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WELLBEING

in HPE & e-Portfolio Use

Visiting Medical Education Scholar Webinar | Faculty of Medicine, Mahidol University

DISCUSS

CONCEPT

Discuss the concept of wellbeing and e-portfolio in HPE

REFLECT

ISSUES

Reflect on the wellbeing & e-portfolio issues in HPE

EXPLORE

WELLBEING STRATEGIES

Explore wellbeing strategies by considering the connections between wellbeing and e-portfolio use in HPE

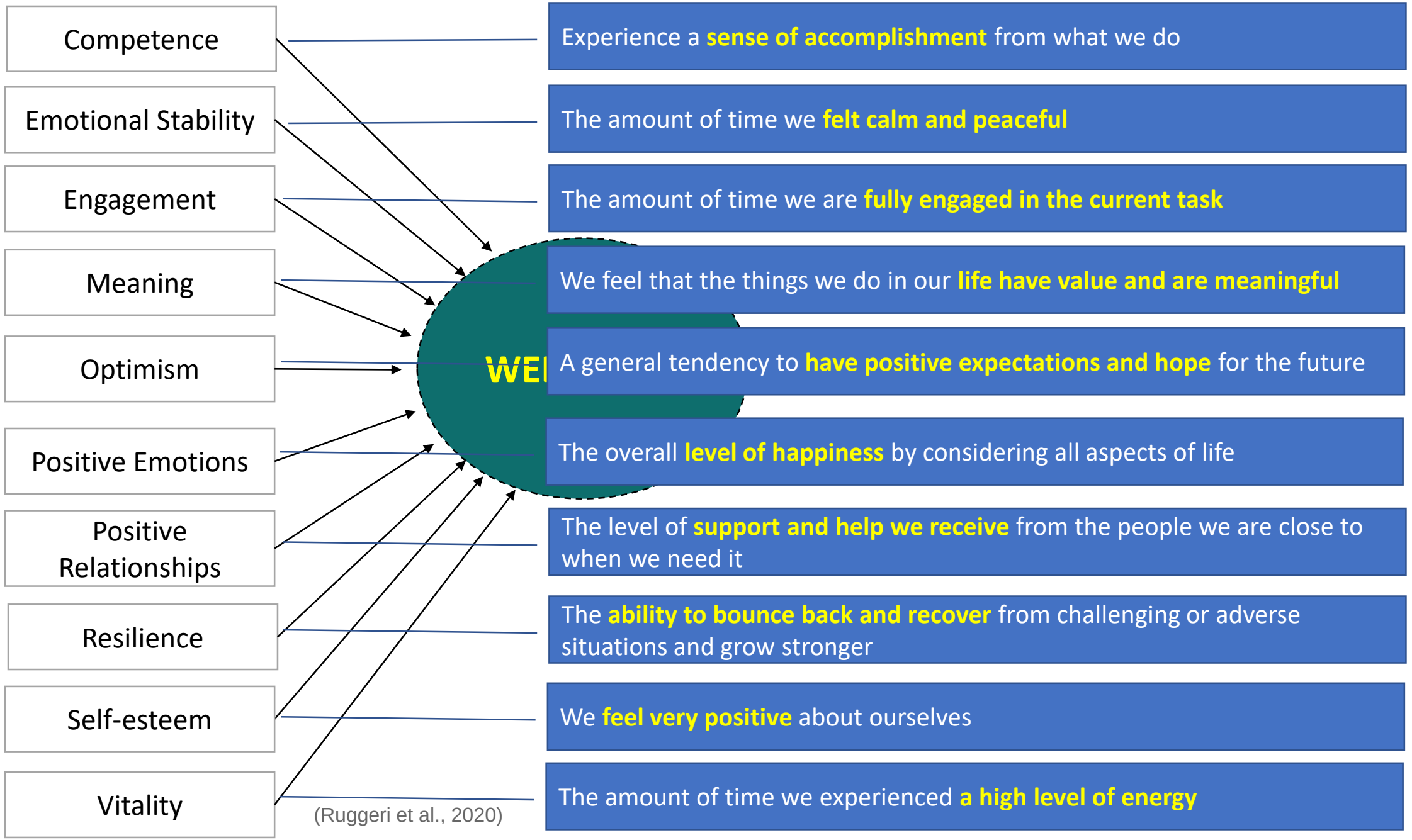
Well-being has been defined as the combination of **feeling good and functioning well;** the experience of **positive emotions** such as happiness and contentment as well as the **development of one's potential**, having some **control over one's life, having a sense of purpose**, and **experiencing positive relationships.**

(Huppert, 2009)

e-Portfolio is a **dynamic** and **personalized digital platform** that serves as a versatile tool **for individuals to curate, showcase**, and **reflect** on their **learning, competencies**, and **experiences.**

(Kirby et al., 2023)

10 Indicators of Wellbeing



(Ruggeri et al., 2020)

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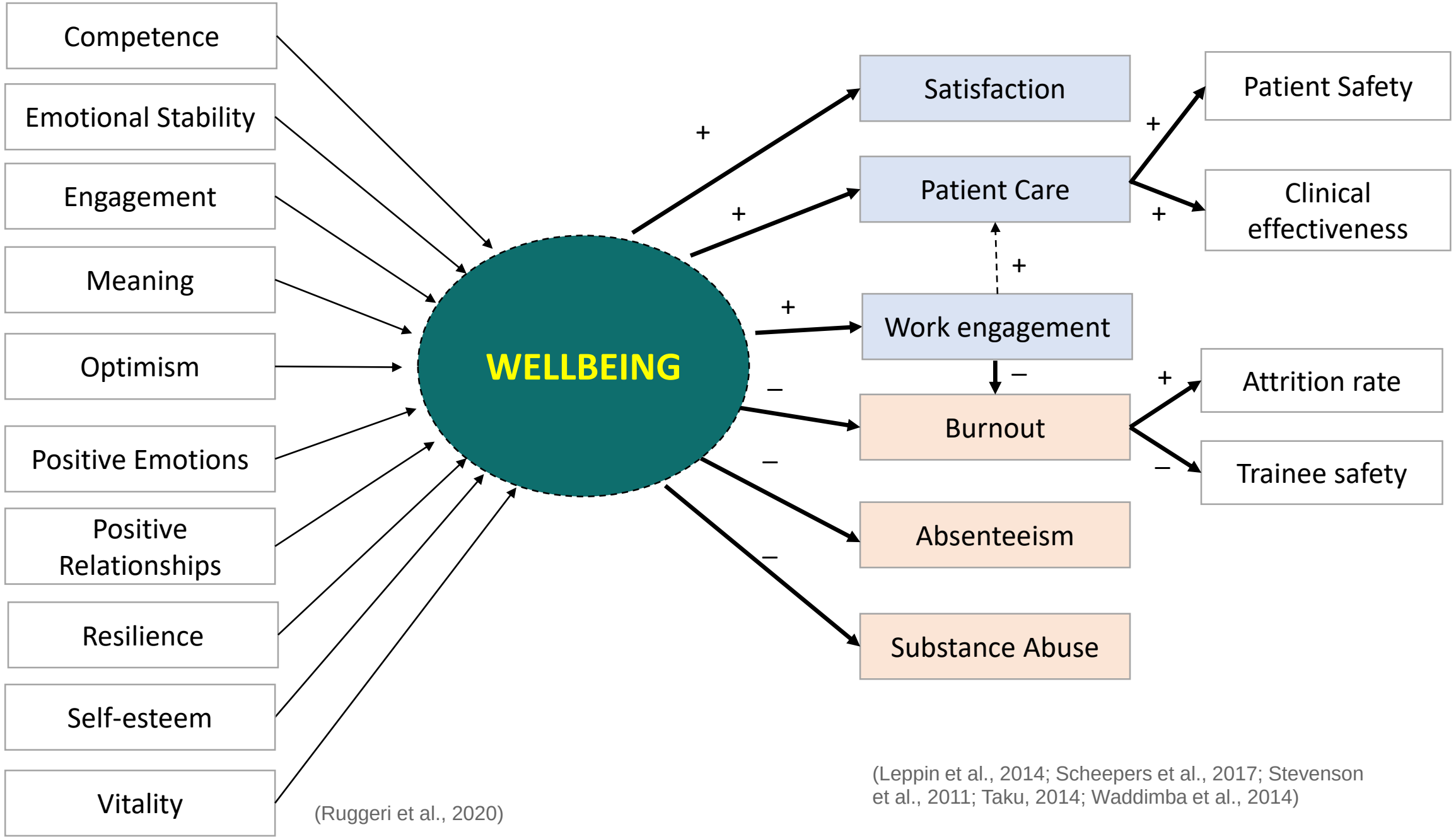
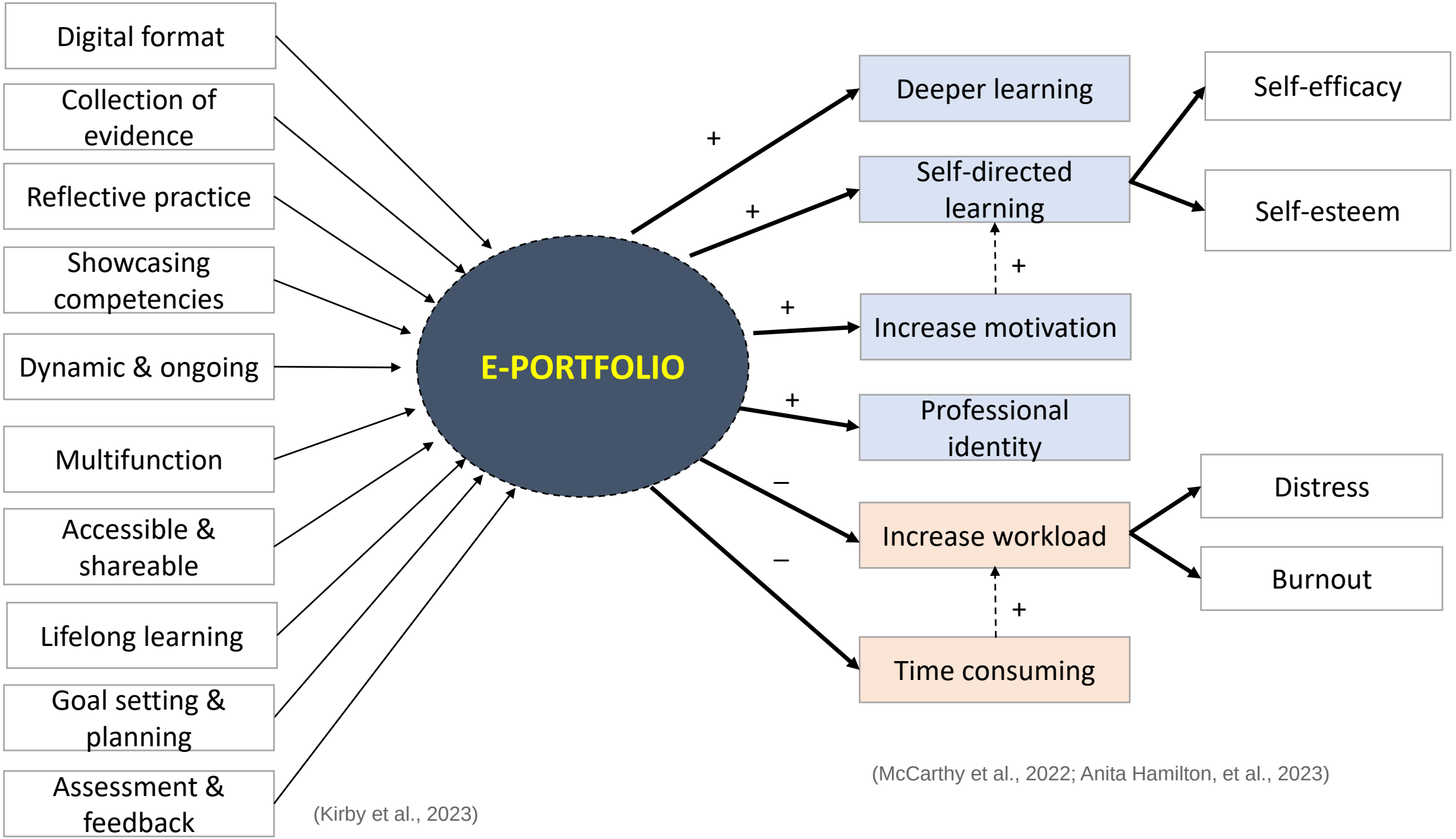


