
Network/Faculty/Staff List/LGBT ---E-mail list
lgbtq@hawaii.edu

- Gender Equity Office (to report Harassment) 956-9977
- The President's Commission on the Status of LGBTQI 956-5945
- Student Educators Against AIDS 956-3574
- University Health Services 956-8965
- Counseling and Student Development 956-7927

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Your friends, classmates, family.

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Cultural Awareness

Self-Assessment

Question #1: Am I aware that differences in cultural values may impact my interaction with others?

Yes

No

Question #2: Do I realize the importance and impact of cultural awareness in the doctor-patient relationship?

Yes

No

Introduction

In Hawaii, the Native Hawaiian/other Pacific Islander group comprises 10% of the total population in the state (U.S. Census 2010). Disparities in health outcomes continue in groups who are underrepresented in health care provider community. It is important to learn about the impact of culture in health and health care delivery. In addition, large numbers of patients use health care delivery systems other than Western medicine such as traditional healing or complementary and alternative medicine.

Some Suggestions:

- Increase your understanding and appreciation of cultural differences and similarities among and between groups.
- Approach individuals from different groups with respect in terms of cultural beliefs and practices.
- Develop effective communication skills that allow you to elicit and acknowledge understanding of others, such as asking what the patient believes is the problem, and what outcome of care is expected.
- Learn about the cultural milieu of each academic and clinical setting you enter.
- Explore various health care modalities and gain an awareness of health care delivery resources in Hawaii (e.g., roles that alternative treatments of different cultures play on patients' health and on Western-based treatments).
- Don't be afraid to ask others to help you understand how they view health and illness in their culture.

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Your faculty mentor(s); Your tutor

Final Thought

These comments are a beginning in your journey in becoming a competent and culturally sensitive medical student and physician.

JABSOM student quotes:

“As a med student, I felt I had an advantage in getting thorough histories from patients, because I was given more time with them. This helped me hone my communication skills as well as my cultural sensitivity. One time, some residents had thought a patient from Guam had received little education because of his non-compliance. After spending time with that patient, I learned that he had actually graduated from college, and was non-compliant because the goals of his treatment had not been explained to him. Over time, a more effective, culturally sensitive relationship developed.”

“Wouldn’t a world (and a school) where everyone was the same be really boring?”

“Take advantage of the PBL process to identify your own biases, strengths and weaknesses in your interpersonal skills. The program offers such a valuable opportunity to grow personally and it is easy to overlook this when we think [that all] we are supposed to learn about [is] disease.”

Student Well-Being
Recognizing Depression

Self Assessment

Question #1: Have I noticed that I feel less motivated and that nothing seems to give me pleasure?

_____ Yes

_____ No

Question #2: Has my appetite and sleep patterns changed?

_____ Yes

_____ No

Introduction

Feelings of depression or anxiety are not uncommon in medical school. It may be more common in the third-year of medical school. Recognizing the signs and symptoms in yourself or others is extremely important for your health and wellness.

Signs and Symptoms of Depression

- Feeling sad or depressed
- Loss of motivation; loss of energy
- Problems concentrating
- Feelings of self-doubt and despair; feelings of guilt
- Apathy about medical school or other things that were important to you
- A change in appetite, weight gain, and/or weight loss
- Difficulty sleeping or the desire to always sleep
- Inability to feel joy in any aspect of your life
- Not being able to identify anything you are looking forward to
- Psychomotor agitation or retardation
- A gross imbalance in your life between what you are giving and what you are getting back
- Suicidal thoughts

Other Developments that Might Represent a Problem

- A failing marriage
- Friends not calling anymore
- Inability to balance family responsibilities with school
- Unbearable stress about upcoming exams
- Failing courses
- Difficulty with professionalism or attitude
- Unconnected with any classmates
- Use of drugs or alcohol

What to do

Depression is a serious but common condition and confidential treatment and counseling is available. There may also be a hereditary component. If you or a colleague suffer from these symptoms, please ask for help. JABSOM can help arrange counseling for students with psychiatrists or psychologists that are not directly involved with the medical school and who have no role in your course evaluations.

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Your faculty mentor(s) or tutor; Your course directors; Your spiritual advisor; family and friends.

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Final Thoughts

Depression is a treatable condition. If you feel you may be at risk, seek help. If a colleague is at risk, care enough to guide them to therapy or speak to a faculty member or school official who can offer assistance in this matter.

JABSOM student quote: "After spending one Christmas with my family, I began to feel both sad (I cried a lot) and anxious (I was very worried about the upcoming Step I exam) at the thought of having to go back to school. I knew I still had more than half way to go, and just was unsure whether I could cope well through the rest of it. I talked it over with my family and decided that I could go talk to a therapist. It was actually really effective talking to an "outsider" about all the stress/anxiety that I was facing. It helped put things in perspective."

Student Well-Being
Getting Over Test Anxiety

Self-Assessment

Question #1: Do I feel my heart pounding fast and my palms and arm pits getting sweaty just before an exam?

Yes No

Question #2: Do I frequently “blank out” on exams?

Yes No

Scenario #1:

Whenever an exam approaches, I have difficulty sleeping. Thoughts of the exam and the enormous amount of information I will have to retain fill my every thought. “What if ...?” “Did I...?” “Can I...?” What can I do about this?

Scenario #2

The night before an exam, I get so anxious that I think about the possible horrors that could occur. “What if I don’t pass the exam?” “What can I do?”

