MONTHLY GENERAL MEETING

Th. AUG 29. 12:30 PM. LKSC 4TH FLOOR

SBSA.STANFORD.EDU
1. Previous SBSA events
2. Upcoming SBSA events
3. Summary of leadership retreat
4. Update on the August School of Medicine Faculty Senate Meeting
5. Wellness in the Biosciences - Monica Devlin
6. Open floor for questions and input
Recent SBSA Events

July 26  
ADVANCE/SBSA joint happy hour  
*Edel McCrea*

July 29  
GRAMS  
*Niki Goularte*

July 30 & 31  
Science Policy Bites - Democratic debate viewing  
*Roshni Patel*

August 4  
SBSA leadership retreat  
*Lawrence Bai and Julie Ko*

August 23  
ADVANCE/SBSA joint happy hour  
*Edel McCrea*
Upcoming SBSA events

September (TBD)
- Ice cream on the lawn (yum)
  + Happy Hour
    Edel McCrea

September 20-22
- First year camping trip
  Tyler Benster + Alvin Han

September
- Poster Session
  Frank Buquicchio

October
- Biosciences Activities and Resource Fair (BARF)
  Frank Buquicchio, Pagé Goddard/BioAIMS
Leadership Retreat!
Highlights from the leadership retreat

- Wellness assessment - Monica Devlin
  - How do we score ourselves in each dimension?
  - How much effort do we put in maintaining wellness in each dimension?
  - What resources are available for each of the dimensions?
Highlights from the leadership retreat

- Conflict Resolution - Stephanie Eberle
  - Personality quiz
  - Grouped by style
  - Discussed the thought processes/feelings of why people resolve issues with a particular style
August SoM Faculty Senate meeting

- Faculty/physician mental health issues
- CGAP and graduate student issues (Will Talbot)
  - Update on admissions statistics and budget
- Diversity petition and reaffirmation statement of the faculty senate
  - Amendment of an existing resolution:

  “As faculty charged with providing a safe and supportive learning environment, we are committed to a diverse and inclusive community that respects all individuals and denounces all acts of intolerance and hate”

Next meeting: Tuesday, September 17th, 5:15-7:15, LK320
Wellness Program

Eight Dimensions of Wellness

- Emotional
- Environmental
- Social
- Physical
- Occupational
- Intellectual
- Financial
- Meaningful
Wellness Matters Program

- Mid-Quarter “Recharge”
- QPR Suicide Prevention
- Wellness Workshops
- Awareness of Wellness Resources
- Wellness Survey
- Biosciences Peer Mentors

biosciences.stanford.edu/wellness
Primary Questions

1. Are students well?
2. What “kinds of wellness” matter to them?
3. Are there differences between groups?
4. What kinds of programs interest students?
5. What is the nature of engagement in programs?
6. Do students feel supported in their wellness?
Survey Methodology

- Focus on PhD students (N = 995)
- Holistic model of multi-dimensional wellness\(^1\)
- Random sampling of students (600)
- $10$ incentive for 10 minute questionnaire
- 56\% response rate (n = 334)
- Roughly representative of the population

\(^1\) Model of wellness informed by the work of Dr. Bill Hettler of the National Institute of Wellness (NIW).
# Margin of Error

<table>
<thead>
<tr>
<th>% Range</th>
<th>Margin of Error (+/-)</th>
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<td>0% or 100%</td>
<td>0%</td>
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<td>1% - 3% or 97% - 99%</td>
<td>1%</td>
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<tr>
<td>4% - 8% or 92% - 96%</td>
<td>2%</td>
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<tr>
<td>9% - 20% or 80% - 91%</td>
<td>3%</td>
</tr>
<tr>
<td>21% - 79%</td>
<td>4%</td>
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</table>
Are students well?
Are students well?

![Bar chart showing the distribution of aggregate wellness scores among participants.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Number of Participants</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>0 - 9</td>
<td>2</td>
<td>1%</td>
</tr>
<tr>
<td>10 - 19</td>
<td>4</td>
<td>0%</td>
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<td>20 - 29</td>
<td>16</td>
<td>5%</td>
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<tr>
<td>30 - 39</td>
<td>25</td>
<td>7%</td>
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<tr>
<td>40 - 49</td>
<td>80</td>
<td>24%</td>
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<td>50 - 59</td>
<td>133</td>
<td>40%</td>
</tr>
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<td>60 - 69</td>
<td>60</td>
<td>18%</td>
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<td>70 - 79</td>
<td>13</td>
<td>4%</td>
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<td>80 - 89</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>90</td>
<td>1</td>
<td>0%</td>
</tr>
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</table>
What matters?