(Ruggeri et al., 2020)

(Leppin et al., 2014; Scheepers et al., 2017; Stevenson et al., 2011; Taku, 2014; Waddimba et al., 2014)

10 Features of e-Portfolio



(Kirby et al., 2023)

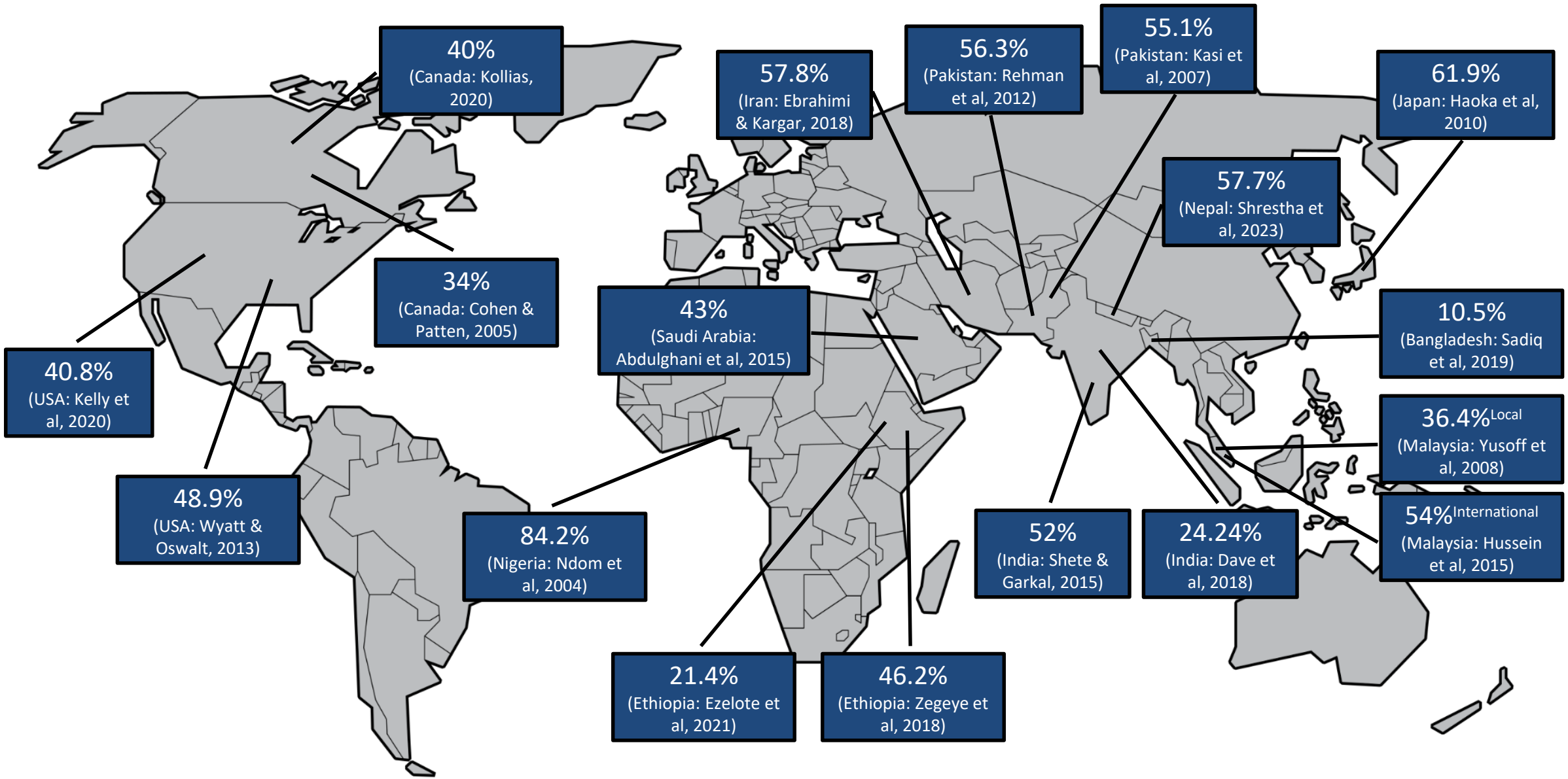
(McCarthy et al., 2022; Anita Hamilton, et al., 2023)

The wellbeing is not optimal during UG medical training, especially during examination