Introduction

Exams probably cause more anxiety, fear, and self-doubt than any other aspect of medical school. Test anxiety is fairly common and never fatal. A small amount of anxiety may be beneficial because it sharpens the senses and the mind. In large excess though, test anxiety may be over whelming and can cause discomforting symptoms.

Test anxiety to a large degree, is related to test preparation. The more certain you are that you know the material, the less you experience test anxiety. Cramming contributes to test anxiety. When crammers are not working up to speed, they inwardly criticize themselves and worry about what they are not doing. As the test approaches, they are prey to anxious thoughts about being able to learn everything that they are being held accountable for and about possible failure. This stress increases proportionally to the immensity of the workload and peaks in the days just prior to the test.

It is estimated that 15 – 20% of college students experience lower grades due to effects of test anxiety.

Strategies

- Have a **positive** attitude toward exams – being prepared and having self-confidence will minimize your anxiety and increase your performance on exams.

- PLAN. PLAN. PLAN. Having a schedule for exam review and implementing it will definitely help to decrease exam anxiety. Reinforce information regularly. Pace your review. Cramming is not a substitute for studying.
- Find out as much as you can about the exam – what to focus on, the number and types of questions asked.
- Review using a variety of techniques and make your review an active process (e.g., case mapping, study groups, self-recitation).
- Engage in study groups as a way to clarify and solidify information and to view information from different perspectives.
- Seek out faculty for tutorial assistance to clarify information.
- Engage in stress reduction activities to minimize your stress level – visualization, meditation, deep breathing, positive self-affirmations prior to exams. It is important to BELIEVE in yourself.
- Control worrisome thoughts – stop negative thoughts as soon as they occur and replace them with positive and more functional thoughts.
- EXERCISE REGULARLY to decrease anxiety and to increase your overall physical and mental well-being.
- GET ADEQUATE SLEEP during your preparation for the exam, including the night prior.
- Avoid taking sleep inducing agents (like anti-histamines) prior to exams, as they may have negative side effects.
- Be cautious of dramatically changing your lifestyle and the amount of caffeine ingested during the study period leading up to your exams.
- If you feel nervous going into or during an exam, take a couple of deep breaths to clear your thoughts, to center yourself, and to rid yourself of negative energy and self-doubts.
- If your anxiety is overwhelming and continues despite everything you do, seek professional assistance. Sometimes a professional “shoulder” or professional treatment will make an amazing difference; there’s no reason to suffer unnecessarily.
- Determine whether talking to classmates near the time of the exam enhances or alleviates your anxiety and act accordingly.

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Your friends, classmates, tutor, faculty mentor(s)

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Final Thoughts

Knowing how to study for exams and feeling prepared for exams are keys to decreasing test anxiety. These factors contribute to a sense of self-confidence in doing well on exams. Remember, exams should be viewed as tools to evaluate your learning and to identify areas of further self-improvement. They are not indicative of your self-worth.

JABSOM student quotes:

“The night before every exam in medical school, I would stop studying and go see a movie. I think I learned early on that my goal in school was to learn what I needed to know to be a good doctor. As long as I reminded myself of that, exams only became a confirmation, not an obstacle to my goals.”

“One way that I helped to decrease my test anxiety right before taking exams was to listen to music and focus on being calm but alert.”

Student Well-Being **Managing Stress**

Self Assessment

Question #1: Do I have problems focusing on my studies due to internal and external pressures to succeed?

___Yes

___No

Question #2: Do I ever feel so stressed that I become immobilized?

___Yes

___No

Question #3: Does stress impact my ability to sleep?

___Yes

___No

Introduction

Stress is a normal aspect of daily life; it is not something you can take or leave. How we manage stress is dependent upon whether we view a situation as being stressful and how we cope with that stress. Stress is how people react to situations that feel taxing. What motivates one person, may burden another. It is important for to identify stressors and to develop skills in coping with them. Remember, stress is a response to events, both external and self-generated. A moderate amount of stress is good because it fosters creativity, motivation, and change. Too much stress can get in the way and become so overwhelming that it can be immobilizing.

Signs of Stress

- Forgetfulness
- Increased procrastination
- Excessive crying
- Racing heart, sweaty palms
- Tense muscles
- Headaches
- Lack of concentration
- Lingering or unidentified illnesses

Strategies

- Understand the causes of your anxiety and stress. Awareness is the first step in stress management.
- Know and accept your limits.
- “Let it out” – communication is ventilation. A good cry or leaning on someone’s shoulder is OK and healthy.
- Engage in physical activities regularly to minimize your stress (e.g., running, aerobics, swimming, volleyball).

- Get organized. Good time management skills are important. Focus on the most important tasks first, not just the easiest. Plan your time. Learn to say “no”. Set realistic goals and follow through.
- Take time for yourself – it allows you the opportunity to “re-energize” yourself.
- Seek help. It’s OK to turn to others in resolving your problems. It is not a sign of weakness.
- Learn to delegate whenever possible.
- Change your negative behavior. Approach tasks in a positive way. Deal with situations and people that support positive behavior patterns.
- Identify your stress relievers.
- Have fun – laughter and humor are the best medicine.
- Get adequate rest. Replenish your energy and do not get “burned out” so that you can focus, think clearly, and persevere.
- Avoid drugs and alcohol. They will decrease your capability to handle stress.
- Try to eat regular and well balanced meals. Keep healthy snacks available. Reduce caffeine and fat in your diet.
- Engage in quiet time. Spend a few minutes daily to dream, relax, or to ponder on something soothing or that brings a pleasant thought to mind. Maintain “stability zones” and personal rituals. It is important to have meaning in your life.
- Compliment yourself for a job well done or for handling a difficult situation.
- Remember, you are not perfect – we all make mistakes. Forgive yourself for your imperfections.

