

University of St Andrews - School of Medicine Handbook
SCOTTISH GRADUATE ENTRY MEDICINE (ScotGEM) PROGRAMME (MB ChB)
WELLBEING AND RESILIENCE

Rationale

1. Wellbeing and resilience are recognised as key issues within a health workforce to promote patient safety, efficiency, happiness and retention. Each ScotGEM student will be expected to address wellbeing and resilience and link these with their development of professionalism as part of reaching the *Outcomes for Graduates*.
2. Students will encounter discussions on professionalism, wellbeing and resilience with peers, personal tutors, GCMs and through the portfolio.
3. Topics that will relate directly or indirectly to wellbeing and resilience include: learning to learn effectively; teamwork; reflective thinking; time management and task prioritisation; an ethical approach to practice; leadership and management; managing change and uncertainty; managing complexity; patient safety; and human factors.

Wellbeing and resilience within the formal curriculum

4. Formal placement of elements within the curriculum to promote wellbeing and resilience include:
 - a. Case based learning activities with specific learning objectives. Discussions on professionalism and wellbeing are facilitated by the group's GCM.
 - b. Personal Tutor activities; including discussion relating to the Student Charter, learning styles and healthy learning, and formative portfolio activities.
 - c. Agents of Change activities including community participation and healthy lifestyle activities.
 - d. Tools for Professional Practise; Mindfulness and Values Based Reflective Practice
 - e. Portfolio reflections which are assessed both formatively and summatively
5. **Wellbeing and resilience within the informal curriculum.** Students will have opportunities to develop wellbeing and resilience through less formal activities including; Peer activities, peer support, peer learning, student representation and staff-student liaison
6. **Tools for Professional Practice (TfPP).** Tools for Professional Practice activities will actively promote students' abilities to improve their wellbeing and resilience. Such activities will include mindfulness training, Values Based Reflective Practice (VBRP[®]), and university drama production based on healthy studies and healthy lifestyle.
7. **Leadership.** The two co-leads for Student Support will oversee the delivery of the wellbeing and resilience curriculum.
8. **Assessment.** Elements may appear in knowledge and clinical assessments, however the portfolio will be the predominant method of assessment relating to the personal development and wellbeing and resilience.