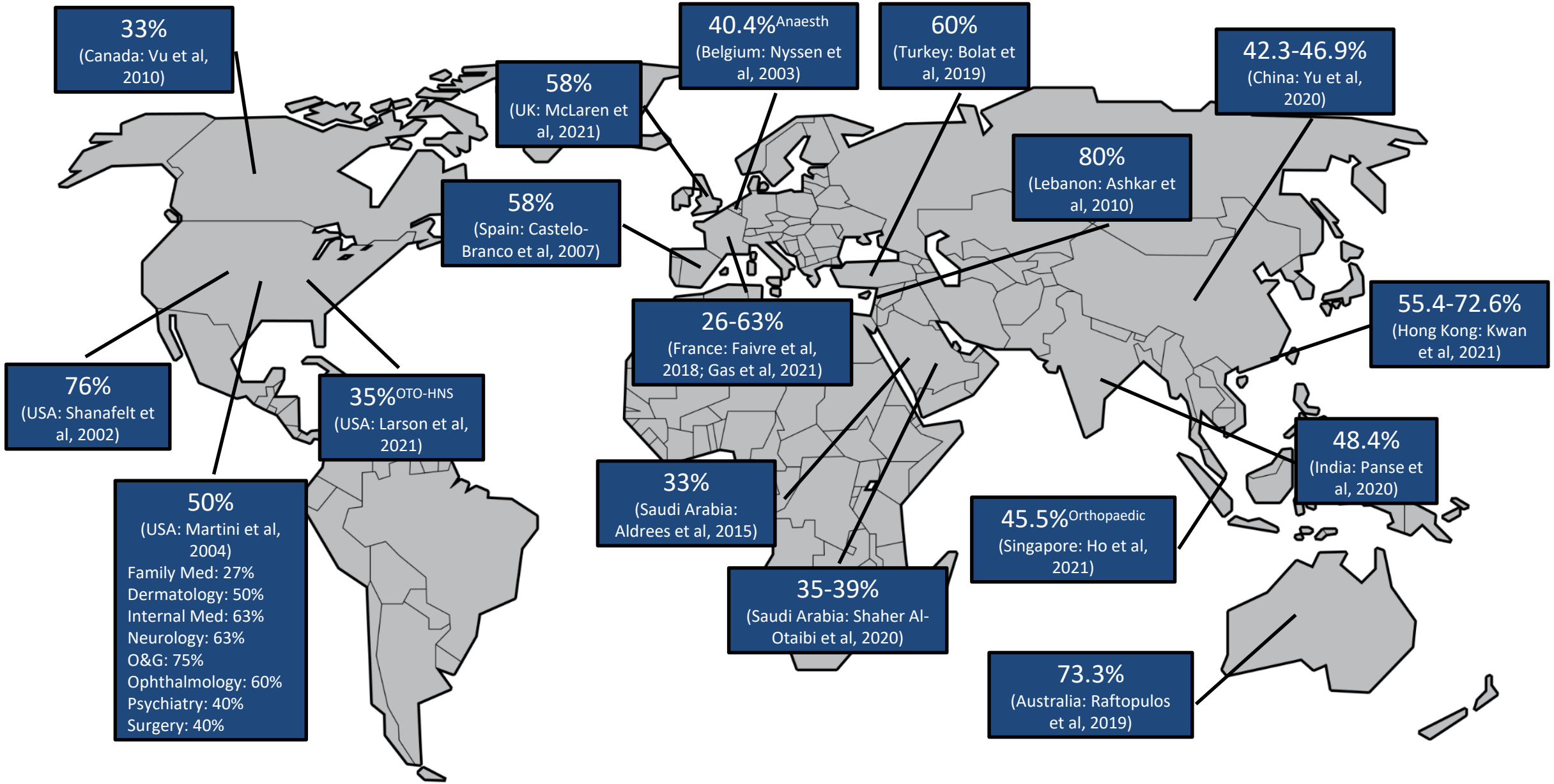
	Before Medical Training	During Medical Training	During Final Examination
DISTRESS	4.1%	11.8-19.7%	19.9%
ANXIETY	55.6%	41.1-57.3%	56.7%
DEPRESSION	1.8%	12.0-16.8%	30.0%

(Yusoff, 2012)

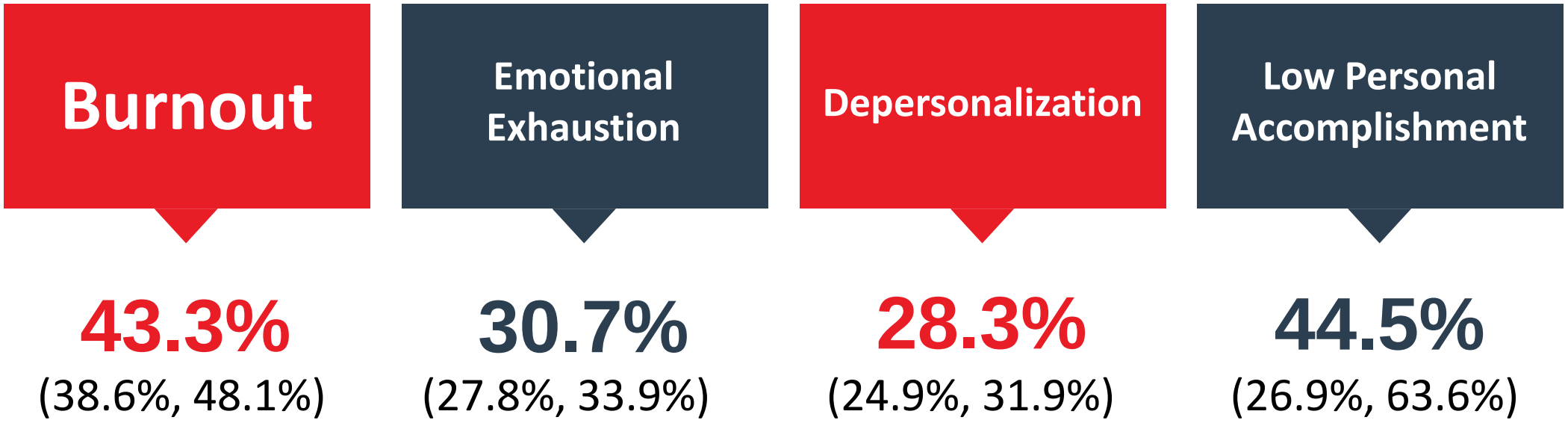
The Prevalence of Psychological Distress in PG Learners



The Prevalence of Burnout in PG Learners

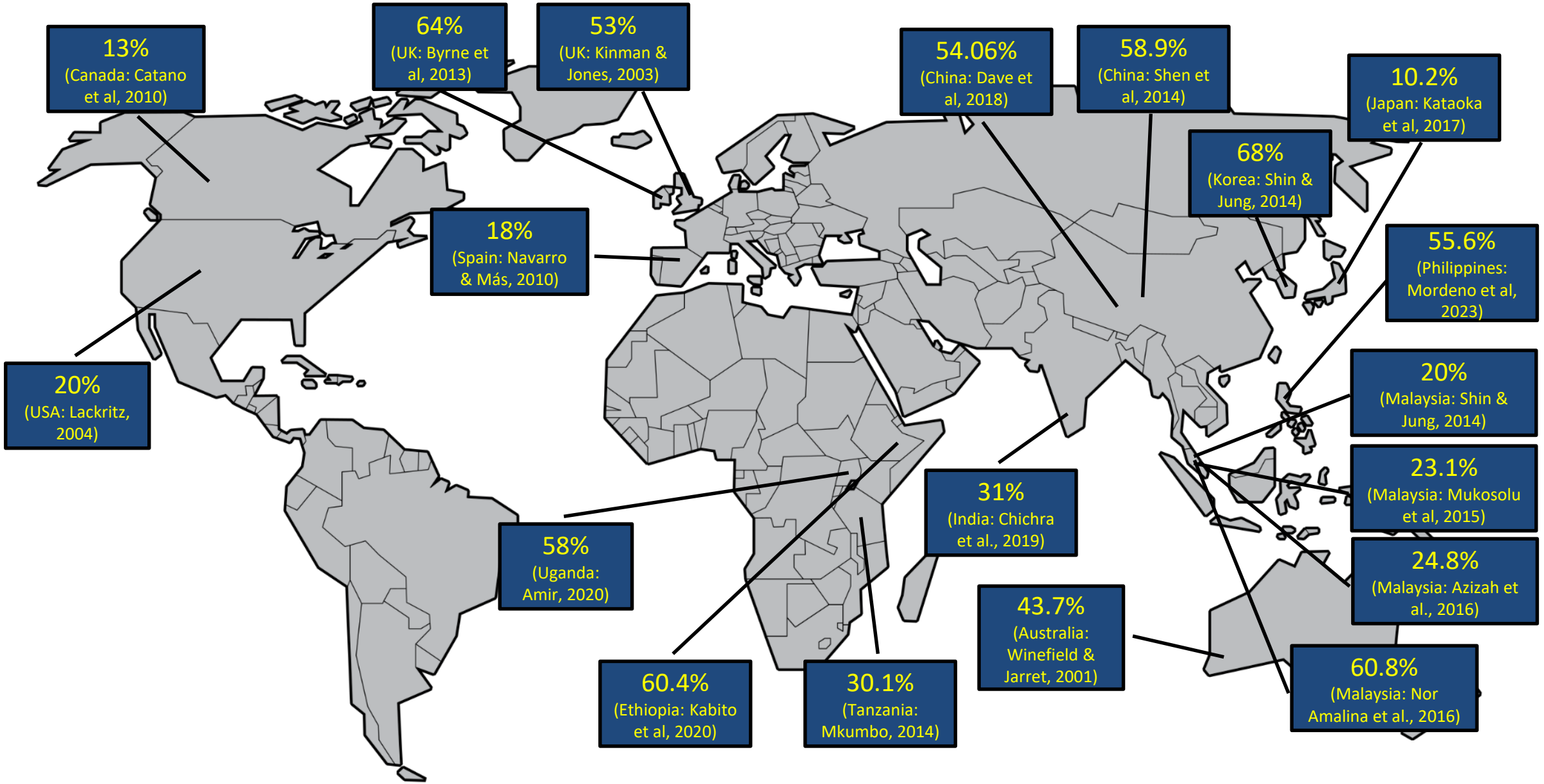


Burnout mostly relate to the experience of low personal accomplishment



(Henning et al, 2018; Yusoff, 2018, 2019)