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Final Thoughts

Attempt to minimize stress whenever possible. You can learn to make situations less stressful through developing effective coping strategies. Remember, the causes of stress are not only generated from external sources, but are also self-generated. You can change your perception of what you view as being stressful.

JABSOM student quotes:

“Find your stress relievers. For me they were talking on the phone, watching silly talk shows, running, splurging on a frappuccino. All the little perks in life can really help when you need a lift. Also, remember that sometimes you can’t do it all yourself. Remember to ask for help.”

“Exercise is fun and good for the body and mind—an exercise routine keeps me feeling healthy, physically and psychologically--Meditation helps me spiritually.”

“Always plan fun things as motivation to do something productive for school (i.e. finishing an LI early, reading in preparation for lectures, reviewing anatomy, etc.). Do the work first, then play as a reward.”

Student Well-Being
Managing Time Effectively

Self-Assessment

Question #1: Am I dissatisfied with the results of my studying?

___Yes

___No

Question #2: Am I always running of time when I study?

___Yes

___No

Scenario #1

I plan to study and have every intention to do so but my focus shifts to responsibilities at home. I feel guilty if I ignore them. I want to be all things to all people. I know what my priorities are but I have problems following through with them. Something always seems to interfere with my plans and I have difficulty saying “no.” What should I do?

Scenario #2

I always seem to be able to do things that I want to do or enjoy doing. However, when tasks seem difficult, inconvenient, or scary, I shift into my procrastination mode. I say to myself, “I’ll wait until I am in the mood to do it,” “There’s plenty of time to get it done,” “I work better under pressure so I don’t need to do it now,” or “If I start early, I will forget what I learned.” What should I do?

Introduction

Managing your time effectively in medical school is critical in balancing the expectations and demands of your coursework, in maximizing your enjoyment of recreation and relaxation, and in maintaining a quality lifestyle. By organizing your time, you will be able to plan and prioritize your tasks and activities to avoid cramming, to allocate adequate study time, to schedule social activities and to spend time with significant others, and ultimately, to prevent burnout.

Strategies

- Take an accurate *assessment of yourself* – strengths/weaknesses, habits and traits; learning style, time usage – be realistic in your planning. Refer to the assessment results that were administered to you upon matriculation into medical school (e.g., *Learning and Study Strategies Inventory* and the *Myers-Briggs Type Indicator*).
- Know *when, where*, and under what *conditions* you study most effectively.
 - Be aware of your peak hours of alertness – when do you study most effectively?
 - Have a regular place to study – identify a study headquarter that is well lit and relatively free from distractions and have needed resources available to you.
 - ❖ You may also want to identify other areas that conducive to certain types of studying (e.g., study groups, review for anatomy lab, creating LIs).

- ❖ Determine whether you need total quietness when studying or prefer to have background noise. Or is this determined by what you are studying?
- ❖ Avoid things that are “toxic” (e.g., television, phone, internet).
- Set *priorities* – do things that are important first instead of shifting into any “urgency” mode. This will help to decrease anxiety and to prevent procrastination.
- Avoid scheduling *marathon study sessions* – take breaks to reinforce information. Bring closure to information prior to your breaks. When you return from your breaks, summarize information covered prior your breaks and then continue with your studying. This will reinforce the information and recreate the mindset held before the break.
- Create *monthly schedules* for long-term planning to prevent cramming and overcommitment and to ensure quality work.
 - Engage in task analysis – break large tasks into bite size bits and identify internal deadlines for the completion of these tasks.
- Create a *weekly routine* of activities (e.g., background reading, researching LIIs, creating LIIs). This will result in consistency in your studying and in establishing a study habit. This will also ensure the completion of all necessary tasks for each of your courses.
 - Be realistic about the time needed to complete tasks and activities. It is better to overestimate than under estimate the time needed.
 - Include a *preview* and *review* time prior to and following classes.
 - ❖ Reviewing as soon as possible following classes will help you to retain **80 - 90%** of the information.
- Study in *blocks of time* – 50 to 60 minutes before taking a break..
- Be *assertive*; learn to say “no.”
- *Delegate* responsibilities whenever possible.
- Leave some unscheduled time for *unforeseen occurrences*.
- Be *flexible* – accommodate changes as they occur.
- Have *clear lines of communication* with significant others – let them know what is in store for you and when your crunch times are.
- Take care of your “*goose*.” Take steps to maintain personal, mental, and physical well-being in dealing with the pressures of medical school.
 - Schedule time for yourself and significant others – you need “time outs” for effective “time ins.” We all need to nourish our souls. Humor, happiness, and relationships are critical in maintaining personal well-being. You should be focusing on quality and not quantity of time spent with others.
 - To decrease anxiety and to avoid burn-out, make sure you have adequate sleep, a nutritional diet, exercise, and personal recreation time.
- Periodically, step back and engage in *self-reflection* about your usage of time and the results of your studying; make modifications if necessary.

- If things don't seem to be working out for you, *seek advice*.

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Final Thoughts

Time management is really self-management - managing yourself in relation to time. Therefore, getting to know yourself is critical in effective time usage and in being satisfied with the results of your studying. Some of us are better at this than others, but we can all engage in some degree of time management that fits our needs and personalities.

“Learn to balance work and play. You need both to maintain a healthy life!”

