

Assessing Need and Evaluating Programs for a Health Science Center Library's Wellness Initiative

Ariel Pomputius, Nina Stoyan-Rosenzweig, Terry K. Selfe, Jane Morgan-Daniel, Margaret Ansell, and Michele R. Tennant
University of Florida, USA

Overview

What is wellness?

Wellness is a multifaceted and holistic concept that stems from the patient-centered healthcare paradigm.¹ It refers to a dynamic process, in which individuals become aware of the importance of healthy living and consciously make choices towards a fulfilling life. Hettler's Dimensions of Wellness model encompasses six elements: emotional, intellectual, occupational, physical, social, and spiritual (Figure 1). Recent models tend to include two additional components—environmental wellness and financial wellness (Figure 2). Newer frameworks also emphasize the interconnectedness of wellness dimensions (Figure 3), intersectional wellness (Figure 4), and the impact of health disparities on wellness.

Figure 1²



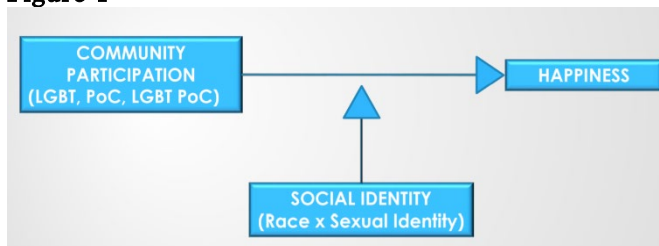
Figure 2³



Figure 3⁴



Figure 4⁵



Why is wellness important in the health sciences?

A number of significant barriers to wellness have been identified within the health sciences education and practice. Among health sciences students, these barriers include heavy workloads and scheduling due to concurrent educational and clinical demands; high-level academic assessment criteria; time-consuming relationship building requirements with peers, faculty, clinical staff, and patients; information overload; a competitive culture in which self-care and social support are often de-prioritized; numerous academic and clinical deadlines; and a pervasive stigma surrounding help-seeking for mental health.⁶

Similar wellness barriers have been identified for residents and clinicians, including long working hours leading to poor work-life balance; the irregular structure and long length of shifts; inconsistent breaks; unavailability of healthy food options; lack of autonomy over scheduling; low morale due to reduced funding and staffing levels; stressful relationships with supervisors; information overload; continuing professional development demands; the frequently changing healthcare system; and inconsistent access to mental health services, coupled with privacy concerns over personal health information.⁷

Personal and professional impact of wellness barriers

Such barriers to wellness adversely impact both the personal and professional lives of students, residents, and clinicians. Recent studies report high incidences of stress, tension, emotional exhaustion, anxiety, depression, depersonalization, burnout, and suicide.⁸ Current measures of the prevalence of mental health problems include the rates of depressive symptoms among medical students (27.2%); suicidal ideation in medical students (11.1%); depression among first-year residents (25%); and physician suicides (300–400 a year in the US).⁹ Further negative outcomes are insufficient sleep, malnutrition, dehydration, low levels of physical activity, and substance or alcohol abuse.¹⁰

Within a professional and academic context, research evidence indicates a strong association between wellness barriers and sub-optimal performance. Negative professional outcomes for residents and clinicians involve burnout (characterized by emotional exhaustion, depersonalization, and ineffectiveness); slower cognitive processing (impeding clinical reasoning, clinical skills, and knowledge acquisition); absenteeism; low career satisfaction; workplace turnover; professional misconduct (attributed to diminished honesty, integrity, altruism, and self-regulation); prescribing errors; and an overall decrease in patient safety and satisfaction.¹¹ Among students, academic performance is adversely impacted through declines in cognitive

function, emotional regulation, and resilience; impaired attention, short-term memory, and alertness; increased incidences of misconduct (cheating and plagiarism); and reduced empathy and compassion (limiting students' potential to facilitate psychosocial and patient-centered care).¹²

In response, many new accreditation and professional practice guidelines now include competencies related to wellness.¹³ Higher education and healthcare organizations are also beginning to recognize the importance of interventions targeting resiliency, self-care, self-compassion, and stress reduction.¹⁴

How did the HSC Libraries get involved?

