

Bio:

David Popoli is an Assistant Professor in the Department of Physical Medicine and Rehabilitation. He currently is an instructor in the Clinical Skills and Introduction to Clinical Reasoning and Integrative Thinking courses at WFSOM and uses experiences from these student interactions to help develop innovative curriculum.

Title: Active Resilience Training in Medicine (A.R.T. in Medicine) Certificate Program

CURRICULAR INNOVATIONS/WORK IN PROGRESS:*Background:*

The era of full-day lectures and "book learning" is drawing to a close. Interactive learning, simulation, and early clinical exposure are replacing historically rigid designs. Instead of teaching "what a doctor needs to know," education is bending toward "how to be a doctor." What is not included, however, are courses/educational opportunities designed to foster character growth in the face of adversity. The Active Resilience Training (A.R.T.) in Medicine program fills this void.

In serving as a Clinical Skills coach and student mentor for the last 4 years, I have noted that the current generation of students can occasionally struggle with responding to adversity – in part, due to perceptions of failure, expectations of positive reinforcement, and expectations about work/life balance (based on work done by Rogan Kersh at WFU).

To date, there have been 3 "rotations" of the curriculum and 17 student participants. The fourth rotation will begin in January 2019 and will be the first to collect pre/post curriculum now that the curriculum has been tested and solidified.

Objectives:

Goal #1: Increase medical student awareness of resilience as a skill for success.

Goal #2: Develop a sustainable training program that will assess current levels of resilience in the medical student body and provide training-level-appropriate instruction.

Methods:

The learning modules for this certificate are cumulative and include both didactic and experiential components delivered by content experts from both within and outside of Wake Forest. The program is modeled after the Penn Resilience Program (PRP), which has been tested in diverse settings ranging from middle school adolescents in inner cities to the "Comprehensive Soldier Fitness" initiative for the United States military.

This program has five modules:

- Emotional resilience
- Cognitive resilience
- Physical resilience
- Spiritual resilience
- Post-traumatic growth

This seminar is cross-disciplinary and includes collaborations with individuals practicing Physical Medicine and Rehabilitation, Psychology, Neuro-ophthalmology, Hematology/Oncology, Chaplaincy, Political Science, and Adult Learning. There are a total of 6 faculty-lead sessions and 6 student-facilitated sessions over a 6 month timeframe.

Evaluation Plan:

Students will be asked to complete two brief questionnaires as the beginning of the seminar – The Brief Resilience Scale (BRS) and the Brief Resilient Coping Scale (BRCS). These will serve as a “baseline” value for that individual. Students will be asked to repeat the questionnaires at 30 and 180 days post-participation. All data collection will be electronically, and identifiable data will only be available to teaching faculty for the purposes of academic support. De-identified data will be stored electronically for analysis and research.

Questions:

- 1) What type of evaluation tool do you think would be most effective for this course, particularly given that faculty can occasionally change and that the course is discussion, rather than lecture, based?
- 2) Does collecting data on these students require a formal consent?
- 3) At present, the course is focused a small group of students in order to facilitate what can occasionally be challenging discussions. How might this course be scaled up effectively?
- 4) Do you feel that making the seminar multi-school and multi-level training (ie integrating residents or opening it up to PA students) would be beneficial?