



SAFE-DRS®: Auckland MBChB Health and Wellbeing Curriculum

Original edition (2013): F Moir, J Yelder, S Hawken, A Hill, P Huggard, C Hassed

Revised edition (2018): F Moir, H Dixon, J Yelder

Topics, Learning Outcomes and Assessment

OVERVIEW OF THE CURRICULUM

	PHASE 1 (Years 2 and 3)	PHASE 2 (Years 4 and 5)
<p>Self-care and skills</p> <p>Access help</p> <p>Focussed attention</p> <p>Emotional intelligence</p>	<p>SAFE-DRS® is the name for the Health and Wellbeing (HWB) curriculum in the medical programme at the University of Auckland. Health and Wellbeing is one of the themes of the Personal and Professional Skills (PPS) Domain. This is a longitudinal domain which is present in years 2-6 of the medical programme. The domain is assessed by different criteria each year (e.g. assignments or direct observation), and in years 3-6, the PPS portfolio is part of this assessment. The portfolio is handed in at the end of each year, and requires students to submit evidence to show that they have met the PPS overarching learning outcomes (including the HWB ones). The portfolio is graded, and must be passed to pass the year (for years 3-6). Also any PPS content may come up in the Progress Tests, which are part of the assessment for each year.</p>	
<p>Doctor as patient and colleague</p> <p>Reflective practice</p> <p>Stress-resistance</p>	<p>In Phase 1, all students are at one campus site. During the introductory week, there is a professionalism lecture about the student “Code of Conduct” which the students are asked to sign. Senior doctors talk about importance of various aspects of professionalism and reflective practice.</p> <p>There is a 2 hour panel seminar at the start of Year 2 entitled “Healthy Students: Reasons and Resources”, which has a focus on seeking help and pathways to care. This panel is made up of pastoral care staff, the phase director, student reps, the student support advisor and a counsellor from the University Health and Counselling Service. The panel answers anonymous questions from students (submitted in sealed envelopes). The students are introduced to the ‘Where To Get HELP’ flowcharts, which indicate where/who they can contact to get assistance with ‘academic’, ‘personal wellbeing’ and ‘financial’ issues.</p> <p>HWB content is covered by lectures and Small Group Activities (SGAs). These are groups of 12-15 students with a suitably-trained tutor and run for 1 ¼ hours in Yr 2 and 1 ½ hours in Yr 3. As well as the initial ‘healthy students’ lecture, there are 4 HWB lectures and 5 HWB SGA’s in Year 2, and 4 HWB lectures and 1 HWB SGA in Year 3. The topics are:</p> <ul style="list-style-type: none"> • Year 2 Lectures: (1) Emotional Intelligence, (2) Mindfulness, (3) Stress and Mind-Body Connections, (4) Environment, Connectedness and Health. • Year 2 SGAs: (1) Emotional Intelligence, (2) The Essentials of Changing Self-Awareness and Behaviour, (3) Health Behaviour Change: Exercise and Nutrition, (4) Stress and Mind-Body 	<p>In Phase 2 students cycle through clinical rotations in a group of about 40 students. They may be placed at different clinical schools throughout the North Island of New Zealand. At the beginning and middle of the year, they have “formal learning weeks”, where they are all together at the main campus in Auckland for seminars.</p> <p>As part of formal learning, there is a panel seminar at the start of Year 4 called “How To Thrive on The Wards”, which has a focus on seeking help and pathways to care with information for all of the cohort sites. Anonymous questions are answered as in Year 2. “Where to get HELP” reminder for clinical years. There are different versions of this document for all the clinical sites.</p> <p>In Year 4, there is a mandatory full day HWB workshop, with required pre-reading. The content for this day is burnout prevention strategies, mind-body interactions, managing responses to patient death, and a choice of small group topics (unpacking communication issues with transactional analysis, time-management, mindfulness, how to manage anxiety, and assertiveness). There is an optional yoga session that students can attend at the end of the day as well. Any student who misses the day is required to complete 6 hours of ‘make-up’ work on the key topics.</p> <p>In Year 4, there is also a written HWB assignment (an essay with a choice of topics – “stress and the mind-body connection” or “mindfulness and the mind-body connection”). The assignment requires the students to critique the evidence, and to write about the clinical application of their topic to a patient. Part of the assignment requires the student to reflect on the relevance of the topic for their own HWB, or to write about the</p>
<p>Note to External Users: The SAFE-DRS® Curriculum Topics and Learning Outcomes are ‘open access’. While we welcome use by others, we would like to know who is using the curriculum (in whole or part), how it is being used for teaching and learning outside The University of Auckland, what you have found to be particularly helpful and what might be improved. We therefore ask that you contact us to let us know that you wish to use the ideas in SAFE-DRS and to e-mail us with a brief description of this. We also request that you appropriately acknowledge the use of this curriculum. Thank you.</p> <p>Please contact Dr Fiona Moir: f.moir@auckland.ac.nz</p>		