In November of 2016, the HSCL's interim directors attended the Association of American Medical Colleges' (AAMC) Annual Meeting (Learn, Serve, Lead), where multiple programs on wellness and resilience were offered. Roundtables and presentations highlighted the need for such interventions for students and residents, and programs housed in medical and other health professional colleges were discussed. While there was great enthusiasm at the conference for wellness strategies, libraries were not included in any of these interventions. As the HSC Libraries had endeavored over the last several years to make the library a more welcoming and relevant place for its students and other clients through intellectually stimulating programming and renovation to create a student-centered space, it was obvious to these interim directors that wellness programming easily fit into the library's new priorities. While the HSCL supports six UF colleges (Dentistry, Medicine, Nursing, Pharmacy, Public Health and Health Professions, and Veterinary Medicine), the library is a college-neutral space, welcoming members of all six colleges and dedicated to offering programs and services customized to respond to the needs of its clients. Upon return from the conference, the serving interim met with two library faculty, one with extensive national experience in the area of wellness in medical schools, and the other a relatively new librarian with a keen interest in the topic. These library faculty were charged with leading a new Wellness Team made up of HSCL faculty and staff to identify the wellness-related needs of clients and developing interventions to meet those needs.

HSCL Wellness Assessment

After the formation of the HSCL Wellness Team, which included both librarians and circulation staff, in late 2016, the team quickly realized that, to develop effective programming and services for HSC Library users, an assessment of the wellness programming needs must be conducted. Various departments at the University of Florida host wellness activities, such as the Student Health Care Centers, GatorWell, the Counseling and Wellness Center, and GatorCare. The library's wellness programming needed to complement, not conflict with, the programming of these other departments. Through this initial assessment, the team wanted to understand library users' conceptions of what wellness is, which currently existing programming library users were already participating in, what wellness activities they would like to be made available, as well as their specific scheduling needs.

Assessment Methodology

Survey Design and Distribution

The first iteration of the survey, developed in February 2017, was a simple half-sheet paper questionnaire with a consent form on one side and the survey questions on the other (Figure 5). Four questions were included, three short-answer and one multiple choice; there was also a note at the bottom requesting that users with additional feedback or those who would like to be involved in developing library wellness programming could contact this paper's lead author via email. The questionnaire was completely anonymous; therefore, an IRB exemption was applied for and approved by the University of Florida Institutional Review Board. The paper questionnaires were displayed inside the main entrance of the library with a collection box for completed surveys. The paper version of the survey included visuals that included some example wellness activities, with the intention of inspiring participants, although the visuals may have biased responses.

While the survey was advertised by both information desk staff and library faculty, the number of responses was low considering the number of users served by the HSC Library—39 responses in total. As a result, the team decided that creating an online version of the questionnaire would be a more efficient method of

collecting responses. A revision was submitted to the IRB for this new questionnaire in May 2017, which was again approved as exempt. The online version of the questionnaire was created and distributed through the Qualtrics survey software. It included the same four questions from the original survey, plus two additional wellness questions; one multiple choice asking about how often wellness programming should be made available, and one short answer asking for any additional comments. In addition to these changes, another bank of three demographic questions were introduced, asking respondents about their status (such as undergraduate student, faculty, or resident), their affiliation (specifically which college they were associated with), and their location (UF has multiple campuses and offsite locations). By asking these questions, the team sought to discover any particular trends among specific types of patrons, so that wellness services could be tailored accordingly. The team reasoned that the online nature of the survey meant that these additional questions were less burdensome to answer than they would have been in the original paper format, and thus would not inhibit the number of responses collected. The online questionnaire was sent to all Health Science Center colleges and departments via email announcements, social media postings, and an announcement on the library website. It was found to be more effective at eliciting responses, collecting 226 responses in total.

Figure 5: Initial Print Wellness Assessment Instrument, Question Side

Let's Brainstorm!

When you think of the concept of wellness, what activities come to mind?

What wellness programs do you currently enjoy either through UF or on your own?

What kinds of wellness programs would you be interested in participating in at the HSC Library?

At what times would you be most willing to attend a wellness program at the library? (Check all that apply)

- Morning (7am-12pm)
- Afternoon (12pm-5pm)
- Evening (5pm-9pm)

If you have any additional comments or would like to be involved in organizing wellness programs at the HSCL, please email Ariel Pomputius at apomputius@ufl.edu.

Analyses of Survey Responses

Two analyses were conducted of the survey responses. The first was a simple word/phrase frequency analysis of survey responses, looking for obvious common trends, in order to be able to develop wellness programming in a timely manner while still utilizing the survey data.

