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Article

Success Beyond the Desk: Effectiveness of an Occupational Therapy Educator Workshop to Enhance Student Wellness within the Classroom

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ABSTRACT

Background: Graduate occupational therapy students experience high stress, anxiety, and occupational imbalance due to intensive academic and clinical demands. Faculty are well positioned to foster shared humanity and interconnectedness within learning environments, and targeted educational workshops may provide practical strategies for integrating wellness into teaching. This study aimed to assess the effectiveness of an evidence- and student-informed educational workshop developed to increase occupational therapy faculty awareness, knowledge, and confidence in supporting student wellness within academic settings. **Methodology:** Using an exploratory sequential mixed-methods design, occupational therapy students participated in a series of three focus groups that informed workshop development. Occupational therapy faculty and academic occupational therapy Capstone students completed a pre- and post-workshop survey assessing changes associated with participation in the educational workshop. Participants were recruited using convenience sampling through email. **Findings:** Seventeen occupational therapy students participated in the focus groups, yielding three themes: self-care as occupation, occupational therapy student burnout, and program culture. Thirteen occupational therapy faculty members and four academic Capstone students participated in the workshop. Pre- and post-workshop survey findings showed significant improvements in selected measures of awareness, confidence, and plans to integrate wellness strategies into the classroom environment and curricula ($p < 0.05$). **Conclusion:** Findings suggest that student well-being is influenced by individual and program-level factors and that faculty play an important role in shaping graduate learning experiences. A targeted educational workshop was associated with short-term improvements in several self-reported outcomes. Integrating wellness-supportive strategies into occupational therapy education may promote occupational balance, enhance learning, and address burnout amongst occupational therapy students.

Keywords: Occupational therapy student wellness, faculty workshop, wellness workshop, classroom wellness, occupational therapy education

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INTRODUCTION

Graduate occupational therapy education is characterized by intensive academic coursework, clinical preparation, and professional development, all of which place significant demands on students. Although these program demands are necessary to prepare competent practitioners, the structure and pace of occupational therapy education may negatively affect student well-being and occupational balance (Chi et al., 2023; Devine & Hunter, 2016; Laposha & Smallfield, 2022). Well-being in this context includes students' ability to engage in meaningful occupations and maintain a balance among occupations that support health and participation. Occupational therapy students report moderate to high stress levels, reduced engagement in meaningful occupations, and difficulty maintaining school-life balance (Chang et al., 2017; Popova et al., 2023). These challenges may include reduced time for sleep, exercise, social participation, leisure, and other meaningful occupations as students prioritize coursework and clinical preparation. Given the importance of meaningful occupational balance and engagement for students' health and well-being, disruptions in these areas are relevant to occupational therapy education and the preparation of future occupational therapy practitioners. Comparable concerns have been documented across graduate health professions education.

Mental health concerns among graduate students have received growing attention within health professions education. Evidence indicates that graduate students experience higher levels of stress, anxiety, and depression than their same-aged nonacademic peers, with declines in well-being occurring as early as the first semester (Appleseth et al., 2023; Evans et al., 2018; Garcia-Williams et al., 2014). Although occupational therapy students use informal self-care strategies (e.g., sleep, socialization), they remain at a heightened risk for burnout before entering the workforce (Laposha & Smallfield, 2020; Thomure, 2023). Among allied health professions students, risk factors for burnout include high workload, time demands, psychological distress, and limited support, whereas protective factors include resilience, physical activity, self-care, and faculty support (Vedamuttu et al., 2025). Students express a desire for increased institutional support for wellness, yet efforts to address these needs remain limited (Thomure, 2023).

Faculty play an essential role in shaping the learning environment and influencing student well-being. Despite this influence, many educators lack formal training in recognizing and responding to student stress (Grab et al., 2021; Swanson et al., 2021). Studies have identified a disconnect between faculty perceptions of student wellness and students' lived experiences. This disconnect can result in missed opportunities to support resilience and academic success and highlights the growing need to incorporate wellness-promoting strategies into the structure of occupational therapy education. Interpersonal and organizational support, particularly from faculty and academic programs, functions as a key protective factor against student burnout, yet these supports are often inconsistently embedded within curricula (Vedamuttu et al., 2025). Although the Accreditation for Occupational Therapy Education (ACOTE® , 2023) accreditation standards emphasize access to wellness resources (Standard A.3.4) and support for student well-being (Standard B.2.9.), there is little guidance on how faculty can intentionally integrate wellness-promoting principles into their teaching.
Faculty development has been identified as a promising mechanism for advancing wellness initiatives in health professions education. Targeted faculty training programs in other

contexts have been associated with improvements in educators' knowledge, confidence, professional competence, and teaching effectiveness, particularly when grounded in experiential learning, feedback, and institutional support (Bilal et al., 2019; Steinert et al., 2016). In occupational therapy, wellness is inherently linked to engagement in meaningful occupations, making occupation-centered strategies a theoretically grounded approach to supporting student well-being. Although occupation-centered interventions and wellness activities may benefit students (Espiritu et al., 2024), there is insufficient research on how to train occupational therapy faculty effectively to implement these evidence-based practices while maintaining academic rigor.