The Prevalence of Psychological Distress in Academic Staff



At least 20% of Physicians have well-being issues

Research Report

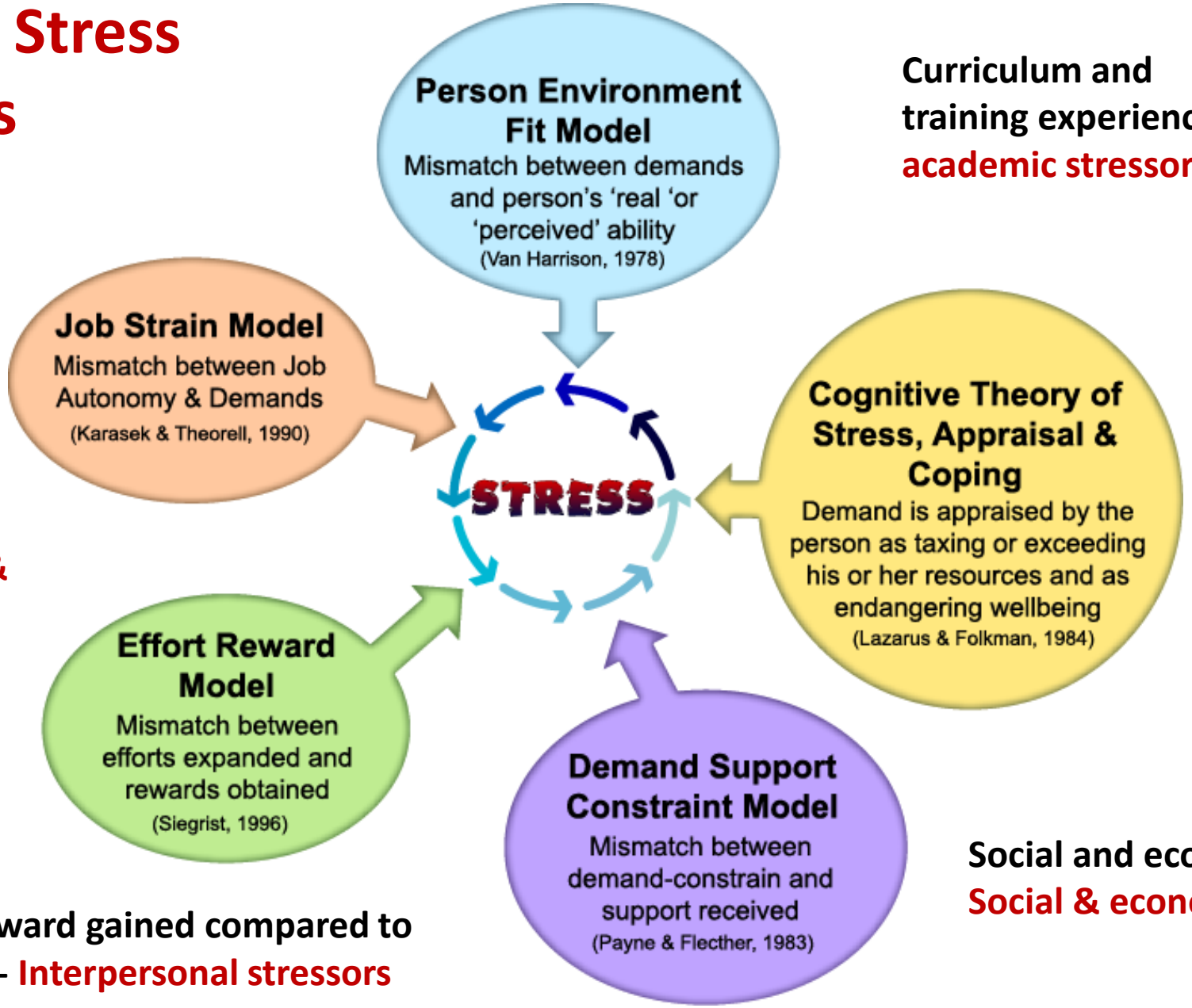
If Every Fifth Physician Is Affected by Burnout, What About the Other Four? Resilience Strategies of Experienced Physicians

Julika Zwack, PhD, and Jochen Schweitzer, PhD

Acad Med. 2013;88:382–389.

Approximately 80% of physicians are resilience.

Sources of Stress in Learners



Curriculum and training experience - academic stressors

Motivation of the students to learn medicine - drive & desire stressors

Workloads - workload stressors

Dissatisfied with reward gained compared to effort and sacrifice - Interpersonal stressors and job-prospect stressors

Social and economic conditions - Social & economic stressors

Sources of Stress in clinical educators

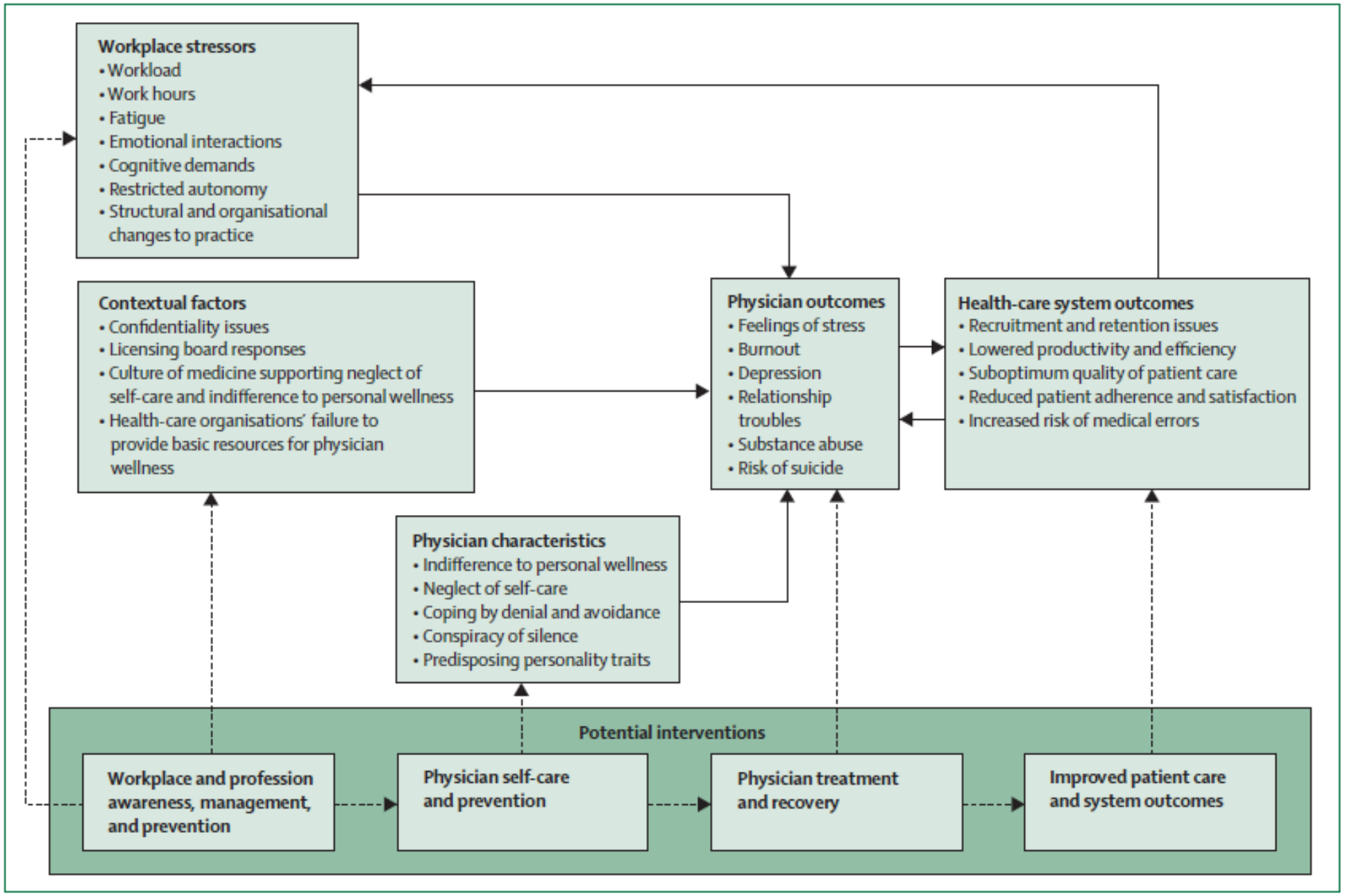


Figure: **A model of physician ill health and the links with health-care system outcomes, and potential interventions to improve physician and system outcomes**
Solid lines are empirically supported; broken lines are potential links.