A thematic analysis of the short answer responses was conducted with guidance from the National Network of Libraries of Medicine Outreach Evaluation Resource Center's booklets on Planning and Evaluating Health Information Outreach Projects (Olney, 2013). Two librarian Wellness Team members separately read through the survey responses and noted recurring themes, then met to discuss their findings and create a list

of categories and subcategories of conversation. After identifying categories, the team members re-examined the survey responses and coded them accordingly. Any discrepancies in interpretation of what categories were assigned to certain responses were resolved through discussion.

Survey Analysis Results

Frequency Analysis

The questions asked users about wellness in relation to three different contexts: the activities that represent the concept of wellness in general, library users' current participation in wellness programming either at the university or on their own, and suggestions for wellness programming at the HSC Library. Table 1 shows some of the clear trends we found in the survey data. The results demonstrated that a few activities are strongly associated with the concept of wellness and wellness programming, particularly in the context of the library. Yoga (55 appearances) and therapy animals (53) were by far the most commonly mentioned activities, with meditation (23) and creative activities (23) receiving many mentions as well. This gave the Wellness Team a clear direction in which to focus their program development.

Table 1: Survey Data Frequency Analysis Results

Common Responses:	#
Yoga	55
Therapy animals	53
Meditation	23
Creative activities such as coloring	23
Exercise equipment	9
Free coffee and healthy snacks	8

Thematic Analysis

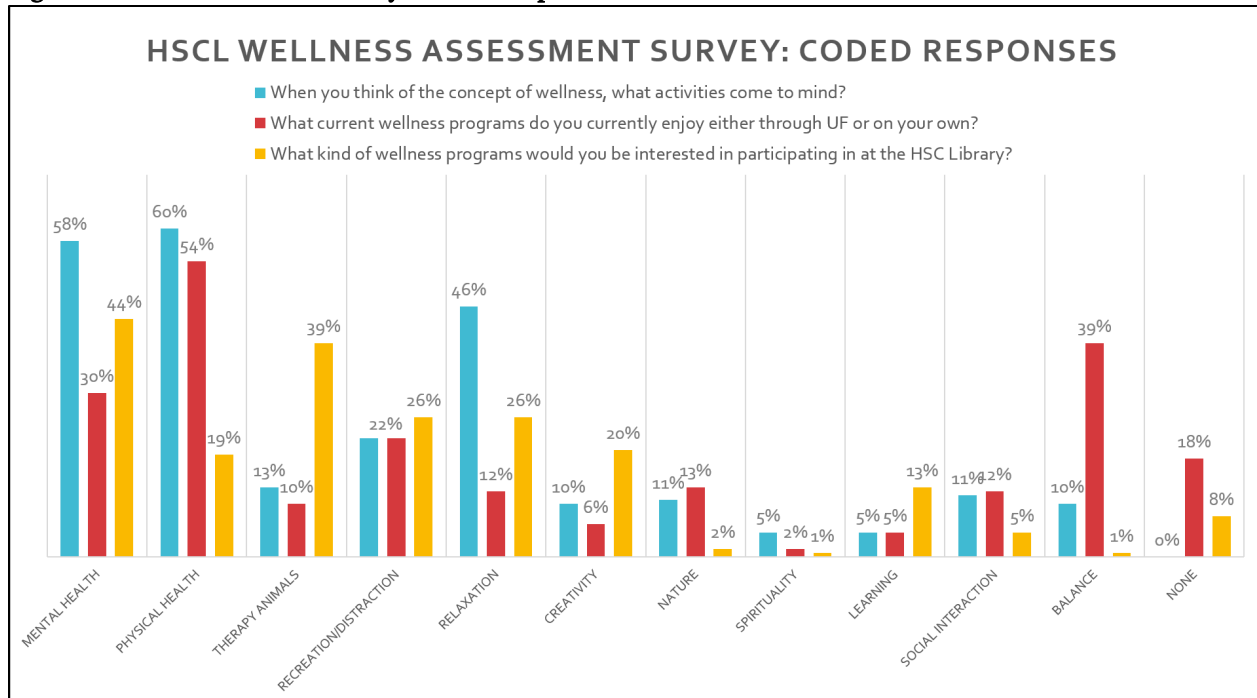
The thematic analysis of all coded responses is displayed in Figure 6. The top three responses describing the activities related to the concept of wellness in general were physical health (mentioned by 60% of users), mental health (58%), and relaxation (46%). When respondents answered the question of what wellness activities they currently participate in, the answers were similar, with the substitution of balance-related activities for relaxation activities: 54% coded as physical health, 39% described activities related to work/life balance (such as “getting away from work,” “not studying,” “taking breaks”), and 30% mentioned mental health activities. When asked what wellness programs at the HSC Library would interest them, users still listed mental health activities most frequently (44%), but therapy animals were the second most popular activity (39%), and balance and relaxation activities tied for third at 26%.