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	<p>Connections, (5) The Environment, Connectedness and Health.</p> <ul style="list-style-type: none"> • <u>Year 3 Lectures</u>: (1) The Science of Happiness, (2) Compassion and Self-Compassion, (3) Self-care and Skills to be “Ward-Ready”, (4) How to Talk About Suicide • <u>Year 3 SGAs</u>: Self-care and Skills to be “Ward Ready” for Doctors (this involves discussing internal and external challenges that may arise while being on clinical placements, confidence, assertiveness, and anxiety). <p>There are 16 SGAs taught throughout the year. The other topics apart from HWB cover topics such as: communication skills and how to navigate ethical challenges. However, regardless of SGA topic, each SGA starts with a ‘student check-in about the challenges of the last week’, and the tutors are encouraged to incorporate 10-15 minutes most weeks of an exercise which will allow the students to access their ‘relaxation response’ (e.g., a mindfulness meditation, progressive muscle relaxation, self-hypnosis). The CALM website is used in tutorial groups to do this, and practice is encouraged between sessions (www.calm.auckland.ac.nz).</p> <p>In Year 2, the students keep a SAFE-DRS journal which requires them to undertake specific tasks and to reflect on their experience of this. Some of these tasks are adapted from the Monash Health Enhancement Programme*. Tasks include identifying their own early warning signs of stress and setting a health goal. There is also some ‘emotional intelligence homework’ which involves asking other peoples’ opinions about how well they manage their own emotions and how well they respond to other people’s emotions, and discussing what they learned in their tutorial group. Feedback about the journal entries is given by their small group tutor. The SAFE-DRS journal has a pass/fail grade.</p> <p>*Thanks to Monash for Health Enhancement Programme’ content: Dr Craig Hassed.</p>	<p>relevance of mindfulness or mind-body medicine to medical students and doctors.</p> <p>In Year 5, there is a seminar at the start of the year: “Linking the Health of Doctors and Patients”. This includes content about sick doctors and their care of patients, self-prescribing and being a doctor for other doctors. There is a guest speaker who provides a personal perspective about having had burnout and recurrent depression, and the impact on their own practice.</p> <p>Year 5 students also have the option of completing a 2-hour online resource about emotional intelligence. They can then use this information to write a reflection about emotional intelligence in the HWB section of their portfolio.</p> <p>At the end of each of their clinical attachments in Years 4, 5 and 6, students receive a ‘Clinical Supervisor Report’ form from their supervising clinician, who grades them on various aspects of their clinical practice. Part of this form includes “<i>Health and Wellbeing</i>” (<i>recognition of limits, resilience, maintains appropriate boundaries, manages stress and anxiety</i>”). These grades contribute to a final grade in Personal and Professional Skills ‘Direct Observation’ at the end of each year.</p>
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UNPACKING EACH ASPECT OF THE HWB CURRICULUM