Jean E Wallace, Jane B Lemaire, William A Ghali. Lancet 2009; 374: 1714–21

Sources of Stress in clinical educators

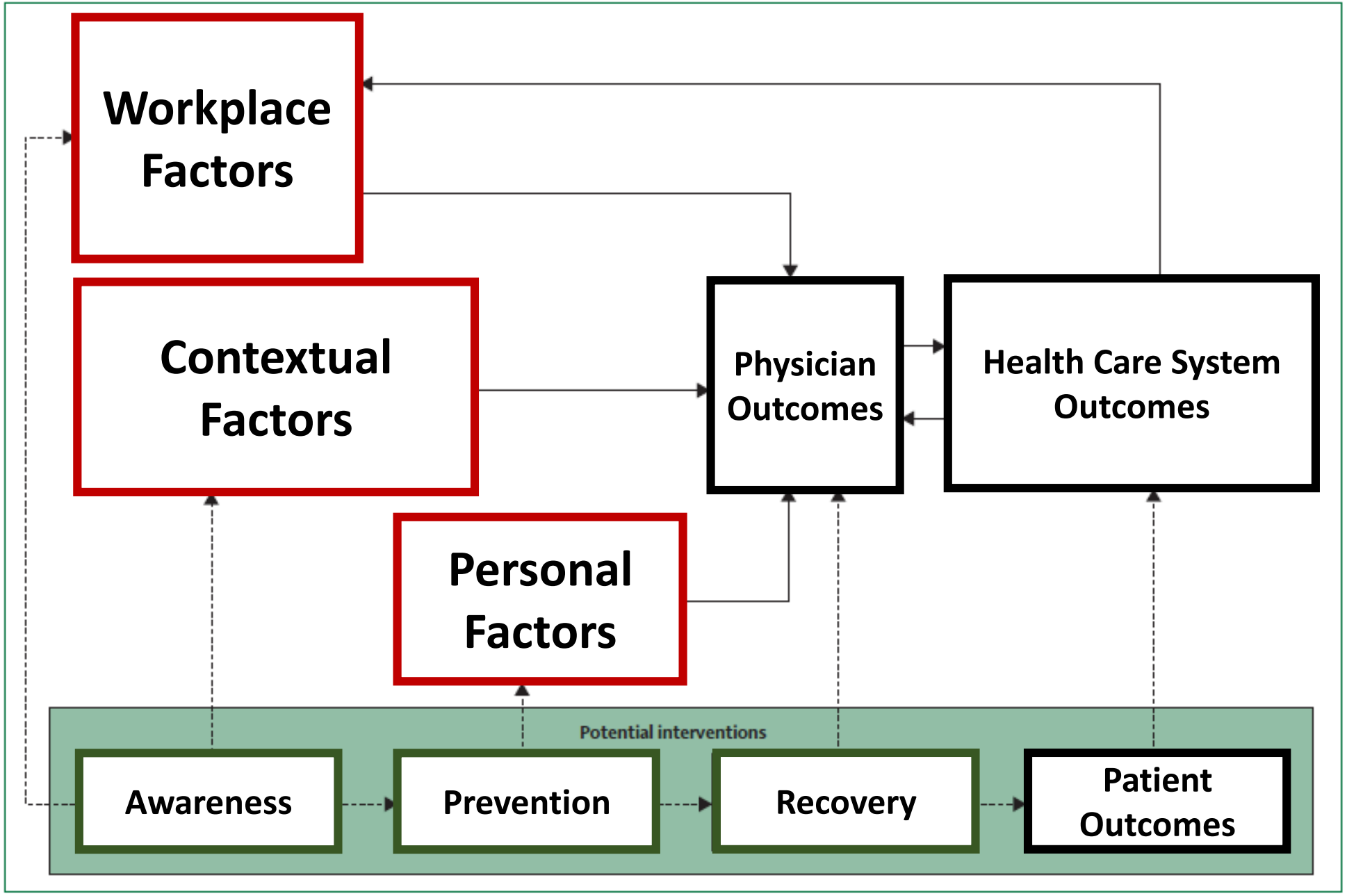


Figure: A model of physician ill health and the links with health-care system outcomes, and potential interventions to improve physician and system outcomes
Solid lines are empirically supported; broken lines are potential links.

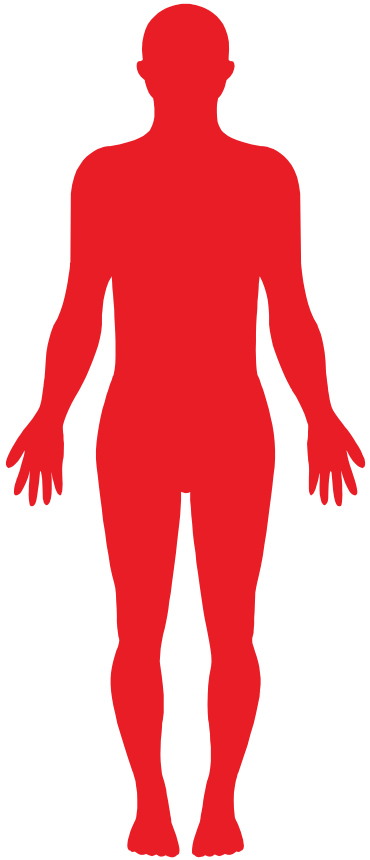
Jean E Wallace, Jane B Lemaire, William A Ghali. Lancet 2009; 374: 1714–21

60%

Low Academic/Work Performance

40%

Decreased Empathy & Accountability



20%

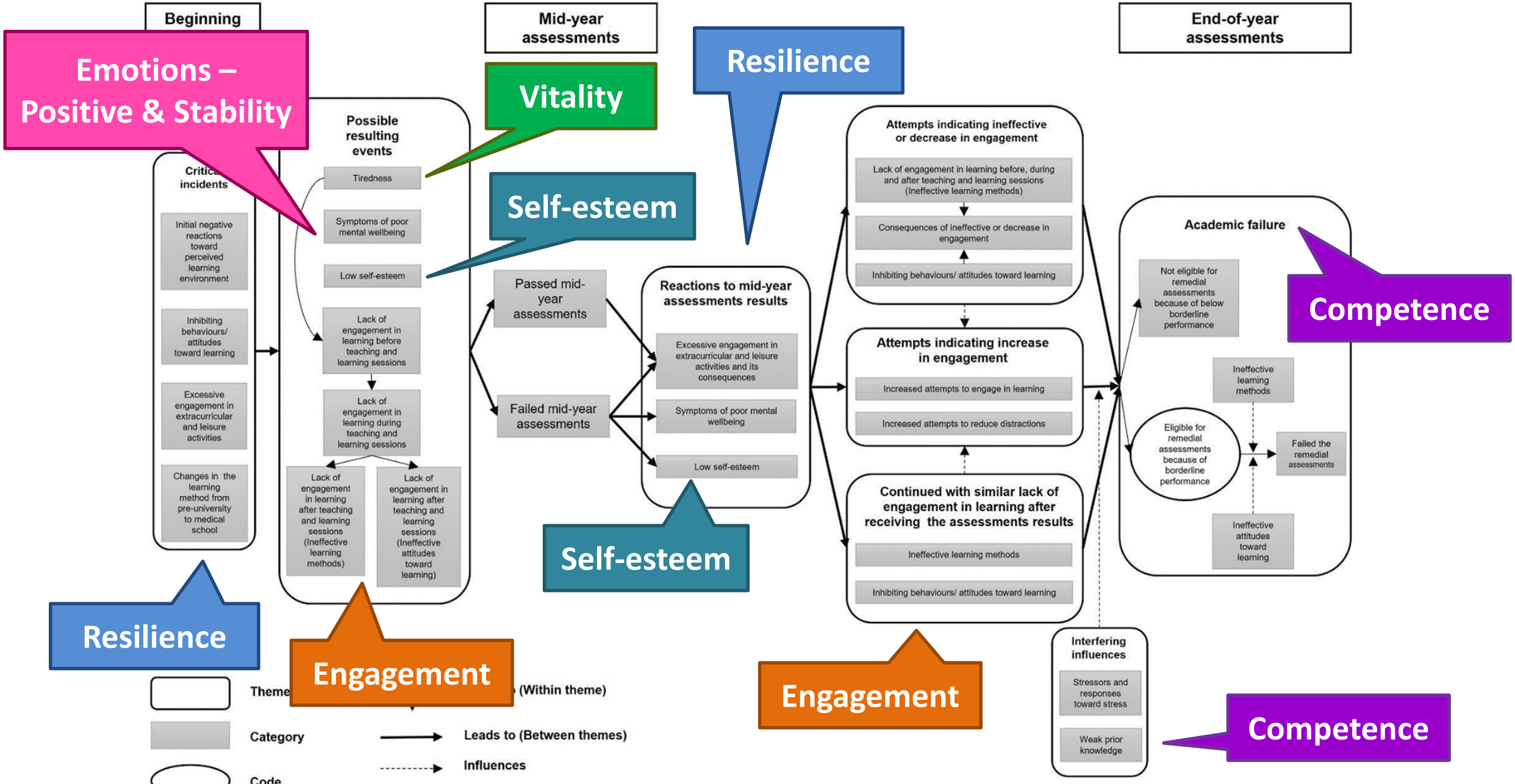
Depression and Suicidal Ideation

80%

Unprofessional Behaviors

Wellbeing issues lead to many negative ramifications

(Schaufeli, Leiter, & Maslach, 2009; Dyrbye & Shanafelt, 2016; Henning et al, 2018; Yusoff, 2018, 2019)



