



**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**

2023-2024

The sessions below have been selected and tailored to meet the needs of learners. Ideally sessions should be in-person, under certain circumstances virtual sessions could be offered. 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 22, 2023**. 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. These valuable skills will assist learners to succeed in their academic and clinical learning environments.

LEARNING OBJECTIVES:

- Gain an understanding of what stress is, how it affects the body and mind, and the potential long-term consequences of chronic stress
- Cultivate awareness of one's own stress responses and acquire a toolkit of stress reduction techniques to effectively manage stress and restore balance
- Learn how to adopt effective time management techniques by utilizing tools and strategies such as to-do lists, calendars, and time-blocking techniques

DURATION: 1.5 hours

RECOMMENDATIONS: 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 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 how perfectionistic tendencies can contribute to increased stress levels and imposter syndrome and explore strategies to manage perfectionistic tendencies effectively
- Discuss strategies to challenge and modify perfectionistic thinking patterns, set realistic goals and expectations, and embrace self-acceptance

DURATION: 1.5 Hours

RECOMMENDATIONS: Most helpful for learners at the beginning of a semester.

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:

- Learn to recognize common negative interaction patterns and understand how these patterns can escalate conflicts
- Learners will develop an awareness of their own emotions and how they impact conflict resolution. They will learn strategies for managing emotions, empathizing with others, de-escalation and maintaining professionalism during conflicts
- Understand the significance of seeking positive solutions to negative interactions in fostering empathy and understanding and methods of conflict resolution

DURATION: 1.5 hours

RECOMMENDATIONS: 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 leadership skills linked to cultivating a growth mindset and promoting key leadership qualities.

LEARNING OBJECTIVES:

- Learners will explore the concept of grit, resilience, the growth mindset and its role in developing resilience and leadership abilities, including embracing challenges, seeking feedback, and maintaining a positive attitude towards learning and growth
- Learners will gain insights into key leadership qualities and strategies to enhance their leadership capabilities, including inspiring and motivating others, delegating tasks, and fostering teamwork
- Learners will assess their own strengths and areas for development related to resilience and leadership skills.

DURATION: 1.5 hours

RECOMMENDATIONS: Can be linked with courses conveying similar messages.

****NEW CURRICULUM SESSION****

5. LEARNING TO EFFECTIVELY SPEAK UP

SUMMARY:

This session empowers healthcare professionals to assertively stand up and speak up for themselves in the healthcare setting. Through interactive and reflective discussions and practical role-playing exercises, learners will gain insight on effective communication strategies, including asserting themselves and setting their boundaries while maintaining professionalism. Learners will leave with the tools and confidence to navigate challenging situations, fostering personal growth and ways to advocate for themselves and their future patients.

LEARNING OBJECTIVES:

- Identify the importance and challenges that prevent individuals from speaking up and standing up for themselves
- Foster a willingness to take risks and overcome fears associated with speaking up and standing up for oneself

- Develop the confidence to express one's needs, boundaries, and opinions assertively

DURATION: 1.5 hours

RECOMMENDATIONS: For graduate or post-graduate students in a small group setting (max 35 students) to be able to conduct an active workshop with role-playing opportunities.

GROUP EXPERIENTIAL SESSION

Offered at the request of learners or faculty who have been approached by learners

1. Group experiential 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.
2. Group experiential sessions can also be used for support after a critical incident has occurred. The session adopts a trauma-informed approach, recognizing the potential impact of the incident on individuals' mental and emotional well-being. The Wellness Consultants are trained to provide support in a manner that promotes safety, trust, and empowerment, while being sensitive to the unique needs and experiences of each learner.

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 incident 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