	<p>HWB Overarching Learning Outcomes</p>	<p>Specific Learning Objectives</p>	
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		PHASE 1 (Years 2 and 3)	PHASE 2 (Years 4 and 5)
SELF-CARE AND SKILLS	<p>Year 2: Identify factors that contribute to own health and well-being</p> <p>Year 3: Critically reflect on and apply resiliency skills you need to be prepared for the clinical workplace</p> <p>Year 3-4: Discuss the ways that compassion and self-compassion can impact on yourself and patients</p>	<p>Year 2 informs students of basic health and wellbeing components that have relevance to themselves and patients.</p> <p>In the Environment, Connectedness and Health lecture and related SGA, students are asked to:</p> <ul style="list-style-type: none"> • Contrast the advantages and disadvantages of connectedness and its impact on health and wellbeing • Discuss what constitutes a healthy and an unhealthy environment for a person in terms of its impact on their health and wellbeing • Identify steps that could be taken to change an environment/connectedness to improve personal wellbeing. • Explore the concept of spirituality • Appraise the diversity of people’s beliefs about what is meaningful <p>In the SGAs, students are asked to complete a journal that has two parts relevant to this section:</p> <p><i>Behaviour Change and Stress-Release Programme Part 1</i></p> <ul style="list-style-type: none"> • Demonstrate the style and strategies of motivational interviewing as a means of enabling behaviour change • Choose a personal lifestyle issue which may benefit from change and critically reflect on its ability to create change in your life <p><i>Behaviour Change and Stress Release Programme Part 2: Exercise and Nutrition</i></p> <ul style="list-style-type: none"> • Evaluate the importance of exercise and healthy nutrition and alcohol use for medical students and doctors • Identify personal health habits which may benefit from change • Employ a broad understanding of healthy eating and drinking, recognize the barriers to this and identify means to overcome the barriers • Appraise the effect that our perceptions have on our behaviour <p>In Year 3 students receive a lecture called Self-Care and Skills to be Ward-Ready, which they receive just before they start clinical</p>	<p>In Year 4 students relook at the mind-body connection, but instead of interpreting the connection from a theoretical perspective, we ask that they investigate their own mind-body connections and look at the evidence for mind-body interactions in patients. This is looked at in a Mind-Body Interactions session during HWB day. After this session, students should be able to:</p> <ul style="list-style-type: none"> • Construct a model of mind-body connections based on prior learning • Analyse the effect of the mind on the body with reference to somatisation and specific case studies <p>Students are can also write about stress and its effect on a physiological condition in their HWB assignment. Students should be able to:</p> <ul style="list-style-type: none"> • Discuss evidence for the impact of stress on a clinical condition • Explain how stress can effect physiological health to patients <p>The Year 4 HWB Day also includes a session on the evaluation and application of time-management skills. Students should be able to:</p> <ul style="list-style-type: none"> • Apply time-management strategies such as prioritization, routine and momentum • Formulate time-management strategies within specific case-studies <p>During HWB day in Year 4, students have the option to attend a HWB TED Talk Forum, which involves students choosing and then watching a TED talk from a pre-selected range on the topic of wellbeing. Students are then asked to unpack the take-home message, identify strategies for health and wellbeing, and apply their new knowledge to themselves and/or their patients. The session is designed to foster discussion among the groups on topics that are otherwise thought of as too stigmatising or vulnerable to converse about. Students should be able to:</p> <ul style="list-style-type: none"> • Examine different strategies (e.g., self-compassion, stress reappraisals, the courage to be vulnerable) for dealing with stressful life experiences • Discuss the relevance, applicability and usefulness of these different strategies <p>The Year 4 HWB day also contains a session on Patient Death, Reactions and Coping. The learning objectives for this session are:</p>



