

**B10**  
**American Medical Student Association**  
**House of Delegates 2022**  
**Resolution:**

**Introduced by:** Nadiya Yerich, Chelsea Shu, Zoreed Mukhtar, Israa Ismail, Raj Patel, Trevor Lyford

**School(s):** UNC Chapel Hill School of Medicine, Harvard College, Burrell College of Osteopathic Medicine, CUNY Brooklyn College, Edward Via College of Osteopathic Medicine, Milken Institute of Public Health

**Subject:** Principles Regarding Wellness of Medical Students and Housestaff

**Type:** Amendment to Principles

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WHEREAS medical education is significantly associated with decreased well-being in medical students (Ayala et al., 2017). A study in 2019 of more than 300 medical students across 23 institutions showed that between 19% to 44% of medical students experience anxiety, 27% experience depression, and over 25% of medical students have considered suicide (Lavergne & Kennedy, 2021).

WHEREAS feeling emotionally or psychologically unsupported during medical school is a significant predictor of psychological distress and burnout. (McLuckie et al., 2018)

WHEREAS the Association of American Medical Colleges (AAMC) official “Recommendations Regarding Health Services for Medical Students” include “schools should provide access to confidential counseling by mental health professionals for all students.” (*Recommendations Regarding Health Services for Medical Students* | AAMC, n.d.)

WHEREAS in response to the COVID-19 pandemic, most medical education institutions have converted to online learning and introduced medical students to telehealth and teleconferencing. (Lavergne & Kennedy, 2021) In one study, medical students reported that distance and cost were reasons for why telehealth is a more feasible option for them to receive mental health services.

WHEREAS in a study of 336 respondents of first through third year medical students at one medical school, about 24% of students with high burnout rates and 24% with depressive symptoms used the school-provided counseling services at least once. However, for the large counterpart of

students who did not use the services, the study addressed the need for identifying barriers to use and clearly informing students of school-provided mental health services. (Chang et al., 2013)

WHEREAS a model for medical school-provided mental health services exists at the UNC School of Medicine, in which available services include “an initial assessment of needs, individualized treatment planning for brief therapy, referral coordination to community-based providers for specialized or ongoing care, connection to group therapy services, and support for medication management.” (*Counseling | Mental Health & Wellness Program*, n.d.)

**THEREFORE BE IT RESOLVED** that the Principles Regarding Wellness of Medical Students and Housestaff (pg.70) be **AMENDED BY ADDITION** to state:

The American Medical Student Association

1. **SUPPORTS medical school funding allocation to provide complementary mental health counseling to its students.**

Fiscal Note: None

Citations:

- Ayala, E. E., Omorodion, A. M., Nmecha, D., Winseman, J. S., & Mason, H. R. C. (2017). What Do Medical Students Do for Self-Care? A Student-Centered Approach to Well-Being. *Teaching and Learning in Medicine*, 29(3), 237–246. <https://doi.org/10.1080/10401334.2016.1271334>
- Chang, E., Eddins-Folensbee, F., Porter, B., & Coverdale, J. (2013). Utilization of counseling services at one medical school. *Southern Medical Journal*, 106(8), 449–453. <https://doi.org/10.1097/SMJ.0B013E3182A05994>
- Counseling | Mental Health & Wellness Program*. (n.d.). Retrieved January 16, 2022, from <https://www.med.unc.edu/wellness/counseling/>
- Lavergne, J. A., & Kennedy, M. L. (2021). Telepsychiatry and Medical Students: a Promising Mental Health Treatment for Medical Student Use Both Personally and Professionally. *Current Psychiatry Reports*, 23(6). <https://doi.org/10.1007/S11920-021-01248-6>
- McLuckie, A., Matheson, K. M., Landers, A. L., Landine, J., Novick, J., Barrett, T., & Dimitropoulos, G. (2018). The Relationship Between Psychological Distress and Perception of Emotional Support in Medical Students and Residents and Implications for Educational Institutions. *Academic Psychiatry : The Journal of the American Association of Directors of Psychiatric Residency Training and the Association for Academic Psychiatry*, 42(1), 41–47. <https://doi.org/10.1007/S40596-017-0800-7>

80        *Recommendations Regarding Health Services for Medical Students* | AAMC. (n.d).  
81        Retrieved January 16, 2022, from [https://www.aamc.org/professional-](https://www.aamc.org/professional-development/affinity-groups/gsa/health-services-recommendations)  
82        [development/affinity-groups/gsa/health-services-recommendations](https://www.aamc.org/professional-development/affinity-groups/gsa/health-services-recommendations)

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