A general model of academic failure

(Khairul Anhar Holder et al., 2023)

MEDICAL EDUCATION ONLINE
2023, VOL. 28, 2165892
https://doi.org/10.1080/10872981.2023.2165892

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REVIEW ARTICLE

OPEN ACCESS Check for updates

A scoping review on the relationship between mental wellbeing and medical professionalism

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[a]Department of Medical Education, School of Medical Sciences, Universiti Sains Malaysia, Kubang Kerian, Kelantan, Malaysia; [b]Biostatistics and Research Methodology Unit, School of Medical Sciences, Universiti Sains Malaysia, Kubang Kerian, Kelantan, Malaysia; [c]Department of Psychiatry, School of Medical Sciences, Universiti Sains Malaysia, Health Campus, Kubang Kerian, Kelantan, Malaysia

ABSTRACT

Background: Mental wellbeing issues among medical students are common, and their relationship to medical professionalism is debated. Few studies have attempted to link such issues with undergraduate medical education. This review aimed to advance the knowledge on this matter by exploring the relationship between mental wellbeing and medical professionalism in undergraduate medical education.

Methods: We collected the literature about mental wellbeing and medical professionalism (published from 1 January 1986 to 31 March 2021) from the Web of Science, PubMed, Scopus and ScienceDirect databases using the search terms 'mental wellbeing' and 'medical professionalism'.We included all peer-reviewed articles in which mental wellbeing and medical professionalism in the undergraduate medical education context were the central topics regardless of the age range, nationality, race and gender of the participants.

Results: From the 13,076 linitially found articles, 16 were included. These 16 articles were from nine countries in four different continents, which all together helped us find answer to our research question using extracted points relating to the main study themes (mental wellbeing and medical professionalism). Under theme 1 (mental wellbeing), six subthemes emerged: burnout, stress, depression, disappointment, depersonalisation and conscientiousness. Theme 2 (medical professionalism), on the other hand, had five subthemes: empathy, academic performance, compassion, unprofessional behaviour and professionalism. A significant inverse association was found between empathy and burnout. Academic performance was also related to burnout. At the same time, empathy was found to have a varied association with stress. Moreover, compassion was found to alleviate burnout and nurture professional gratification.

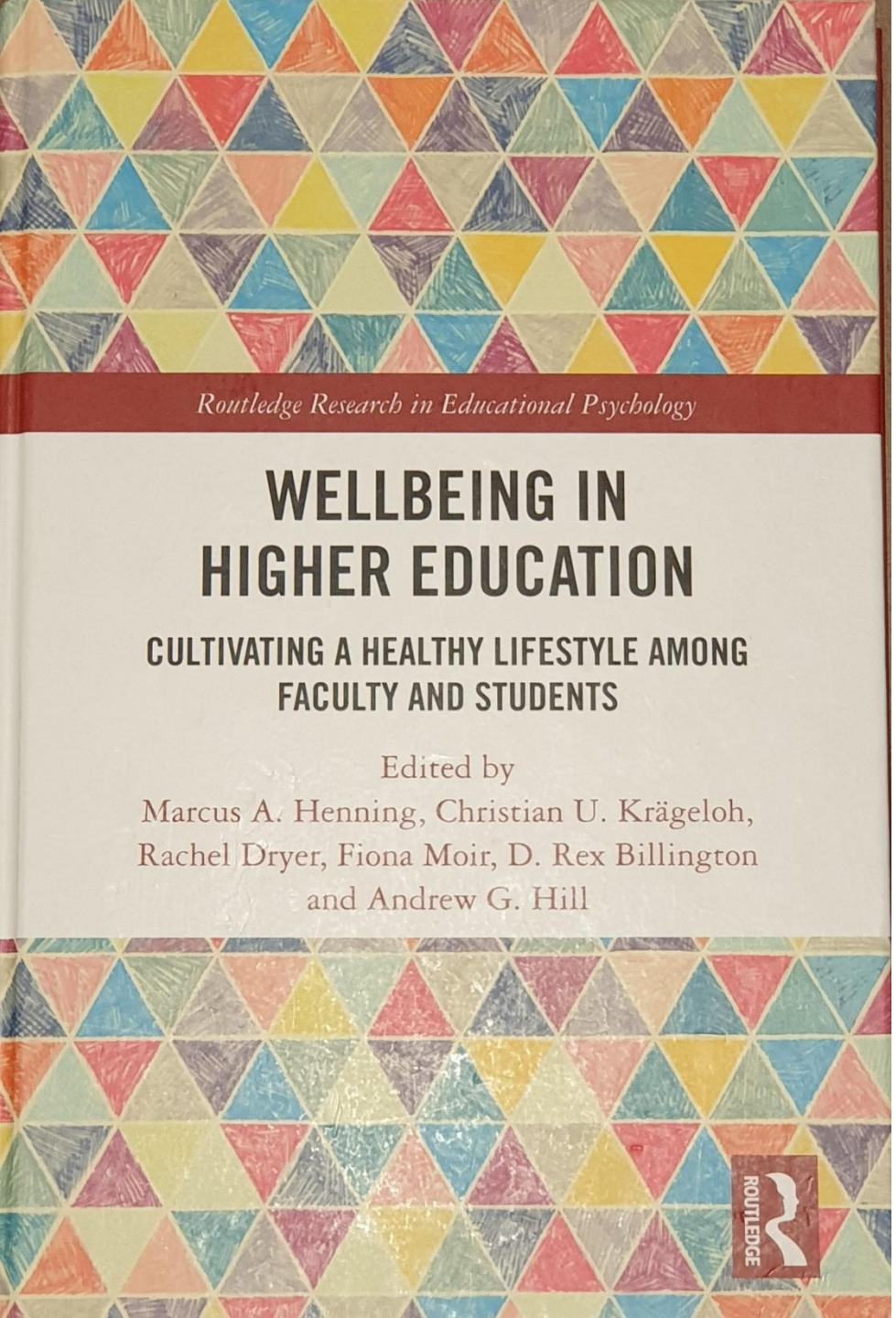
Conclusion: The medical professionalism attributes were found to deteriorate as the mental wellbeing issues grow. This can harm medical students' overall health, current learning abilities and future attitudes towards their patients. Explicit primary research is thus required to examine and intervene in the cause-effect relationship between medical professionalism and mental wellbeing.

ARTICLE HISTORY
Received 17 February 2022
Revised 1 August 2022
Accepted 4 January 2023

KEYWORDS
Medical professionalism attributes; mental wellbeing; burnout; empathy; stress; relationship; scoping review

"The **medical professionalism attributes were found to deteriorate as the mental wellbeing issues grow. This can harm medical** students' overall health, current learning abilities and future attitudes towards their patients."

What can we offer to promote wellbeing through e-portfolio use?



“ **Time**, **Culture**, **Opportunity** and **Individual Strengths** are **four overriding elements to influence achievement in higher education and life in general**. They are realities that need to be considered in the structure of the higher education environment by leaders as well as academics and students. Some may apply more than others, but all should be considered. ”

(Henning et al, 2018)

Wellbeing Drivers

T

TIME

The number of hours individuals have and how they manage them.
e-Portfolio: Finding the right moments to work on it without feeling rushed or stressed.

I

INDIVIDUAL STRENGHTS

The things individuals are good at and the unique qualities that make them who they are.
e-Portfolio: Showcasing what individuals are best at and what makes them stand out.

O

OPPORTUNITY

Having a chance to do something or access resources that can help individuals.
e-Portfolio: Getting the chance to showcase individual skills and achievements, with everyone having a fair chance.

