



**The WELL Office Offers Curriculum Sessions for the
Ingram School of Nursing, School of Physical and Occupational Therapy,
and School of Communication Science and Disorders**

2022-2023

The sessions below have been selected and tailored to meet the needs of learners in-person or virtually. The topics offered are based on common real-life challenges and issues that learners face in the clinical and academic environments. Our resources for guidance, counselling and support are often sought. Our objective is to provide proactive skill building strategies to assist learners in their various stages of training. Our goal is to provide learners with the opportunity to acquire skills that encourage reflection, critical thinking, and facilitate their success as future health care professionals, scientists and researchers.

Unless otherwise specified, please submit requests for the Curriculum Sessions to The WELL Office before **June 13th, 2022**. Requests received after this time cannot be guaranteed and will depend upon available resources.



1. Mastering Time Management and Coping with Stress

SUMMARY:

This session will assist learners to understand the potential personal and academic outcomes of stress, as well as strategies to restore equilibrium and attain balance during challenging times. In addition, this session will introduce concrete, evidence-based time management and study techniques to improve academic performance, engagement, adaptability, and motivation. All are valuable skills that will assist learners to succeed in their academic and clinical learning environments.

Please note that coping with stress is introduced in this curriculum session. To further explore stress management skills please request the Stress, Perfectionism and Imposter Syndrome session.

LEARNING OBJECTIVES:

- Describe common psychological and physiological indicators of stress, as well as the potential impact of chronic stress on health professionals, including burnout
- identify relaxation and cognitive strategies to effectively manage stress and restore balance
- Learn how to adopt effective time management techniques, including SMART goals and using a time-matrix
- Learn how to develop practical study strategies
- Identifying stress and learning coping strategies

DURATION: 1.5 hours

RECOMMENDED TIMELINE: Most helpful for learners at the beginning of the first semester of entry into the program. Can be linked with courses conveying similar messages.



2. Stress, Perfectionism, and Imposter Syndrome

SUMMARY:

Stress, perfectionism and Imposter syndrome are common struggles experienced by learners in the health professions at some point in their academic and clinical journey. In this session students will begin to learn concrete skills to help them identify, cope and thrive. The link between stress, perfectionism and imposter syndrome will be explored and addressed in order to encourage a positive outcome. Skills obtained will be useful in both the academic and clinical environment.

Please note coping strategies were introduced in the Mastering Time Management and Coping with Stress curriculum session. Stress management skills will be further explored in this session.

LEARNING OBJECTIVES:

- Learn about the traits of perfectionism and the difference between perfectionism and striving for excellence
- Understand the connection between perfectionism and imposter syndrome
- How overcoming perfectionistic tendencies often leads to decreased procrastination, better performance, and overall better quality of life
- Explore ways to alleviate stress and handle uncertainty

DURATION: 1.5 Hours

RECOMMENDED TIMELINE: Most helpful for learners at the beginning of the Fall or Winter of first year or Fall semester of second year. Can be linked with courses conveying similar messages.



3. Positive Solutions to Negative Interactions

SUMMARY:

Conflicts may inevitably arise in the academic or clinical learning environment; how will you respond in an effective manner? This session is designed to facilitate learners' development of awareness of their emotional experiences in situations of conflict and how they can impede both relationships and functioning in the academic and clinical environments. Learners will explore strategies to deal with challenging experiences and implement tools to manage conflict. Using various techniques will assist in building sustainable, functional, healthy relationships that allow for growth and professional satisfaction.

LEARNING OBJECTIVES:

- Using self-reflection and emotional awareness, learners will begin to acquire skills to regulate in a conflictual or challenging situation
- Understand the purpose of emotions and how to best use them to guide decision making
- Find ways to tolerate distressing experiences that are out of their control and practice ways to resolve conflict

DURATION: 1.5 hours

RECOMMENDED TIMELINE: Relevant for academic and clinical learning environments. Depending on the program, this session should be requested prior to clinical rotations. Can be linked with courses conveying similar messages.



4. Grit, Growth: Building Resilience and Leadership Skills

SUMMARY:

This session will assist learners to explore the importance of grit, resilience and growth. Sometimes learners can encounter academic or clinical challenges, which they may perceive as a personal failure. It is important for learners to engage in a growth mindset, stay connected to their values and become functional resilient health care professionals, scientists and researchers. This session will also highlight four leadership skills linked to cultivating a growth mindset and promoting courageous leadership.

LEARNING OBJECTIVES:

- Learn about the concept of resilience, grit and develop strategies to promote a positive experience, engage in a growth mindset and self-reflection
- Using Dr. Bréne Brown's pioneering work on leadership, learners will acquire the four core skills of being a courageous leader
- Discover how their values play a key role in helping them develop grit during challenging times

DURATION: 1.5 hours

RECOMMENDED TIMELINE: Recommended for learners' mid-semester in any of the academic years. Can be linked with courses conveying similar messages.

Change in 2022-2023 – To be offered at the request of learners or faculty who have been approached by learners.



Group Experiential Session

These sessions provide a confidential support group environment for learners to share their academic or clinical experiences, develop strategies to overcome challenges, build confidence, and recognize that they are not alone in their experience by learning to reach out to each other for support.

This will be offered at the request of the learners or from faculty who feel that a group of learners can benefit from this type of session. The request can be pertaining to a specific topic, situation or issue that may have occurred in either the clinical or academic

environment. More information on these sessions can be found on [The WELL Office's website](#).

If you are interested in organizing a group experiential session for you and your cohort, please email thewelloffice@mcgill.ca