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		<p>placements. Students are asked to:</p> <ul style="list-style-type: none"> • Describe your role within the hospital structure • Compile a list of things that you can do to best utilize your time on the wards • Examine how your personality influences how you operate, how you interact with others, and how best to look after yourself • Demonstrate knowledge of protocols for dealing with bullying and harassment and be able to apply these <p>This lecture also has an associated SGA, after which students should be able to:</p> <ul style="list-style-type: none"> • Compare the possible internal and external challenges whilst on the wards • Evaluate the degree to which some of the internal challenges are embodied • Estimate the impact of these embodied internal challenges might be on (1) emotional wellbeing, (2) the effectiveness of clinical practice, (3) the ability to be part of an effective and supportive team, and (4) learning. • Discuss ways to recognise and promote good self-care practice in busy clinical lives <p>Year 3 highlights the importance of compassion and self-compassion on clinical practice and individual wellbeing. After this lecture students should be able to:</p> <ul style="list-style-type: none"> • Appraise the differences between compassion and empathy • Explain why compassion for others and compassion for the self is so important for health and wellbeing • Analyse what helps and hinders offering compassion to others and oneself with reference to the Transactional Model of Compassion <p>Year 3 looks at the impact of various positive psychology interventions to enhance happiness and contentment. After this lecture students should be able to:</p> <ul style="list-style-type: none"> • Outline the different circuitries of happiness • Dissect the traps of the mind that reduce the likelihood of 	<ul style="list-style-type: none"> • Explore reactions to, and ways to cope with, patient death • Apply practical tools for supporting oneself, colleagues patients and their families during grief <p>Students are also able to attend an optional yoga session during the Year 4 HWB day. The learning objectives for this session are referred to in the Focused Attention, Phase 2 section of this document.</p>
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		<p>happiness</p> <ul style="list-style-type: none"> Explain positive psychology interventions for happiness (e.g., gratitude, mindfulness, connection and compassion) and elaborate upon why they are conducive to happiness <p>Phase 1 evaluates depression, anxiety and addictions, with reference to medical students. In year 2 students discuss the prevalence of mental disorders and the stigma surrounding them. They also receive a lecture and corresponding SGA on alcohol and drugs. The learning objections for this are:</p> <ul style="list-style-type: none"> Understand the patterns of alcohol and drug use in NZ Understand the continuum of use from abstinence to addiction Able to understand the significant of a doctor's role in addressing alcohol and drug use with patients <p>In year 3, students receive a lecture on psychiatric disorders including depression and anxiety (specific LOs to be confirmed), and two lectures and one SGA on addictions and substance abuse. The Learning Objectives for the addictions and substance abuse sessions are:</p> <ul style="list-style-type: none"> Identify the reasons why people smoke Explain a health professional's role in supporting patients to stop smoking Identify how to approach a smoke-free conversation Explore ethical issues and judgements for treating patients who smoke Identify practice to become more proficient and comfortable at taking a drug and alcohol history. Reflect on your own biases and judgements. <p>Phase 1 focusses on knowledge of study skills and the application of learning styles. Students should be able to:</p> <ul style="list-style-type: none"> Apply a variety of basic study skill techniques (Year 2 SGA) Determine preferred learning style (Year 2 SGA) Discuss application of study techniques to self (Year 2 SGA) 	
ACCESS HELP	<p>Year 2: Identify appropriate help-seeking behaviours for self and others</p>	<p>Phase 1 focuses on (1) relevant pathways for care at the central medical school campus, and (2) things that inhibit and promote appropriate help-seeking behaviour in medical students. After a 2-hour lecture called Healthy Students in Year 2, students should be</p>	<p>Year 4 highlights relevant pathways for care (in current clinical placements). This is discussed in the "How To Thrive on The Wards" panel seminar at the start of Year 4. Students are required to:</p> <ul style="list-style-type: none"> Demonstrate awareness of local referral pathways/current services