C

CULTURE

The diverse backgrounds, beliefs, and ways of doing things that people bring to a group or community.
e-Portfolio: Respecting and appreciating the unique perspectives and values each person brings.

Relevance to Wellbeing & e-Portfolio

T

TIME

Taking the time we need for e-portfolio helps us do a better job and **doing it without feeling rushed** keeps stress levels low, **contributing to the overall wellbeing**.

INDIVIDUAL STRENGHTS

When e-portfolio **reflects individual strengths**, it **boosts confidence** and makes them feel proud. It is a **positive experience** that adds to the **overall wellbeing**.

I

O

OPPORTUNITY

When **everyone gets a fair opportunity to shine through e-portfolio**, it feels good. Having access to resources and guidance **boosts confidence and wellbeing**.

CULTURE

When **e-portfolios acknowledge and value everyone's unique background**, it creates a **positive environment**. **Feeling included and respected** boosts our emotional wellbeing.

C

Cultivating Wellbeing in Higher Education (HE) Wellbeing Framework

(Marcus A. Henning, Christian U Krageloh, Racher Dryer, Fiona Moir, D. Rex Billington & Andrew G. Hill, 2017)

Assessment Experience

What students have gained after done it?

The attainment of competency
Feedback (quality & quantity)
(Gibbs, 2006; Adam, 2020)

Assessment should be able to optimize the capabilities of all learners by providing motivation and direction for future learning (Epstein, 2007)

What frame student learning attainment?

Appropriateness of assessment (relevance & fairness)
Support students' learning
(Gibbs, 2006; Adam, 2020)

Assessment influence students' learning and their study behavior
(Ramsden 2003; Gibbs & Simpson 2004; Gibbs 2006; Nicol & Macfarlane-Dick 2006; Harland et al. 2015; Wass et al. 2015)

What students do or happen to them?

Learning effort
Motivation for learning
Cope with assessment load
(Gibbs, 2006; Adam, 2020)

Assessment outcomes have long-term effects, powerfully influencing graduate opportunities, employability and life-long learning (Boud 2000; Knight & Yorke 2003; Boud & Falchikov 2006)

Effective assessment creates synergies between assessment components in order to generate greater learning impact than individual component by fitting purpose, building on connectedness, emphasizing on learning evidence and prevent unnecessary load.

(OECD, 2013)

#01 Fitting
Purpose

#04 Preventing
Unnecessary Load

EFFECTIVE
ASSESSMENT

(OECD, 2013)

#02 Building on
Connectedness

#03 Emphasizing on
Learning Evidence

Original Article | Published: 24 August 2022

Factors influencing test anxiety in health professions education students: a scoping review

Majed Mohammed Wadi, Muhamad Saiful Bahri Yusoff, Ahmad Fuad Abdul Rahim & Nik Ahmad Zuky Nik Lah

SN Social Sciences **2**, Article number: 174 (2022) | Cite this article

Factors related to increasing/decreasing test anxiety were assessment formats, logistic matters, and policy/regulation of assessment

Strategies to promote wellbeing through assessment

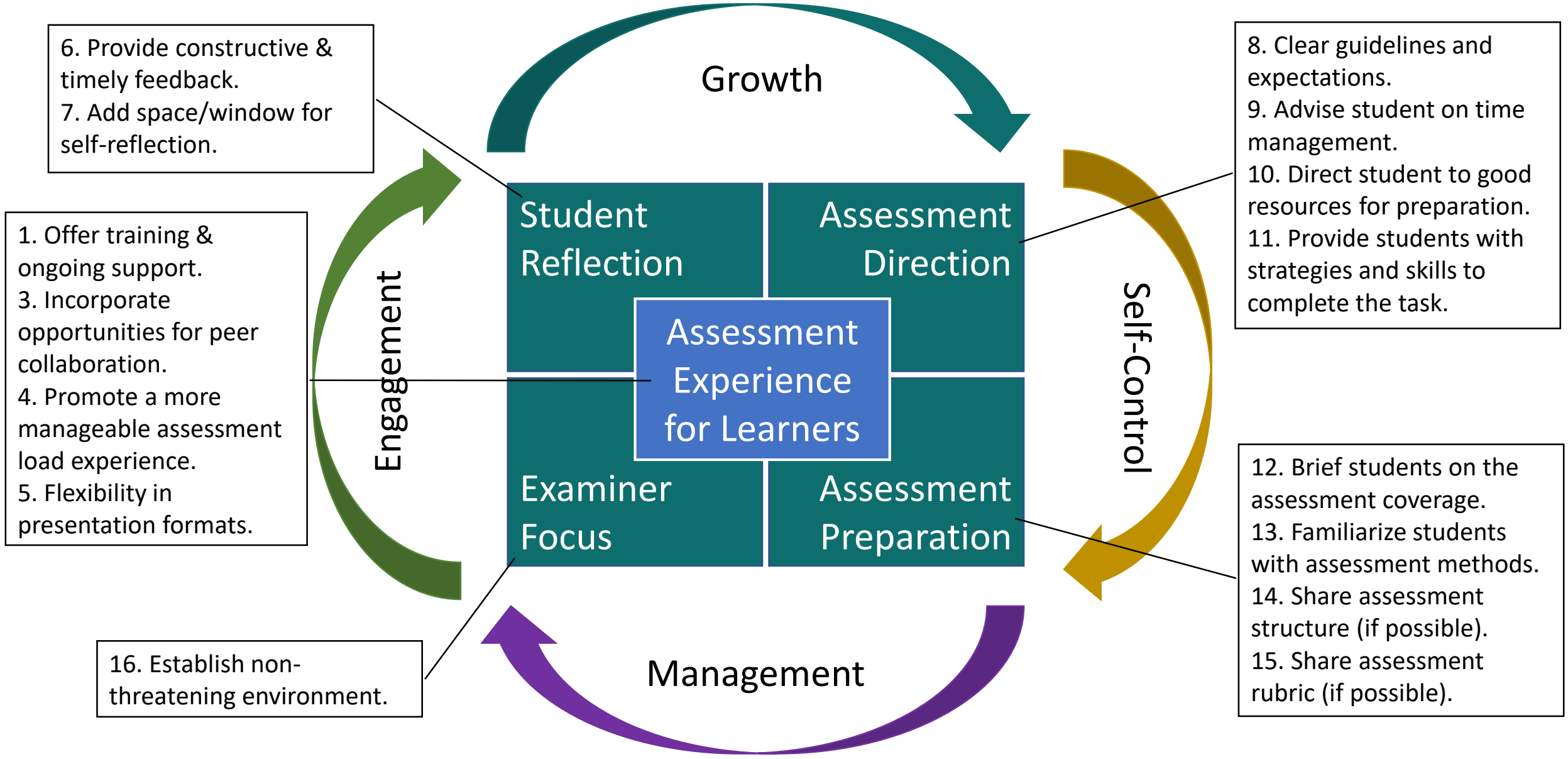
Wadi *et al. BMC Medical Education* (2023) 23:213
https://doi.org/10.1186/s12909-023-04177-5

BMC Medical Education

RESEARCH Open Access

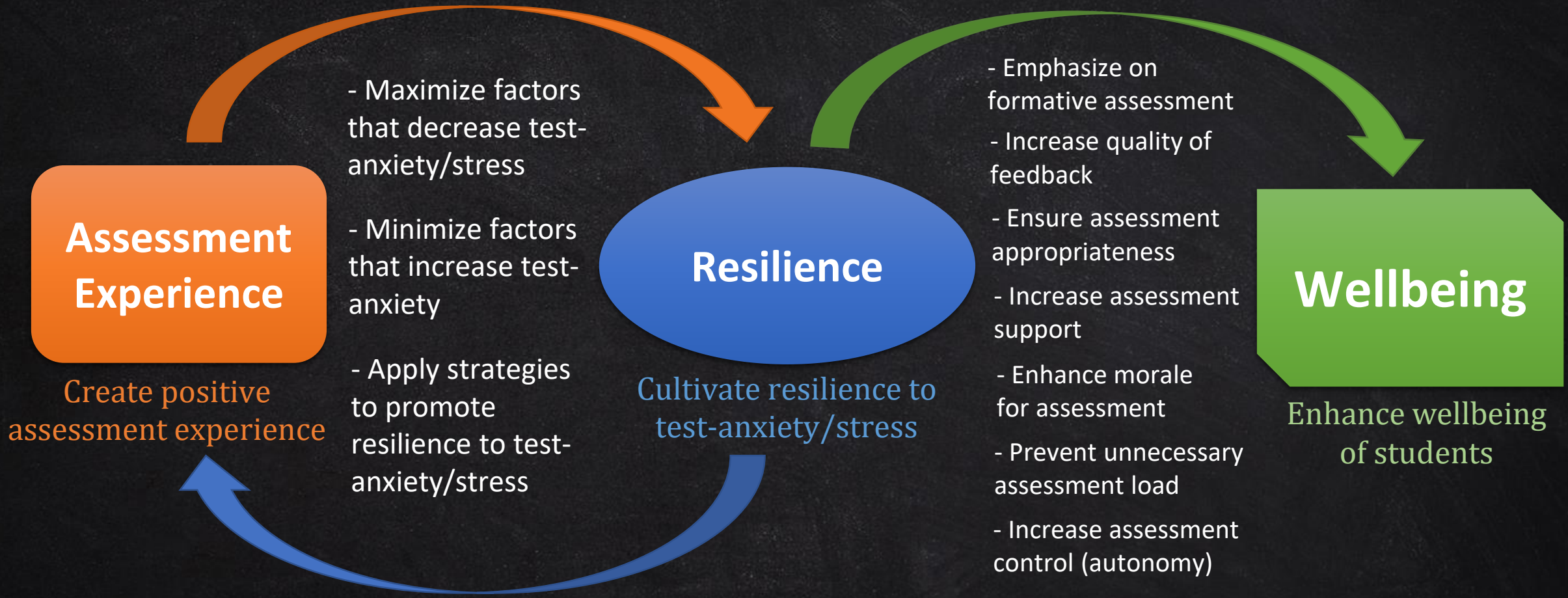
The framework of Systematic Assessment for Resilience (SAR): development and validation