While an understanding of the most common responses was essential for designing library wellness programming, the variety of responses was also worthy of note, as the new ideas revealed evolving concepts of the place of the library in promoting wellness. Several suggested activities indicated a conception of the library as a community space, like a public library. Group exercise programs, running clubs, cooking or baking classes, and healthy eating tips are not generally thought of in the context of an academic health science library, but they may well be in the future. Similarly, the number of responses related to the specific space of the library as a place that needs to be welcoming and comforting/-able was interesting, with responses like “art exhibits,” “massage chairs,” “pillows and blankets,” “soothing music,” “aromatherapy,” and “flowers” revealing how important environment is considered for several of our users' conceptions of wellness.

A few responses did indicate a negative idea of wellness, and at least a handful of responses indicated that wellness programming was not a good use of the library's time or money. “In my opinion, the two sleep pods

are kind of a waste of money. If you need to nap in grad school you're not working hard enough" was a response to an earlier installation in the library of two "energy pods" designed for twenty-minute power naps. When asked what suggestions they had for library wellness programming, one user responded, "None, please keep the library a library." Such responses questioning the role of the library in wellness were rare but noted.

Figure 6: HSCL Wellness Survey Coded Responses



Wellness Initiative Creating a Proposal

Based on the survey results, the team drafted a plan for wellness activities and resources in July 2017. The plan included descriptions of importance, space requirements, cost, and evaluative measures for each proposed resource or activity. The proposal was submitted to library administration for review and approval. The list of proposed activities and their approval status is displayed below:

Table 2: Wellness Initiative Proposal Activities

Scheduled Programs	Status
Meditative exercise	Pursuing space, funding
Therapy dogs	Started in Fall 2017
Meditation	Started in Fall 2017
Pop-up Park	Pursuing funding
Coffee and healthy snacks during exams	Started in Fall 2017

Activities Available at Any Time	Status
Creative expression (coloring books, art supplies)	Started in Fall 2017
Art exhibition	Will start Spring 2019
Exercise equipment	Tested in Spring 2018
Puzzles	Started in Spring 2017

HSCL Wellness Initiative Wellness Programs 2017–2018

The wellness programs offered by the library began with a puzzle that was put out during the annual 352 Creates Day, a locally organized event to encourage all members of the community (within the 352 area code) to integrate creative wellness activities into their daily lives. The event hosted by the HSC Library involved coloring, origami, button-making, poetry, and other creative activities; however, the most popular part was the puzzle laid out next to the central staircase on the first floor. To encourage continued engagement, a regular rotation of different puzzles was instituted and a small sign was made to encourage library visitors to “Puzzle with Friends!” Next to the puzzle table on the first floor, we have the wellness book collection, which includes titles on integrative medicine, stress reduction and meditative practice, consumer health, narrative medicine, and nature healing. Due to user preference, this is a print collection. The same shelves that house the wellness book collection also hold the portable art kit: a tool bag holding coloring sheets, origami sheets, markers, colored pencils, and crayons.

On a weekly basis, we offer quiet meditation sessions for those already familiar with meditation. Attendees are free to practice any form of quiet meditation they choose. The room is spacious enough for participants to do this practice seated in a chair or on the floor, or even lying down if they prefer. The facilitator dims the lights and simply instructs attendees to close their eyes and get comfortable, then leads them in a few deep, cleansing breaths (i.e., breathing deeply into the belly on the inhale and releasing any stress or tension as they exhale), and invites them to begin meditating. After 20 minutes have passed, she rings a chime signaling the end of the meditation session. Additionally, twice-monthly instruction in a basic mantra meditation technique is provided for those who would like to participate but do not know how to meditate. In addition to brief verbal instructions, students are given a written handout for future reference in case they want to continue the practice at home.