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	<p>Year 3: Analyse your own help-seeking behaviour</p> <p>Year 4-5: Modify your own help-seeking behaviour/Develop your own help-seeking plan</p>	<p>able to:</p> <ul style="list-style-type: none"> Express awareness of own health Discuss barriers and enablers to help-seeking for students Demonstrate a commitment to the maintenance of own health Recognise personal limitations and situations for which help should be requested Demonstrate awareness of referral pathways/current services for self <p>Students also learn about how to provide brief psychological intervention for a peer or patient that is suicidal, and who to triage the person on to for more specific support. This is detailed in the “Doctor as Patient and Colleague” section.</p>	<p>for self</p> <ul style="list-style-type: none"> Identify appropriate help-seeking behaviours for self and others <p>Students can also discuss changes in their help-seeking behaviour in their portfolio, as per the Year 4-5 Learning Outcome for this section.</p>
FOCUSSED ATTENTION	<p>Year 2: Demonstrate the ability to practice accessing your relaxation response, using mindfulness meditation or other techniques</p> <p>Year 4: Evaluate evidence-based strategies for prevention and management of stress and burnout</p> <p>Year 4: Demonstrate the ability to describe mindfulness to others</p>	<p>Year 2 has a focus on mindfulness for stress and lifestyle management for personal/professional use. After this lecture, students should be able to:</p> <ul style="list-style-type: none"> Describe the concept of mindfulness Identify the benefits of mindfulness for physical and mental health Discuss the relevance of mindfulness for medical students and doctors 	<p>Year 4 has a focus on mindfulness within a clinical context. Students should be able to:</p> <ul style="list-style-type: none"> Identify ways that mindfulness can be applied in a clinical setting for oneself and patients Examine the benefits of mindfulness and also some potential risks in order to ensure safe practice Evaluate how mindfulness influences the logical and emotional mind during stress <p>Students are also able to write about mindfulness and its effect on a physiological condition in their HWB assignment. For this reason, students should be able to:</p> <ul style="list-style-type: none"> Discuss evidence for the impact of mindfulness on clinical conditions Explain mindfulness to patients <p>Students can include written pieces about their experience of mindfulness in their Year 4 and 5 portfolios, which are part of the PPS Domain</p> <p>Students are also able to attend an optional yoga session during the Year 4 HWB day. The learning objectives are:</p> <ul style="list-style-type: none"> Practice accessing the relaxation response during yoga Evaluate the effect of yoga or other body-based practices on health and wellbeing
EMOTIONAL	<p>Year 2: Identify factors that</p>	<p>In Year 2 the concept of Emotional Intelligence is introduced and the basic concepts are covered in a lecture and SGA. Students</p>	<p>In Year 4 students look in more depth at communication issues, and how this may be influenced by personality. Students should be able to:</p>



