

teaching materials for medical students. Their priority, early in students' training, was to develop an embedded self-care package to address their overwhelming concern: 'I don't want to be looked after by doctors who can't even look after themselves!' Part of the preparation of the patients/carers is a Learning Journey to become learner-centered, give student feedback, recognize/value their own expertise, and develop empathy for the students. Bayne (2011) wisely noted that in order for medical students to give empathy, they must first receive it from teachers and patients. All our students come to medicine with an excellent track record of intelligence and academic achievement yet a significant proportion will fail as students and later doctors. To help out students cope better with the professional world of medicine we have developed supporting materials, delivered early in the course, to help them understand themselves better and look to acquiring new coping strategies that will help them survive the demands of a career in medicine. In particular we focus on developing awareness of emotional intelligence and resilience. General Medical Council. (2009) *Tomorrow's Doctors*. Good Medical Practice: Doctor Patient Partnership. London: General Medical Council. Bayne HB. Training medical students in empathic communication. *J Spec Group Work*. 2011 36:316-329.

222 ORAL

### **The development and integration of a self-care 'Health and Wellbeing Curriculum' in the medical school at the University of Auckland**

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The MBChB programme is one of two medical programmes in New Zealand. Significant curriculum changes were introduced in 2013 as the first part of a process of phasing in a reinvigorated curriculum into all year levels of the University of Auckland medical programme. Part of this curriculum includes a 'health and well-being' (HWB) component which aims to equip medical students with skills and attitudes which are relevant to their own health and patient care. Medical students' and doctors' self-care and health behaviour has an impact on

the way they counsel patients about preventative health, and doctors' ill-health or poor help-seeking behaviour can impact on patient safety. This underlines the significance of the HWB curriculum. **Aim:** To explore the development of a new HWB curriculum and its' integration into the medical programme at Auckland University as part of the Personal and Professional Skills Domain. **Methods:** A critical review of relevant literature of medical student well-being was undertaken, and key themes and possible topics were identified. A further search identified literature describing self-care programmes within medical school curricula. The findings were used to inform the development of the HWB curriculum sub-themes and learning outcomes for years 2-6 of the Auckland programme. Preliminary evaluation of the programme was undertaken by student survey, and staff and student feedback was used to enhance the programme at the end of 2013. **Results:** The HWB curriculum sub-themes which were developed were Stress, Mindfulness and Reflective Practice, Emotional Intelligence, Practical Skills, Help-Seeking for Self and Others, Healthy Relationships, and the Science of HWB (components of the Monash University ESSENCE programme). A spiral curriculum was developed with topics revisited and built on, to reinforce prior learning and to emphasize their clinical relevance in the latter years of the programme. Themes were identified from students' reflective writing, which were used to further develop the curriculum. Preliminary evaluation of the Year 2 programme showed that 65% of students agreed or strongly agreed that the HWB lectures or small group activities changed their awareness or behaviour regarding their personal health. **Discussion:** Our experience and the student feedback suggest that a HWB curriculum adds value when integrated into a medical programme. A flexible 'circular' approach is suggested for a HWB curriculum, whereby multiple sources of student and staff feedback are used in an ongoing way to keep the curriculum relevant to students, as well as in line with current research in this area.