Twice a semester, during fall and spring midterms and finals weeks, the HSC Library offers a series of activities to inspire students to take a momentary break. The Wellness Team sets up a one-day pop-up coffee station where librarians offer the students free coffee or tea and snacks such as bananas, apples, and granola bars. The event is not advertised, but all library visitors are welcome to help themselves to the complimentary healthy snacks to support their studying.

Finally, twice during fall and spring semesters and once in the summer, the library also supports visits from a therapy dog, Beau. Originally accompanied by his late partner, Mac, Beau now visits on his own for shorter periods. He also volunteers as a therapy dog in the hospital and in a range of other venues. He has experience being around a range of individuals, including healthcare providers and students. His regular visits are appreciated by library visitors and the library is regularly asked for weekly therapy dog visits and visits from other therapy animals.

To encourage library visitors to participate in wellness activities at all times, the HSC Library has also introduced two MetroNap Energy Pods. These reclining chairs with hoods offer timed 20-minute naps with relaxing music and soothing lights. The Energy Pods are located on the second floor of the library and are visible from the central staircase, so it is easy to track their near-constant use. Given the popularity of these pods, the Wellness Team has also begun tracking interest in under-desk exercisers and stationary bicycle

desks through a pilot of select exercisers. The plan is to use the feedback submitted by testers in the library to purchase additional exercisers for circulation.

Immediate Feedback from Participants

Feedback regarding these events has been largely positive. Students love the therapy dogs and are very enthusiastic in their response to the coffee events. The weekly meditation sessions have a small but appreciative following, which includes some staff and faculty members, many of whom have stated they would attend every week if their schedule allowed. Some comments from participants include:

Table 3: Immediate feedback from participants

Program	Feedback
Therapy Dogs	“The Therapy Dogs that visit the Health Science Library always help destress my days. Throughout the weeks of working and studying for classes, having the opportunity to see them lets me have fun and helps me forget the stressful things in my life; even if it is for a short amount of time. Mac and Beau are always happy, seeing them reminds me of my dogs back home and how much love they can bring to a person. They help forget the many things on a person’s mind and they have such an inviting aura that it makes it easy to pet them and just relax. Beau, Mac and their owners help bring an atmosphere of calmness that help students, including myself, to relax and forget about our worries. I am always happy whenever they have the time to come and visit us.”
Therapy Dogs	“I really appreciate every Therapy Dog’s Day. A therapy dog can lift moods in the library, especially during exams. I feel so warm and at ease when I pet the dog.”
Coffee and Therapy Dogs	“Exam times can be stressful, but taking a break to grab a drink or a snack at the table the librarians set up was a change of pace. I enjoyed talking to the librarians and resting for a bit before diving back into studying. I loved spending time with the therapy dogs. They helped me to relax because there is nothing better than petting a dog. These events made studying at the library more inviting and were a fantastic surprise.”
Meditation	“I really needed this”
Meditation	“I feel so much better when I do this”
Puzzles	During finals in Fall 2017, a group of dental students who finished a puzzle together after an exam insisted that they have their photo taken with the completed puzzle.

HSCL Wellness Program Evaluation

Survey Design and Distribution

After a year of introducing wellness programs in the library, the Wellness Team decided to release an evaluation survey to better understand the parts of the Wellness Program that were working, the parts of the

Wellness Program that were desired by the library audience, and the parts that either needed better advertising, modifications, or cancellations.

The survey was composed of eleven questions: seven focused on the present and future efforts of the Wellness Team and four were demographic questions. In particular, the team was curious to learn more about how to better advertise new and existing wellness programs and what wellness services the students, staff, and faculty would like to see next from the HSC Library. The evaluation question types included five multiple-choice answer questions and two open answer questions regarding how services could be improved and what wellness programs the respondent desired to see in the future. The survey was not tested on the audience in advance, but was reviewed several times by the Wellness Team and other library faculty experienced in creating surveys.

The questions were entered in the University of Florida Qualtrics and distributed online via the library website homepage and emails disseminated by liaison librarians in all six HSC colleges. The survey was released in April, which, in hindsight, was not an optimal time as many of the HSC Colleges' programs are on the nine-month calendar and end in May, so the students and faculty were more focused on the future wellness activities of their summer breaks than on the wellness-related survey. After a disappointing response rate over the summer, the Wellness Team decided to readvertise the survey in one last big push in August when the regular school year resumed and closed the survey in September.