Student wellness within occupational therapy education is not solely an individual responsibility but is shaped by the relationships, environments, and communities in which learning occurs. Faculty-student relationships, peer connections, program culture, and curricular structures collectively influence students' opportunities to experience belonging, meaningful participation, and occupational balance. From this perspective, supporting student wellness requires more than encouraging individual self-care; it calls for learning environments that recognize students as whole people and foster authentic connection, shared responsibility, and mutual support. Faculty are uniquely positioned to contribute to these environments through relationally responsive teaching practices and the intentional integration of wellness-promoting strategies within the classroom and curriculum. Exploring how faculty can cultivate these connections may help occupational therapy programs create learning communities that support both student well-being and meaningful participation in the occupations of student life.

Thus, the purpose of this study was twofold: (1) to explore occupational therapy students' experiences and perceptions of wellness within graduate education and use these findings, along with existing literature, to inform the development of a faculty educational workshop; and (2) to evaluate the changes in faculty participants' awareness, confidence and intentions to integrate wellness-promoting strategies following participation in the workshop. Grounded in the understanding that wellness is supported through engagement in meaningful occupations, occupational balance, and supportive environments (American Occupational Therapy Association, 2020), this study aimed to equip occupational therapy faculty with the knowledge and confidence to foster learning environments that support the development of occupational therapy practitioners.

Positionality Statement

At the time of this study, Annika Knuth was a third-year occupational therapy doctoral student completing an academic Capstone experience and brought personal experience as a white female student navigating an occupational therapy program. Ricardo Ramirez is a first-generation, bilingual, and Latino occupational therapist, scholar, and educator specializing in mental health. These experiences and professional perspectives informed the authors' interest in student wellness and may have influenced the interpretation of student perspectives.

METHODS

This study used an exploratory sequential mixed methods design. Qualitative data gathered from occupational therapy student focus groups informed the structure and content of a single-session educational workshop for occupational therapy educators. The workshop was evaluated using pre- and post-workshop surveys administered immediately before and after the educational session to assess changes

in awareness, confidence, and intentions to integrate wellness-promoting strategies into participants' educational roles. The Institutional Review Board at the authors' institution determined that this study had exempt status.

Participants included graduate occupational therapy students, occupational therapy faculty, and academic occupational therapy Capstone students across occupational therapy programs in an urban Midwestern city in the United States. Currently enrolled occupational therapy students who had completed at least one semester of an occupational therapy program and were 18 years of age or older were eligible to participate in focus groups. Workshop participants were required to be either an occupational therapy faculty member or an academic Capstone occupational therapy student from an accredited program with current teaching responsibilities. Academic Capstone students were occupational therapy doctoral students completing their required Capstone experience in a teaching-focused setting and were included in this study to support the training of the next generation of occupational therapy faculty. All participants were recruited using convenience sampling, and informed consent was obtained from all participants.

Data Collection

Student Focus Groups

Occupational therapy students participated in one of three focus groups, conducted either virtually via Microsoft Teams or in person, each lasting approximately 45 minutes. Each focus group was facilitated by an academic Capstone student on the research team. Focus groups began with the establishment of group norms, followed by a semi-structured interview designed to elicit students' lived experiences related to wellness and self-care during their tenure in an occupational therapy program. The semi-structured interview guide was developed by the research team based on existing literature and project aims related to occupational therapy student wellness, self-care, occupational balance, and burnout. Questions explored students' experiences of wellness, factors that supported or hindered well-being, experiences with self-care, and perceptions of how faculty and program culture influenced student wellness. The interview guide was reviewed for content relevance by an expert in occupational therapy education who specializes in the mental health setting. Focus group sessions were audio-recorded using a secure Microsoft Teams account. Audio recordings were transcribed verbatim by the first author, and then all identifying information was removed before analysis. Audio recordings and transcripts were stored on a password-protected, institutionally approved secure server; only members of the research team had access to study data. Qualitative data collection occurred over a one-month period.