“Leaving LIs to the very last minute can be [stressful]...[start early but] try to budget a certain amount of time...to spend on it & try to stick to it so you are not spending all of your time on the LIs.”

“Make adequate time for sleep...if you are not well rested... all the facts you spend time studying won't be remembered well!”

“I study when I'm feeling efficient. When I'm not productive, I work on other things.”

“I found it really nice to keep one non-medical school-related activity despite the increased workload, stress, etc.. I dance with a halau for only an hour every week, and it is very refreshing to get away from LIs, textbooks, and BSF, and have fun with people not related to the medical field. It kind of brings me back down to earth for a little while and gives me time to clear my head before I return to my books and computer.”

“I have come to value the importance of studying with others from different tutorial groups because it fills in gaps and helps normalize the PBL experience.”

Student Well-Being
Learning Skills Assessment

Self-Assessment

Question #1: Do I know how I learn best and what strategies complement my learning style?

Yes No

Question #2: Do I possess the learning skills that will positively impact my performance in medical school?

Yes No

Introduction

An awareness and understanding of your learning style, natural preferences, reading skills, and learning skills will help to identify strategies that will enhance your medical education. As an incoming medical student, you will be asked to take a battery of assessments so you can evaluate yourself as a learner to maximize your success in medical school. We are here to assist and support you in your journey in becoming the best possible physician that you can be.

Assessments Administered

Learning and Study Strategies Inventory (LASSI)

Purpose: To measure students' use of learning and study strategies and methods. It is a diagnostic and prescriptive measure. The focus is on both covert and overt thoughts and behaviors that relate to successful learning and that can be altered through educational interventions.

A student's skills levels are measured in the following subscales:

- ATT** Attitude and interest
- MOT** Motivation, diligence, self-discipline, and willingness to work hard
- TMT** Use of time management principles for academic tasks
- ANX** Anxiety and worry about school performance
- CON** Concentration and attention to academic tasks
- INP** Information processing, acquiring knowledge and reasoning
- SMI** Selecting main ideas and recognizing important information
- STA** Use of support techniques and materials
- SFT** Self testing, reviewing and preparing for classes
- TST** Test strategies and preparing for tests

Nelson-Denny Reading Test

Purpose: Designed to measure reading ability and reading rate for diagnostic and instructional purposes.

- Vocabulary
- Comprehension
- Reading rate

Myers-Briggs Type Indicator (MBTI)

Purpose: Designed to identify an individual’s natural preferences as they relate to the world, perceive information, make decisions, and their lifestyle on four dimensions.

Extraversion-Introversion

Extraversion: energized by the outer world

Introversion: energized by the inner world of ideas and thoughts

Sensing-Intuition

Sensing: work with known facts; concrete, here and now

Intuition: look for possibilities and relationships

Thinking-Feeling

Thinking: basing decisions on impersonal analysis and logic

Feeling: basing decisions on personal values

Judging-Perceiving

Judging: prefer a planned, decided orderly way of life

Perceiving: prefer a flexible, spontaneous way of life

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Final Thoughts

“Know thyself” – an awareness and understanding of yourself as a learner and an individual are critical in your success as a medical student, physician, and a person. This is the key to achieving your goals and in meeting the challenges you will face in your life. Empower yourself with this key to success.

Student Well-Being
Developing an Individualized Educational Plan

Self-Assessment

Question #1: Have I ever had the experience of working with someone who assisted me in personally identifying a plan in maximizing my learning?

___ Yes

___ No

Question #2: Has anyone ever presented to me a blueprint for success?

___ Yes

___ No

Introduction

Following the scoring of the assessments, all results will be reviewed by the learning specialist, Karen Sakamoto, and individualized educational plans (IEPs) will be created for students requiring skills development. This is an effort on behalf of the medical school to maximize every student's opportunity to be successful. Should this be the case, you will be notified to schedule a meeting with Karen.

What Will It Include?

- The results of your assessments
- Areas of strengths
- Areas requiring further developments
- Suggestions and strategies

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Final Thoughts

REMEMBER, we are here to help you and to make your transition to medical school as smooth as possible. We are here to support your learning and to provide suggestions and strategies to make your medical education *positive* and *meaningful*.

Student Well-Being
Preparing for the USMLE Exam

Self Assessment

Question # 1: Do I know what the USMLE is and its role in my medical education?

_____ Yes

_____ No

Question # 2: Am I aware of the study process that can help me to begin preparing for the Boards?

_____ Yes

_____ No

Introduction

The United States Medical Licensing Exam (USMLE) is the licensing exam that allows you to practice medicine in the United States. It is comprised of 3 parts. Step 1 which is taken at the end of the second year of medical school measures your knowledge and ability to apply important concepts of basic science to the practice of medicine. Step 2 Clinical Knowledge, which is taken at the end of the third year of medical school assesses knowledge in the clinical disciplines. There is also a standardized patient exam that is a part of Step 2 (Clinical Skills), taken at specially designated test sites on the U.S. mainland. This exam is required of all medical students at U.S. medical schools. It assesses the ability to establish rapport with patients, elicit pertinent historical information, perform a focused physical examination, and provide counseling where appropriate. The examination covers common problems students are likely to encounter in a general ambulatory clinic. Step 3 is taken during residency. As an MS 1, you should be aware of Step 1 and how you can preliminarily begin to prepare for this exam as part of your studies in the curriculum.

What is Step 1?

Step 1 assesses your mastery of the key concepts of basic science in an integrated and multi-disciplinary manner and their application to clinical situations.

What subjects are being assessed in Step 1?

