

Can wellness be prescribed? The qualitative feedback from medical students who attended the mindful practice training offered under the core curriculum

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Noticing the positive feedback from the practicing physicians and healthcare professionals, many medical educators are trying to introduce mindfulness practice to the students as a way to prevent burnout during their medical training and for the promotion of their future wellness. Unlike the practicing physicians who are already experiencing the high level of work stress and possibly some personal distresses, the needs of the medical students are quite different since their learning are still primarily limited to the classroom environment especially in the early years of medical training.

In this qualitative study, feedback from a group of MBBS 2 students from The University of Hong Kong who attended the mindful practice training offered under the core curriculum will be presented. After the training, many of them consider other discoveries and benefits more significant than stress reduction. The four major themes identified, including (1)awareness of mind and body, (2)personal experiences, (3)mindfulness in medical practice and (4)mindfulness in medical training will be elaborated.

The results offered a solid foundation for medical educators to reflect on the assumptions carried behind mindfulness practice. They also serve as essential references from the students' perspective to guide the design of mindfulness training in medical school, including the format, duration, class size, voluntary or compulsory nature and the most inspiring elements for the students in relating to their development as a medical doctor.