Educational Workshops

Participants attended an in-person 45-minute educational workshop informed by existing literature and student focus group findings. The workshop included four components: (1) an overview of student wellness and factors influencing wellness within graduate occupational therapy education; (2) presentation of evidence-informed strategies for integrating wellness into classroom and curricular practices; (3) experiential practice of selected strategies; and (4) facilitated reflection and discussion regarding potential application within participants' own educational settings. Workshop development drew on evidence-informed faculty development initiatives (Bilal et al., 2019; Steinert et al., 2016). Participants were introduced to two types of evidence-based wellness-promoting strategies: activity-based and educational practices. Activity-based strategies stemmed from mindfulness-based stress reduction principles (An et al., 2022; Kabat-Zinn,

2003); examples included facilitating brief mindfulness activities such as mindful breathing, physical activity moments such as stretch breaks, and gratitude activities such as complimenting peers. The workshop also highlighted educational practices primarily grounded in Universal Design for Learning (CAST, 2024), including the use of low-stakes formative assessments, offering action-oriented feedback, providing multiple ways to receive and process content, and emotion check-ins. Universal Design for Learning was incorporated because instructional design and classroom structures may influence students' cognitive, emotional, and occupational demands. Providing multiple means of engagement, representation, and action and expression may reduce unnecessary barriers to participation while supporting learner autonomy and accessibility (CAST, 2024). Within the context of this workshop, Universal Design for Learning was presented as a structural approach to supporting student wellness rather than as a discrete wellness activity.

During the session, participants completed pre- and post-workshop surveys administered electronically using Research Electronic Data Capture (REDCap; Harris et al., 2009; Harris et al., 2019). The survey consisted of six Likert-type scale items and one open-ended question to elicit brief, supplementary feedback from participants. The six Likert-type survey items were developed by the research team based on the study objectives and content addressed in the educational workshop. Response options ranged from “Strongly Disagree” (0) to “Strongly Agree” (5). The items were not intended to constitute a validated psychometric scale, and therefore, established reliability and validity estimates were not available. All items were reviewed by occupational therapy research experts for content relevance and clarity. Educational workshop survey data collection occurred over a one-month period.

Data Analysis

Qualitative data from student focus groups were analyzed using thematic analysis to identify and define common themes across student perspectives, through an iterative, inductive, and multiphase analytic approach (Braun & Clarke, 2006; Braun & Clarke, 2022). To enhance qualitative rigor, both authors initially coded the transcripts independently and then met to reach consensus on codes and definitions while maintaining an audit trail of documenting analytic decisions. Codes were condensed into a coding dictionary while retaining their core meanings. Relationships between codes were schematically mapped to develop thematic categories. Throughout the process, the researchers engaged in reflexive discussion regarding their positionality and potential influence on interpretation.

Quantitative analysis of faculty survey results was conducted using descriptive and inferential statistics in SPSS version 28.0 (IBM Corp.) to evaluate changes in participants’ awareness, confidence, and intentions to integrate wellness strategies into their roles following the workshop. Open-ended survey responses were reviewed to provide supplementary context for the quantitative findings.

RESULTS

Seventeen occupational therapy students participated in focus group discussions at one institution, and 17 participants attended the educational workshop across two institutions. Attempts to schedule workshops at two additional institutions were unsuccessful because of faculty scheduling conflicts. Table 1 and Table 2 present the demographics of the occupational therapy students and workshop participants, respectively. Most focus group participants were White, were enrolled in the third year of their clinical doctorate program, and were between 22 and 25 years old. All focus group participants were women. Thirteen

occupational therapy faculty members and four academic Capstone students participated in the educational workshop. Most educational workshop participants were White women.

Table 1: *Demographic Characteristics of Focus Group Participants (n = 17)*

Characteristic	n (%)
Year in Program	
First Year	3 (17.65%)
Second Year	5 (29.41%)
Third Year	9 (52.94%)
Age Representation	
22 - 25	11
26 - 29	(64.71%)
30+	4 (23.53%)
	2 (11.76%)
Gender Representation	17 (100%)
Woman	
Racial Demographics	
White	12
Latinx/a/o/e	(70.59%)
Asian or Asian American	3 (17.65%)
	1 (5.88%)
Multi-Racial	1 (5.88%)