- Anatomy
- Behavioral Science
- Biochemistry
- Biostatistics and Epidemiology
- Microbiology
- Pathology
- Pharmacology
- Physiology
- Genetics
- Aging
- Immunology

- Nutrition
- Molecular and Cell Biology

What are the USMLE Step 1 Test Specifications?

System	Range
General Principles of Foundational Science	15%-20%
Immune System Blood & Lymphoreticular System Behavioral Health Nervous System & Special Senses Skin & Subcutaneous Tissue Musculoskeletal System Cardiovascular System Respiratory System Gastrointestinal System Renal & Urinary System Pregnancy, Childbirth & the Puerperium Female Reproductive & Breast Male Reproductive Endocrine System	60%-70%
Multisystem Processes & Disorders Biostatistics & Epidemiology Population Health Social Sciences	15%-20%

Process	Range
Normal Processes	10%-15%
Abnormal Processes	55%-60%
Principles of Therapeutics	15%-20%
Other	10%-15%

What is the typical format of Step 1?

It is a computer-based, one-day exam divided into seven 60-minute blocks and administered in an 8-hour testing session. The number of questions per block will vary but won't exceed 40. The total number of items on the exam will not exceed 280.

Strategies/Suggestions:

- Purchase or obtain a copy of *First-Aid for Step 1* or *Step Up: A High Yield Systems-Based Review for USMLE Step 1* to identify high yield concepts as you begin Unit 2. Purchase a newer edition of these books when you get closer to board preparation time.
- You may purchase one or two review books per system or discipline to provide resource information for high yield concepts. Review books should be used in preparation for the boards and not as a substitute to learn information for HCPs.

- As you proceed through units 2-5, review corresponding sections in your resource book to ensure the incorporation of the high yield concepts in your studying.
- Integrate this information into your case maps.
- You may use Board Review Series books with the corresponding units to obtain questions to assess your knowledge.
- Different disciplines require memorization rather than higher order cognitive processing. These subjects include microbiology, pharmacology, and biochemistry.
- You may want to purchase a set of microbiology and pharmacology cards. Pull out the cards of the bug or drug to be learned as you encounter them in your HCPs or during colloquia.
- At the beginning of each subunit, allocate a certain amount of time per week to read basic information on the system.
- For each HCP, learn case-related material in detail. Use textbooks for learning this material.

People I Can Talk to

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Final Thoughts

This is an opportunity for you to ensure that you have begun to identify and incorporate high yield information into your HCPs. It is NOT a time to actually study board material. There will be ample time at a later date to do so. Your first year of medical school should NOT be spent stressing over boards. Instead, focus on acquiring knowledge which you may store and recall later when studying for the boards.

Quote from JABSOM student: “Many people begin to study specifically for Step 1 during [MD 7]. One of the best decisions I ever made was to integrate my USMLE studying with the subjects I was learning in [MD 7] such as the reproductive system or inborn errors of metabolism. Be sure to study hard in MD 7, though, because that information is definitely a part of the USMLE. Studying hard in MD 7 also paid off because it helped me to do better in my 3rd year clerkships. Information from that unit showed up in all of them.”

Student Well-Being
Paying for Medical School

Self Assessment

The cost of four years at John A. Burns School of Medicine is about:

- a. \$100,000
- b. \$120,000
- c. \$160,000
- d. \$220,000

The following are sources of financial aid:

- a. Federal and Institutional Loans
- b. Scholarships
- c. Grants
- d. Personal/Family funds
- e. All of the above

Introduction

Now that you have successfully met all of the requirements for acceptance into medical school, how are you going to pay for four years of medical school? What is the cost? What are some of the resources available to you? Who can help you?

Cost and Sources of Financial Support

Sources of financial support include: Personal/family funds, federal loans, institutional loans, scholarships, grants and private loans.

Financial Strategies and Tips for Avoiding High Debt

- Have a reasonable and simple budget of your expenses each month.
- Have only one credit card and use it only for emergencies. Only charge what you can pay each month.
- Maintain a fund for emergencies (i.e. car repairs, medical bills, etc.).
- Little things add up! If you don't purchase that cup of coffee at least once a week, you will save about \$5 a week for a total of \$20.00 a month and in a year, that's a savings of \$240.00.
- Do you really need that new pair of shoes right now? Practice restraint on spontaneous shopping. "Window shop" instead.
- Do things that are fun and won't cost you anything (i.e. go to the beach with friends or family, get together with friends for a 'potluck dinner).
- Purchase an inexpensive accordion file to keep all of your loans and maintain contact with your lenders on a regular basis.
- Speak with your financial counselor before your debt becomes unmanageable.
- Eat at home or bring a lunch from home

How do I repay my loans?

Consolidation: If you have multiple loans, you may wish to consolidate all of them into one loan. Contact your lender(s) for various options on consolidation. You may also contact the Direct Loan Origination Center's Consolidation Department at 1-800-557-7392 or visit www.loanconsolidation.ed.gov.

Deferment

Deferment is a postponement of repayment under certain circumstances. Again, consult with your lender for your options. Visit the website: <http://studentaid.ed.gov> for details on special circumstances for deferment of your loan payments.

Forbearance

A period in which your repayments are temporarily reduced or postponed. There are usually specific conditions under which a forbearance is granted. You will need to check with your lender.