Preliminary Analysis

In the end, the survey received 56 responses. Of those 56, the majority of responses came from undergraduate students at 43% (24), professional students at 16% (9), and graduate students at 14% (8). Only 11 responses came from faculty and staff. Of the six colleges, 57% of responses were from the College of Nursing (31), 9% were from the College of Veterinary Medicine (5), 7% were from the College of Public Health and Health Professions (4), and both the College of Pharmacy and College of Medicine had 11% of responses (6).

The questions regarding the current wellness program focused on what services the respondents were aware of, which ones they had participated in, and whether the programs supported their wellness needs.

Table 4: Wellness Program Evaluation Question: Awareness of Library Wellness Services

Which wellness services in the library were you aware of before? Please select all that apply. (n=56)	Percent	Number
MetroNap energy pods	68%	38
Therapy dog visits during midterms and finals	45%	25
Puzzles	39%	22
Weekly meditation and biweekly meditation instruction	32%	18
Complimentary coffee and healthy snacks during midterms and finals	21%	12
I was not aware of any wellness programs in the library	16%	9
Coloring kit	7%	4
Wellness book collection on the first floor	2%	1

Of the wellness services that respondents were aware of, the MetroNap pods—large furniture installations placed prominently on the second floor of the library to facilitate a timed nap—were the most consistently visible and most widely known at 68% (38). The therapy dogs and meditation had been widely advertised by email and signage in the library and on the library website, and were also in the top four at 45% and 32%

respectively. The puzzles are available on the first floor of the library, near a central staircase, and are easily visible but not widely advertised; 39% of respondents were aware of them. Surprisingly, only 2% of respondents were aware of the wellness book collection, which is physically adjacent to the puzzles, but not widely advertised. Sixteen percent of respondents were not aware of any wellness programs in the library.

Table 5: Wellness Program Evaluation Question: Participation in Library Wellness Services

Which wellness services in the library have you participated in/utilized? Please select all that apply. (n=56)	Percent	Number
I have not participated in/utilized any wellness services in the library	48%	27
Therapy dog visits during midterms and finals	32%	18
Puzzles	16%	9
Complimentary coffee and healthy snacks during midterms and finals	14%	8
Metronap energy pods	14%	8
Coloring kit	2%	1
Wellness book collection on the first floor	2%	1
Weekly meditation and biweekly meditation instruction	2%	1

While only 16% of survey respondents were not aware of wellness programs, 48% of respondents had not participated in any of them. The programs that respondents had participated in were the programs highly visible and available regularly in the library, like the MetroNap energy pods and the puzzles, or the programs that were occurring frequently during midterms and finals, such as the therapy dog visits and complimentary coffee and healthy snacks.

Addressing future wellness programs in two open-ended essay questions, the survey asked what could be improved regarding the existing wellness programs and what respondents would like to see in future wellness programs. While further in-depth analysis and coding are needed, a preliminary examination of the data suggests that the big issue is accessibility of the current programs. Comments asked for more meditation and therapy dog sessions, offering programs at different times, and having active programs like meditation instruction available 24/7 via recordings or online for distance students.

Future Plans

Further analysis of the survey evaluation is underway and the Wellness Team is already planning changes for future programs. The survey team saw the lack of awareness of certain programs as a call to increase advertising for programs that had not been heavily promoted previously. The Wellness in the HSC Library LibGuide will be expanded to include more resources for our distance users, like authoritative apps or freely available online instruction in meditation. Additionally, the Wellness Team is talking to the new library director about expanding wellness programming and equipment in a designated section of a multipurpose room.

The thought is that after offering changes in programming and advertisements in alignment with those suggested by the evaluation survey, an annual evaluation survey would be established for release in the spring semester, when all HSC Colleges and their programs are on campus. Through this repeated survey, the library can better modify or discontinue wellness programs and build better future ones, discovering the trends in wellness needs over the course of several years.