Majed Mohammed Wadi[1], Muhamad Saiful Bahri Yusoff[2*], Mohamed Hassan Taha[3], Sarra Shorbagi[4], Nik Ahmad Zuky Nik Lah[5] and Ahmad Fuad Abdul Rahim[2]



(Wadi et al, 2023)

Assessment & Wellbeing Interrelationships

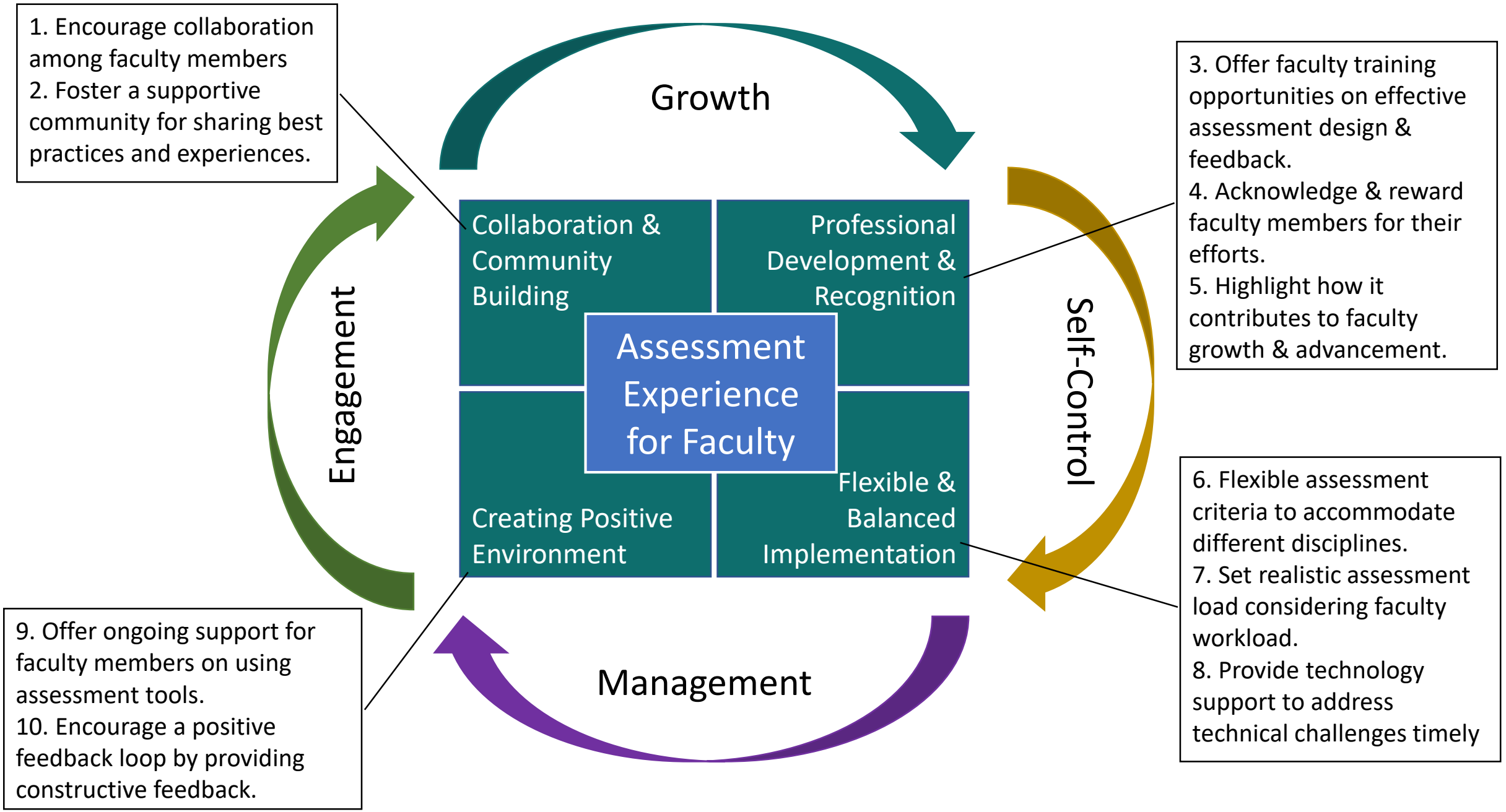


Students are provided with positive assessment experience to enhance their wellbeing.

(Yusoff, 2022; Wadi et al, 2023)

(Wadi et al, 2023)

(McCallum & Price. Well Teachers, Well Students, *Journal of Student Wellbeing*, 2010;4:19-34)


1. Encourage collaboration among faculty members
2. Foster a supportive community for sharing best practices and experiences.
Growth
3. Offer faculty training opportunities on effective assessment design & feedback.
4. Acknowledge & reward faculty members for their efforts.
5. Highlight how it contributes to faculty growth & advancement.
Collaboration & Community Building
Professional Development & Recognition
Assessment Experience for Faculty
Creating Positive Environment
Flexible & Balanced Implementation
Engagement
Self-Control
6. Flexible assessment criteria to accommodate different disciplines.
7. Set realistic assessment load considering faculty workload.
8. Provide technology support to address technical challenges timely
Management
9. Offer ongoing support for faculty members on using assessment tools.
10. Encourage a positive feedback loop by providing constructive feedback.

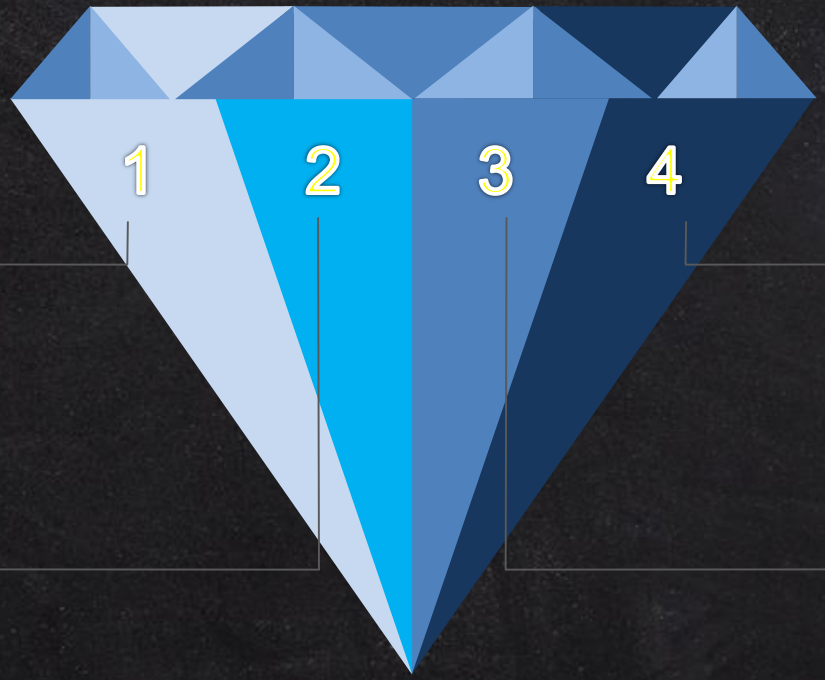
Summary

REAL CONCERN

Wellbeing issues in higher education is a real concern

UNWANTED IMPACT

Wellbeing issues have unwanted impact on the wellbeing of faculties & learners



EFFECTIVE e-PORTFOLIO USE

Using e-portfolio effectively to promote wellbeing of learners and faculty members.

WELLBEING STRATEGIES

Strategies must focus on the indicators that promote wellbeing

Thank You

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