People I Can Talk to/Resources I May Need

- Helen Longao longao@hawaii.edu
Financial/Scholarships Counselor
Office of Student Affairs 692-1002
- UH Financial Aid Services finaid@hawaii.edu
www.hawaii.edu/fas 956-7251
- General Information: Federal Aid Programs 1-800-4-FED-AID
(1-800-433-3243)
- Federal Student Aid (FSA) www.studentaid.ed.gov
- FAFSA on the Web www.fafsa.ed.gov
- PIN website www.pin.ed.gov
- National Student Loan Data System www.nsls.ed.gov
- Scholarship Search www.fastweb.com
- MyUH Portal www.hawaii.edu/myuh/manoa
- OpenNet (Stafford loan application/status) www.opennet.salliemae.com

Final Thoughts

Live like a student while you are a student so that you don't have to live like a student while you are a doctor. Make sound and thoughtful financial decisions during your four years of medical school which will impact, positively, the rest of your life.

JABSOM student quotes:

“Paying for school can be a daunting task. Fortunately there are a number of resources available to you through both OSA and the financial aid office. It’s manageable, especially when you can decide what is most important to you and where you should spend with the money you do have.”

“Make sure to complete and turn in the FAFSA as soon as the new year begins-- just after Jan 1st, if you want a chance at getting good financial aid.”

Student Well-Being
Driving Safely and Sleep Hygiene

Self-assessment

Question #1: Do I study on campus till late in the evening?

Yes

No

Question #2: Have I ever driven home “post-call” and nearly fallen asleep at the wheel?

Yes

No

Introduction

Sleep is vital for everyone. If we sleep less, our performance deteriorates and we begin to accrue a “sleep debt” that must later be repaid. Sleep deprivation may affect not only our academic performance and professional judgment, but also our mood, family relationships, and our safety on the road. During medical school, students may find themselves studying late in the evening or facing a drive home from the hospital after being “on call” the night before.

Signs of Driving While Drowsy

Signs of driving while drowsy include:

- Trouble focusing on the road
- Difficulty keeping your eyes open
- Nodding
- Yawning repeatedly
- Drifting from your lane or missing your exit, on-ramps, or off-ramps
- Closing your eyes at stop signs or traffic lights
- Not remembering driving the last few miles

Strategies

If you find yourself too tired to drive home after a late night of studying or after being on call, **do not drive**. Instead, consider the following strategies:

- Take a short nap (at least 10 minutes, best 20 minutes, not more unless you can sleep for one and a half hours) before leaving.
- Catch a ride home with a classmate who is not sleepy.
- Call a family member or friend who can pick you up and take you home.
- Take a taxi
- Use public transportation

If you feel drowsy while driving, pull off the road at a safe place, to take a short nap.

Final Thoughts

Your safety and well-being is very important. Falling asleep at the wheel for just one or two seconds can have devastating consequences. Do all you can to keep yourself and others safe.

More information about sleep hygiene is available from the American Academy of Sleep Medicine at <http://www.sleepeducation.com/Hygiene.aspx>

People I Can Talk to/Resources

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kathrine@hawaii.edu
956-7927 for scheduling an appointment

Your classmates

Student Well-Being
Dealing With Life, Death, and Human Suffering

Self-assessment

Question #1: Am I having difficulty caring for patients who are dying?

___ Yes

___ No

Question #2: Do I have strategies to maintain my well-being through emotional events surrounding the end of life?

___ Yes

___ No

Introduction

Physicians assist patients with many challenges—giving birth to a child, overcoming an addiction, managing a chronic condition. One of the most difficult challenges for many health care providers is providing care for patients who are dying or suffering. Accomplishing this goal may be more difficult in our society than others because medicine in the United States for many years has been equated with curing disease, leaving many medical professionals with a sense of hopelessness that they can no longer “do anything” for patients when they are unable to provide a cure. Dealing with these emotions may be especially challenging for medical students.

Reactions to these types of scenarios vary widely. Some feel numb and detached from their patients while others may become sad and distraught. Some desire to support the patient and family as much as possible while others prefer to avoid too much contact.

Medical professionals may fill the role of helping others through the end of their lives and must develop the skills to do so compassionately, while maintaining our own emotional and spiritual well-being.

Strategies

- Remember that there will be times when it’s more important to *care* than to *cure*.
- Caring for a patient is a process—dealing with suffering and illness takes time but what you do on a daily basis may have great value to your patient.
- When patients who you are caring for on the wards die, talk to other members of your team (interns, residents, etc.) about what happened and support each other.
- Grieve when you are able to (depending on the urgency of the situation) and when you feel that you need to. Some prefer to grieve with the patient’s family and friends while others usually chose to express such emotions in privacy.
- Some members of healthcare teams attend the funeral of patients they’ve cared for. It can provide some personal closure and offer an opportunity to empathize and support family members.

- Read books to help inspire you. Some recommendations are “The Good Death” by Marilyn Webb; “Tuesdays with Morrie” by Mitch Albom, and “Dying Well” by Dr. Ira Byock.
- Take time to renew yourself, such as watching a funny movie, spending time with a loved one or going to the beach.
- If religion or spirituality is important to you, pray for your patients.
- Particular scenarios that especially trouble you may be due to your own experiences with family members or friends who have been in similar situations. You may have unresolved grief that you need to deal with.
- Don’t be afraid to seek professional help if needed, especially if you become depressed (see *Recognizing Depression*).
- Remind yourself about the preciousness of life. The dying can often teach us how to live. Try to live each moment to the fullest as much as they do.
- When a cure is no longer possible and a patient’s passing is imminent, find your victories in helping them achieve a painless or “good” death. Avoid focusing on death as a defeat. Instead find solace in providing good palliative care.