- % of Participants that Rank Item as a "Top Three"

Dimensions of Wellness:
- Emotional
- Physical
- Social
- Intell.
- Occupa.
- Financial
- Spiritual
- Environ.
Differences between groups?

No statistically significant differences between:

- “M” & “F” students
- “URM” & “non-URM”
- Departments/academic programs
- Respondents in 2017 & 2019
Program Preferences

- Finances
- Exercise
- Stress Management
- Nutrition
- Mental Health
- Creativity
- Sleep
- Supporting Peers in Distress
Program Preferences

Students are most likely to participate in single (stand alone), in-person programs and are least likely to participate in online courses.
Most students (72% - 80%) have participated in at least one wellness-related program.
Student Engagement

- Strong Negative: 0%
- Slight Negative: 0.22%
- Neutral/None: 0%
- Slight Positive: 0.57%
- Strong Positive: 0.2%

Self-Reported Overall Impact of Wellness-Related Programming

% of Participants
Supported in Wellness

To what extent do the following groups of people encourage you to participate in wellness activities?

- Not at all
- A Little
- A moderate amount
- A great deal

<table>
<thead>
<tr>
<th>Group</th>
<th>Not at all</th>
<th>A Little</th>
<th>A moderate amount</th>
<th>A great deal</th>
</tr>
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<tbody>
<tr>
<td>Peers</td>
<td>0.16</td>
<td>0.32</td>
<td>0.49</td>
<td>0.4</td>
</tr>
<tr>
<td>Advisor/PI</td>
<td>0.23</td>
<td>0.24</td>
<td>0.25</td>
<td>0.21</td>
</tr>
<tr>
<td>Postdocs</td>
<td>0.25</td>
<td>0.26</td>
<td>0.32</td>
<td>0.3</td>
</tr>
<tr>
<td>Staff</td>
<td>0.27</td>
<td>0.29</td>
<td>0.29</td>
<td>0.2</td>
</tr>
<tr>
<td>Other faculty</td>
<td>0.32</td>
<td>0.36</td>
<td>0.27</td>
<td>0.06</td>
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Supported in Wellness

Please indicate your level of agreement with the following...

- I feel comfortable...
- We have had conversations...
- They would support...

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
Supported in Wellness

% of Participants

Overall Perceived Level of Advisor Support (0 - 9)

Weak Support (0 - 3)  Mild Support (4 - 7)  Strong Support (8 - 9)

0.2  0.54  0.26
We conducted an analysis of variance (ANOVA) of the mean aggregate wellness scores of participants within each group and found a statistically significant difference.

<table>
<thead>
<tr>
<th>Aggregate Wellness of Students with...</th>
<th>Sample Size</th>
<th>Sum</th>
<th>Mean</th>
<th>Variance</th>
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<tbody>
<tr>
<td>“Weak Advisor Support” (0.0 - 3.0)</td>
<td>66</td>
<td>3,650</td>
<td>55.3</td>
<td>197.8</td>
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<td>“Mild Advisor Support” (4.0 - 7.0)</td>
<td>175</td>
<td>10,653</td>
<td>60.9</td>
<td>132.6</td>
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<td>“Strong Advisor Support” (8.0 - 9.0)</td>
<td>86</td>
<td>5,686</td>
<td>66.1</td>
<td>117.4</td>
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<tr>
<td>$F_{statistic}$</td>
<td>15.4914</td>
<td>$F_{crit}$</td>
<td>3.0</td>
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</tr>
<tr>
<td>$P-value$</td>
<td>3.76 x $10^{-7}$</td>
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Primary Questions

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2. What “kinds of wellness” matter to them?
3. Are there differences between groups?
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6. Do students feel supported in their wellness?
Future Questions

1. Does wellness change over time? If so, how?
2. Focus on physical, financial, and emotional wellness
3. Student wellness & engagement in the community
4. Deeper dive into specific groups of students
5. Factors related to wellness (e.g. housing? funding?)
Open floor for questions/input