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<p>INTELLIGENCE</p>	<p>contribute to own health and well-being</p> <p>Years 4 and 5: Demonstrate self-awareness, awareness of impact on others, and acceptance of difference and diversity</p> <p>Year 5: Critically reflect on issues arising from working in a team including recognition of personal strengths and limitations, interpersonal dynamics and conflict</p>	<p>should be able to:</p> <ul style="list-style-type: none"> Define Emotional Intelligence (EI) Describe the differences between EI and IQ Discuss the benefits of being an emotionally intelligent medical student Apply the concept to yourself – i.e. to increase your self-awareness about your own EI Reflect on own ability to recognize, and manage own emotions and those of others Appraise how emotional intelligence plays a part in teamwork and acceptance of diversity <p>In Year 3, Phase 1, students are also encouraged to reflect on their personality and how this influences their experience of being on the wards. This takes place in the Self-care and Skills to be Ward-Ready lecture.</p> <ul style="list-style-type: none"> Examine how your personality influences how you operate, how you interact with others, and how best to look after yourself 	<ul style="list-style-type: none"> Explore basic Transactional Analysis concepts Apply understanding of interpersonal dynamics and their management to clinical and personal settings <p>Students are also able to attend an Assertiveness session during the Year 4 HWB day. Following this session, students should be able to:</p> <ul style="list-style-type: none"> Explore skills to help you respond assertively Analyse what gets in the way of assertively responding the challenging situations Compose assertive responses to scenarios in order to protect oneself or colleagues, or voice your opinions <p>There is also an optional online module that the students can complete, and then write about for their portfolio if they wish. If students choose to complete this, they should be able to:</p> <ul style="list-style-type: none"> Discuss how a doctors' EI can impact on their work with patients and with colleagues Maximise self-awareness of own EI (strengths and weaknesses of specific EI components) Apply the concept of EI to the clinical environment: <ul style="list-style-type: none"> By reflecting on the relevance of EI for clinical practice (e.g. 'clinical role model' exercise) By reflecting on the relevance of EI for leadership (e.g. leadership questionnaire) By reflecting on the relevance of EI for teamwork <p>In Year 5 students receive a session on common issues when working in a team as part of a 'leadership intensive week'. Student should be able to:</p> <ul style="list-style-type: none"> Demonstrate knowledge of the common issues when working in a team, and reflect on personal strengths and weaknesses regarding being part of a team
<p>DOCTOR AS PATIENT AND COLLEAGUE</p>	<p>Year 2-4: Evaluate the importance of doctors health for patient care</p> <p>Year 3-5: Apply strategies to take care</p>	<p>Phase 1 introduces the concept that practitioner self-care can influence patient care, with some of the evidence behind this.</p> <p>Year 3 introduces the concept of 'caring for colleagues'. As mentioned earlier, students learn about how to provide brief psychological intervention for a peer or patient that is suicidal, and</p>	<p>Phase 2 focuses on the impact that doctors' help-seeking behaviour can have on patient health, as well as self-prescribing, being a patient and being a 'doctor for other doctors'. This is covered in a lecture early on in Year 4 and again in Year 5, when a guest speaker presents a lecture on "Linking the Health of Doctors and Patients", which involves discussing the impact of their own health on their care of patients. Students should</p>



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	of self and colleagues	<p>who to triage the person on to for more specific support.</p> <ul style="list-style-type: none"> • Develop a plan for how to help a peer in trouble • Demonstrate what to do if someone is suicidal • Examine what the boundaries of your role are <p>Year 3 also highlights how to deal with bullying and harassment in the hospitals.</p>	<p>be able to:</p> <ul style="list-style-type: none"> • Appraise the impact of doctors' health on patient health <p>Students also learn about how to stand up for themselves in an assertive, rather than aggressive or passive manner. The Learning Objectives for this session are covered in the Emotional Intelligence section.</p>
REFLECTIVE PRACTICE	<p>Year 2 and 3: Demonstrate the ability to write reflectively on health and wellbeing related personal and learning experiences</p> <p>Year 4 and 5: Critically reflect on educational, clinical and personal experiences, with reference to health and wellbeing</p>	<p>Reflective Practice is taught extensively within the Professionalism and Reflective Practice theme of the PPS domain. Within the HWB curriculum, this is about reflective practice with respect to own stressors, triggers, ways of coping, and interactions within others. Reflective practice and self-awareness inform the foundations of the HWB curriculum. Students must develop their capacity for self-reflection in order to apply any of the HWB topics to themselves. As such, many learning objectives detailed in other sections of the SAFE-DRS curriculum are relevant to this Reflective Practice section.</p> <p>Of note, in year in Phase 1, students are asked to:</p> <ul style="list-style-type: none"> • Critically reflect on first experiences of anatomy lab (Year 2) • Critically reflect on first experiences with patients on the ward (Year 3) <p>With reference to their health and wellbeing.</p> <p>In year 5 and 6, students engage in Reflective Practice Groups as part of their GP clinical attachment.</p>	
STRESS-RESISTANCE	<p>Year 2: Explore the components of stress and strategies for preventing and managing stress-related problems</p> <p>Year 4: Assess the impact of stress on self and patients</p> <p>Year 4: Evaluate evidence-</p>	<p>Year 2 has a focus on what the concept of stress is (physiology, behaviour, and emotions), and some basic stress-management principles. Year 2 also introduces the concept of student stress (some facts regarding prevalence, causes, and consequences). The students also undertake some stress-management techniques and are required to do some reflective writing about their experience of trying these techniques. The following learning objectives are met in a lecture and associated SGA. Students can also write about how they meet these objectives in their SAFE-DRS diary (Year 2) or portfolio (Year 3). Students should be able to:</p> <ul style="list-style-type: none"> • Interpret the stress-vulnerability model • Explain the physiological, psychological and biological components of stress • Discuss how the mind can have an effect on the body and the mechanisms behind this 	<p>Phase 2 has a focus on the impact of stress – how it can affect patients/clinical presentations. This is discussed in the HWB day Mind-Body Interactions session and corresponding assignment (see the Phase 2, Self-Care and Skills section for details).</p> <p>Phase 2 also focusses on the link between doctor stress/illness and patient health (e.g. medical error; see the Phase 2, Doctor as Patient and Colleague section).</p> <p>Resiliency skills are covered in multiple sessions during the HWB day in Year 4. Students receive a session on How To Manage Anxiety, for which the learning outcomes are:</p> <ul style="list-style-type: none"> • Appraise anxiety from a psychological and holistic perspective • Contrast basic Acceptance and Commitment Therapy and Cognitive Behaviour Therapy techniques to work with anxiety in oneself and