People I Can Talk to

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Your friends, classmates, family, faculty mentor(s); Your spiritual advisor; Your Kumu

[Please note that confidential counseling services are provided for medical students through the Counseling and Student Development Center (956-7927) once per week at JABSOM by Dr. Kathrine Fast and also M-F at the Manoa Campus by a number of providers. Additionally, psychiatric services are available through the University Health Services Manoa Specialty Clinics (956-6221). In times of a mental health crisis, individuals may call 832-3100 to access the Crisis Line of Hawaii, staffed 24/7. If you believe you are a danger to yourself or to others, please call 911 or go to the nearest ER for assistance.]

Suggested Reading

- The Good Death: The New American Search to Reshape the End of Life by Marilyn Webb. This book discusses ethical issues surrounding death and dying as well as the hospice movement.
- Tuesdays with Morrie by Mitch Albom. This popular narrative is of one man's approach to his life and final days, seen through discourse with a former student.
- Dying Well by Dr. Ira Byock. This book, written by an experienced palliative care physician and advocate for improved end-of-life care, contains stories of how patients go through the dying process with dignity and how their hospice team helped them along the way.

Final Thoughts

“We are faced with a situation that the classroom cannot prepare you for. It is so important to recognize this and not be afraid to take time to get your thoughts and emotions together. No one will ever fault you for being compassionate and feeling badly for your patient. It is a normal and necessary process to go through on the way to becoming a physician.”

—Daniel Egan, Emergency Medicine Resident and Medscape Columnist

Student Well-Being
Thriving on the Wards

Self-assessment

Question #1: Will I be able to thrive on the wards?

_____ Yes

_____ No

Question #2: Do I have strategies to maintain my well-being through emotional events surrounding the end of life?

_____ Yes

_____ No

Introduction

Your 3rd year of medical school is a fun year and perhaps the most exciting. You finally get to see the PBL process in action...with a real live patient! You'll have the chance to experience different specialties and find what you enjoy. You'll begin to develop a feel for the lifestyle of physicians. But it can also be exhausting at times. You may be working longer hours, taking call, seeing people at their sickest, and struggling with non-patient care issues like... finding parking around the hospitals.

Strategies

- Remember that teamwork is the key. It's great to find opportunities to "shine" on the wards and in the clinics but do not try to do so at the expense of your team.
- Maintain your nutrition and eat regularly.
- Carry articles or small pocket books with you so you can read up on things when you have small bits of down time.
- Always make sure that your team or upper knows what your schedule is. They don't always know when our lectures and tutorials are. This way, they know you are not just trying to skip out of work and you appear professional.
- Bring a jacket with you when you're on call-many call rooms are freezing!
- Do not be offended if a mother in labor requests that no medical student be involved in her care. For some, giving birth is a very private experience. Some patients don't feel comfortable having students involved in their care, so don't take it personally. And remember, "no" means "no"! Don't let your enthusiasm for medicine or your desire to be appear aggressive in your learning, lead you to not respect the wishes and rights of patients.
- Try to take a multivitamin or bring home lunches. Hospital food is often not the healthiest food. And it's expensive.
- Even on busy rotations, try to find the time for activities that help you maintain your balance and motivation. Take breaks when you need, then give yourself permission to reward your efforts, and maintain contact with those you value.

- Seek feedback. Read the feedback you receive on your evaluations. Respond to the feedback positively. You are always welcome to review your evaluations at the Office of Student Affairs.
- Be a sponge and soak things up.
- Remember that when patients are ill they are not at their “best”. If they say something that you might not understand, don’t take it personally.
- If you know you will be in a long procedure ahead of time (e.g. an esophagectomy that will last over 6 hours), consider limiting your fluid intake beforehand.
- Remember that while we are invested in our patients, we do not have ultimate responsibility for their care. This can be reassuring at times. Our job is to learn.
- Enjoy your experiences...if you’re going into pediatrics, you may never deliver another baby for the rest of your life.

Final Thoughts

Enjoy your moments on the wards. You will never have another opportunity like it. Yes, it can be tiring at times, but it’s one important step in becoming a physician.

Resources

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Damon Sakai, MD Director, Office of Medical Education	damon@hawaii.edu 692-1001

Your faculty mentor(s); Residents/attendings/senior students

JABSOM student quotes: “I’ve always enjoyed watching UH volleyball and basketball. Even though it was difficult, I made it a point to go to as many games as I could. It was always a nice break from the hospital and it made me feel like I wasn’t neglecting myself or my friends.”

“I had a really difficult time during one of my rotations and my evaluations made me look like a terrible person. But, in some ways, these negative evaluations helped me succeed in my subsequent rotations because I was determined not to make the same mistakes and make sure the residents and attendings saw me as the curious and caring student that I really was.”

“Going for twenty minutes runs after I was done working for the day help me keep in shape and maintain my sanity.

Student Well-Being
Dealing with Student Mistreatment

Self-assessment

Question #1: Can I recognize the difference between mistreatment and firm feedback meant to help me?

___ Yes

___ No

Question #2: Do I know who I can talk to if my learning environment has become hostile?

___ Yes

___ No

Introduction

JABSOM prides itself in creating a friendly learning environment. Interaction in a supportive atmosphere is integral to problem-based learning curriculum. As such, it is important that every generation of students and faculty work purposefully to create and mold this environment with enthusiasm. JABSOM does not tolerate student mistreatment and forbids retaliation against those who report it.