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Notes

1. Hettler, "The Six Dimensions of Wellness Model."
2. Hettler, "The Six Dimensions of Wellness Model."
3. "Windows to Wellness," University of Florida.
4. "Programs," SAMHSA.
5. Johns et al., ***Intersectional wellness***.
6. Cvejic, Huang, and Vollmer-Conna, "Can You Snooze Your Way to an 'A'?" Tharani, Husain, and Warwick, "Learning Environment and Emotional Well-Being"; Ayala et al., "What Do Medical Students Do for Self-Care?"; Rotenstein, et al., "Prevalence of Depression"; McConville, McAleer, and Hahne, "Mindfulness Training for Health Profession Students"; Dyrbye and Shanafelt, "A Narrative Review on Burnout Experienced by Medical Students"; Shiralkar, Harris, Eddins-Folensbee, and Coverdale, "A Systematic Review"; and Elani et al., "A Systematic Review of Stress in Dental Students."
7. Dyrbye and Shanafelt, "A Narrative Review on Burnout Experienced by Medical Students"; Hamidi, Boggild, and Cheung, "Running on Empty"; Gergen Barnett, "In Pursuit of the Fourth Aim in Health Care"; Hall et al., "Healthcare Staff Wellbeing"; and Carvour et al., "A Patient-Centered Approach."
8. Tharani, Husain, and Warwick, "Learning Environment and Emotional Well-Being"; Ayala et al., "What Do Medical Students Do for Self-Care?"; Gergen Barnett, "In Pursuit of the Fourth Aim in Health Care"; Brand et al., "Whole-System Approaches"; Hall et al., "Healthcare Staff Wellbeing"; McConville, McAleer, and Hahne, "Mindfulness Training for Health Profession Students"; Dyrbye and Shanafelt, "A Narrative Review on Burnout Experienced by Medical Students"; Wilkinson, Whittington, Perry, and Eames, "Examining the Relationship between Burnout"; Carvour et al., "A Patient-Centered Approach"; Mensah and Anderson, "Barriers and Facilitators"; Shiralkar, Harris, Eddins-Folensbee, and Coverdale, "A Systematic Review"; Guillaumie, Boiral, and Champagne, "A Mixed-Methods Systematic Review"; and Hamidi, Boggild, and Cheung, "Running on Empty."
9. Rotenstein, et al., "Prevalence of Depression"; and Carvour et al., "A Patient-Centered Approach."
10. Cvejic, Huang, and Vollmer-Conna, "Can You Snooze Your Way to an 'A'?" Hamidi, Boggild, and Cheung, "Running on Empty"; Gergen Barnett, "In Pursuit of the Fourth Aim in Health Care"; Dyrbye and Shanafelt, "A Narrative Review on Burnout Experienced by Medical Students"; Carvour et al., "A Patient-Centered Approach"; and Shiralkar, Harris, Eddins-Folensbee, and Coverdale, "A Systematic Review."
11. Tharani, Husain, and Warwick, "Learning Environment and Emotional Well-Being"; Gergen Barnett, "In Pursuit of the Fourth Aim in Health Care"; Brand et al., "Whole-System Approaches"; Hall et al., "Healthcare Staff Wellbeing"; Dyrbye and Shanafelt, "A Narrative Review on Burnout Experienced by Medical Students"; Wilkinson, Whittington, Perry, and Eames, "Examining the Relationship between Burnout"; Carvour et al., "A Patient-Centered Approach"; Mensah and Anderson, "Barriers and Facilitators"; and Guillaumie, Boiral, and Champagne, "A Mixed-Methods Systematic Review."
12. Tharani, Husain, and Warwick, "Learning Environment and Emotional Well-Being"; McConville, McAleer, and Hahne, "Mindfulness Training for Health Profession Students"; Dyrbye and Shanafelt, "A Narrative Review on Burnout Experienced by Medical Students"; and Shiralkar, Harris, Eddins-Folensbee, and Coverdale, "A Systematic Review."
13. Dyrbye and Shanafelt, "A Narrative Review on Burnout Experienced by Medical Students."
14. Cvejic, Huang, and Vollmer-Conna, "Can You Snooze Your Way to an 'A'?" Ayala et al., "What Do Medical Students Do for Self-Care?"; Gergen Barnett, "In Pursuit of the Fourth Aim in Health Care"; Rotenstein, et al., "Prevalence of Depression"; McConville, McAleer, and Hahne, "Mindfulness Training for Health Profession Students"; Dyrbye and Shanafelt, "A Narrative Review on Burnout Experienced by Medical Students"; Wilkinson, Whittington, Perry, and Eames, "Examining the Relationship between Burnout"; Dobkin and Hutchinson, "Teaching Mindfulness in Medical School"; Carvour et al., "A Patient-Centered Approach"; Mensah and Anderson, "Barriers and Facilitators"; Shiralkar, Harris, Eddins-Folensbee, and Coverdale, "A Systematic Review"; and Guillaumie, Boiral, and Champagne, "A Mixed-Methods Systematic Review."

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