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	<p>based strategies for prevention and management of stress and burnout, and apply to self and patients</p> <p>Year 4-5: Regulate the impact of stress on self</p>	<ul style="list-style-type: none"> • Employ stress management strategies • Identify awareness of your own levels of stress and early warning signs of stress • Describe the relevance of stress management for medical students/doctors • Explore the topic of ‘acceptance’ in managing stress • Demonstrate an ability to access the relaxation response <p>As mentioned earlier, students receive a few lectures in Year 3, Phase 1 which assist in developing stress resistance, including compassion, happiness, and self-care. Students should be able to:</p> <ul style="list-style-type: none"> • Explain why compassion for others and compassion for the self is so important for health and wellbeing • Analyse what helps and hinders offering compassion to others and oneself with reference to the Transactional Model of Compassion • Dissect the traps of the mind that reduce the likelihood of happiness • Explain positive psychology interventions for happiness (e.g., gratitude, mindfulness, connection and compassion) and elaborate upon why they are conducive to happiness • Examine how your personality influences how you operate, how you interact with others, and how best to look after yourself • Identify the possible internal and external challenges whilst on the wards • Identify the degree to which some of the internal challenges are embodied (i.e. a position on the overconfident ↔ underconfident/unassertive, and laidback ↔ anxious scale) • Evaluate what the impact of these embodied internal challenges might be on (1) emotional wellbeing, (2) the effectiveness of clinical practice, (3) the ability to be part of an effective and supportive team, and (4) learning. • Discuss ways to recognise and promote good self-care practice in busy clinical lives • Identify steps that could be taken to change an environment/connectedness to improve personal wellbeing. 	<p>others</p> <ul style="list-style-type: none"> • Plan how to respond to someone experiencing anxiety in a way that is supportive and compassionate <p>Students also receive a session on burnout prevention. The learning objectives are:</p> <ul style="list-style-type: none"> • Explore the concept of burnout • Compare risk factors, consequences and preventative strategies associated with burnout • Adjust internal and external factors in order to strengthen resilience <p>Other sessions during this HWB day promote stress-resilience but are discussed in other sections of this document (e.g., “HWB TED Talk Forum” discussed in Phase 2 Self-Care and Skills section).</p>
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