JABSOM has a mistreatment policy called “Medical Student Mistreatment Guidelines & Procedures”:

<http://jabsom.hawaii.edu/wp-content/uploads/2016/05/Medical-Student-Mistreatment-Guidelines-FINAL.pdf>

What is Mistreatment?

Mistreatment, as defined by the AAMC Graduation Questionnaire is as follows: “Mistreatment arises when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process. It can take the form of physical punishment, sexual harassment, psychological cruelty, and discrimination based on race, religion, ethnicity, sex, age or sexual orientation.”

Questions to Consider?

- Am I reasonably certain my situation constitutes abuse? Is there a chance that I misinterpreted the perceived abuser’s statements?
- Am I being overly sensitive to comments?
- Did the person say things to intentionally ridicule or humiliate me?
- Is there some other explanation for a person’s behavior?

Having asked these questions, if you still feel violated or demoralized, it is important not to dismiss the matter and hope it will pass, or think that you are responsible for the mistreatment.. Many medical students have an extremely high tolerance for different kinds of treatment, and that includes the abuse that may occur in clinical settings, whether from faculty, residents, peers,

hospital staff, or patients. It is thus important to learn to recognize if the threshold for tolerance has been raised too high, in order to preserve student well-being and enthusiasm for medicine.

Reporting

Standard procedures for reporting mistreatment, as stated in the JABSOM's mistreatment policy are as follows:

"Students can report concerns about mistreatment or their learning environment to any of their instructors, faculty, academic advisors, course directors, or the Director of Student Affairs. Students may also make reports confidentially or anonymously via the student ombudsperson to the Director of Student Affairs or via an anonymous online report of student mistreatment (weblink: <http://jabsom.surveymshare.com/s/AYAWVAA>). Medical students requesting complete anonymity should be made aware that doing so may interfere with the medical school's ability to investigate the concern and their ability to receive information about the follow-up investigation."

"The Director of Student Affairs is the academic administrator responsible for the oversight of the respectful learning environment for the medical students. Students may report mistreatment directly to the Director of Student Affairs"

How are reports handled?

As stated in the JABSOM's student mistreatment policy:

"The Director of Student Affairs will thoroughly consider any reported allegations of medical student mistreatment, and monitor trends by departments, as well as by individual residents and faculty. The Director of Student Affairs will report trends or serious offenses to the respective department chairs (or their designee), program director, associate dean and/or appropriate authority at the involved sites so that the proper authorities can investigate the issues and decide if and what action is warranted."

"Every effort will be made to protect alleged victims of mistreatment from retaliation if they seek redress. Retaliation will not be tolerated. To help prevent retaliation, those who are accused of mistreatment will be informed that retaliation is regarded as a form of mistreatment. Accusations that retaliation has occurred will be handled in the same manner as accusations concerning other forms of mistreatment.

Final Comments

Medical students, particularly in the 3rd and 4th years, will have many opportunities to interact with physicians, residents, peers, hospital staff, and patients. In any interaction, JABSOM students are expected to act professionally and with maturity. Your maturity and respectfulness will be appreciated. The great majority of people you will encounter in medical school will want to foster your learning and help you in any way they can. Recognize, however, that if treatment towards you represents abuse, help is available. Don't hesitate to seek out your course director, the Director of Student Affairs, or other resources listed.

Resources

- Richard W. Smerz, DO, PhD, MTM&H
Director of Student Affairs smerz@hawaii.edu
692-1000
- Kristen Teranishi, MD, MS
Assistant Director of Student Affairs kteranis@hawaii.edu
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- Kathrine Fast, PhD
JABSOM Counselor kathrine@hawaii.edu
956-7927 for scheduling an appointment
- Your Course or Clerkship Director

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Student Well-Being
***Getting the Most out of Medical School:
Extra-Curricular Activities***

Self-assessment

Question #1: Since medical school is academically challenging, should I avoid extra-curricular activities and focus my efforts solely on studying?

___ True

___ False

Question #2: Do my extra-curricular activities have any impact on my residency applications?

True

False

Introduction

Medical school provides an opportunity not only to grow academically but also to enrich your life with extra-curricular activities that can “round out” your educational experience. JABSOM students have a long tradition of participating in research, community service, and school activities. Students have valued basic or clinical research, participated in the Annual Medical School Luau, worked with undergraduate students as a part of the Medical Student Mentorship Program, organized class picnics, worked on the yearbook, or volunteered at hospitals, clinics, or their church as examples. All activities should be balanced with one’s educational responsibilities, but for most students, time exists in their schedules to “get involved”.

Benefits of Getting Involved

There are many ways that participating in class activities, community service, or scholarly pursuits outside of class can benefit each of you:

- It provides an opportunity to get to know classmates and form new, lasting friendships.
- It provides an opportunity to work with and get to know faculty in the school.
- It can strengthen our resume making us more competitive for residency positions.
- It can contribute to the function of the School of Medicine.
- It can provide an outlet or break from lectures and tutorial.
- Depending on the project, it might lead to learning more about a topic than one could from a textbook.
- It can lead to a sense of accomplishment.
- It can help build confidence that can be carried over to other aspects of your life.
- It can provide an opportunity to learn about different careers.
- It provides an opportunity to give back to the community.

Strategies

- Actively think about whether you’d like to contribute in the form of community service, class activities, or research. Be proactive!
- Identify areas you have passion for.

- Call the contact people and get involved.
- Talk to other students about their activities.

Final Comments

Extra-curricular activities add to the richness of your medical school experience. Determine the time that you can afford to spend on these while still maintaining a strong academic performance. Identify areas of passion. Get involved.

Resources

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Your class officers