

Intellectual Wellness, Medical Students and Mentorship

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National Institute of Health declares that anxiety and stress with lack of creative QAA and pleasurable events are responsible for eighty percent of the world wide illnesses. (Junkwon & Graham, 2001). Medical students come across with mental stress more than the other students because they are exposed to a new curriculum which is different, stressful and voluminous. (Singh, Singh & Gautam, 2009). In this regards, a high incidence of burn out, mental exhaustion, episodes of depression and higher frequency of suicidal tendencies have been reported in underdeveloped countries (Rehman, Usmani, Omaer, & Gul, 2014).

Making use of intellectual capital with execution of knowledge by reading, watching news, net surfing and group discussions is the foundation of intellectual wellness (IW) model (Naz, Rehman, Katpar, & Hussain, 2014). The IW thus acquired may help the individuals to withstand stress by utilization of hidden aptitudes for imaginative, exciting and problem solving mental proficiencies (Naz, Rehman, & Hussain, 2013). An intellectually sound medical student can use available resources for cognitive, psychomotor and affective domain of learning for all sorts of scholastic activities. (Mohsin, Hasan, Malik, & Sreeramareddy, 2010). Awareness to acquire IW although provides an optimistic approach for attaining mental health, yet is the most overlooked component of wellness wheel.

With agreement to IW for enhancement of mental health, help can be sought by mentors long before referral to psychologists and psychiatrists at the onset of diseases. A large number of medical schools have full-fledged mentoring programs to help, guide and train medical students to withstand psychological stress. (Rehman, Usmani, Omaer, & Gul, 2014). It was also observed that mentors can improve IW of medical students by giving guide lines which help them to seek resources and acquire a self-directed approach of lifelong learning (Naz, Rehman, & Hussain, 2013). Mentors can improvise reading habits which can help in academics, reduce stress, wipeout depression, lower risk of dementia and aid in acquisition of happiness (Bahrami et al., 2011). The guidance of mentors help students to approach evidence based reasoning to tackle and solve the problem by listening, observing, analytical thinking and using other higher-order cognitive skills.

One of active coping strategies to avoid stress in medical schools can be the support from mentors who may improve verbal and written communication of students and develop confidence to take active part in class discussions (Gomathi, Ahmed, & Sreedharan, 2013). The acquired intellectual capability will help in debate of views, thoughts, ideas and visions which makes them productive for the society. Mentors can help in exploration of critical thinking and creativity to coach problem solving skills, monitor strategic learning approaches and improve progressive intellectual skills of students (Mumford et al., 2010). The creative and problem solving skills acquired in the classroom can help to cope with encounters in every step of life.

RECOMMENDATIONS

Mentors can help students to deal with stress by keeping a relaxed mind and directing them to make realistic rather than over enthusiastic goals. Mentors should revitalize students to make concept map for all intellectual activities with time lines and priorities so as to cope with work load of the curriculum. They can encourage students to avoid self-criticism instead take out time for hobbies like reading, writing and discussion with peers and mentors. They can reinforce importance of physical health which eventually can help in improvement of mental health.

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