Qualitative Findings

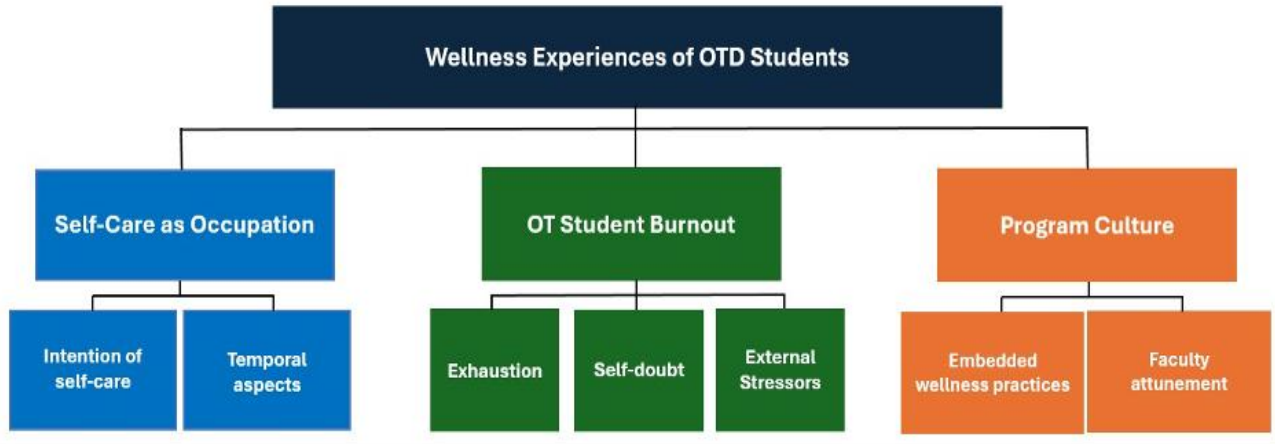
Three primary themes were identified in occupational therapy students' focus group reflections: (1) self-care as an occupation, (2) occupational therapy student burnout, (3) program culture.

Table 2: *Demographic Characteristics of the Educational Workshop Participants (n = 17)*

Characteristic	n (%)
Age Representation	
25 – 34	4 (23.53%)
35 – 44	7 (41.18%)
45 – 54	2 (11.76%)
55 – 64	2 (11.76%)
65+	2 (11.76%)
Gender Representation	
Woman	15 (88.24%)
Man	1 (5.88%)
Non-binary	1 (5.88%)
Racial Demographics	
White	15 (88.24%)
Black or African American	1 (5.88%)
Middle Eastern	1 (5.88%)
Academic Title	
Professor	3 (17.65%)
Associate Professor	5 (29.41%)
Assistant Professor	5 (29.41%)
Academic Capstone Student	4 (23.53%)

Figure 1 on the next page illustrates the relationships among the themes and identified subthemes.

Figure 1: *Major Themes and Subthemes of Occupational Therapy (OT) Students' Focus Group Reflections*



Self-care as occupation

Occupational therapy students conceptualized and emphasized self-care as a meaningful occupation. Students viewed self-care as an activity they wanted or needed to engage in that provided structure, purpose, and meaning to their lives as they navigated academic demands.

Intention of Self-Care: Occupational therapy students described self-care as purposeful and proactive, emphasizing engagement in meaningful occupations that restore them "physically, emotionally, mentally, and spiritually." Students distinguished self-care from avoidance, procrastination, or indulgence and described it as intentionally. "taking the time to put yourself first." Students noted that wellness must be the "intention of the activity" rather than a secondary outcome, such as deliberately engaging in an activity to support well-being (e.g., taking a walk to decompress), rather than experiencing incidental benefits from completing other tasks (e.g., taking a walk to go to the grocery store).

As students progressed through their occupational therapy program, their self-care practices evolved beyond primarily physical strategies (e.g., exercise, sleep hygiene) to include cognitive reframing and affirmations as they applied socioemotional and mental health knowledge from coursework to their daily lives.

Temporal Aspects: Although students stated that self-care was important, they reported that it was not always prioritized due to time demands. Consequently, students reported that their self-care engagement "ebbs and flows heavily" throughout their occupational therapy program. During foundational and academically rigorous semesters, students shared that the transition to graduate school, together with academic demands, resulted in feeling like they are "just trying not to drown." Reduced engagement in self-care during these periods contributed to occupational imbalance as students devoted most of their time to productivity in the student role. One student described sequencing self-care after academic responsibilities:

"I can't take time for myself until I feel confident in this [school assignment because] I didn't feel like the self-care would feel good until [schoolwork] was done."

Occupational Therapy Student Burnout

Students shared experiences of stress, exhaustion, and psychological strain as occupational therapy students in a post-COVID context. They described academic overload, emotional fatigue, and self-doubt, reflecting dimensions of burnout. Students also emphasized that their well-being was influenced by both academic pressures and broader life contexts.

Exhaustion: Students described that academic workload and time scarcity as major contributors to cognitive exhaustion, resulting in emotional fatigue and a sense of "operating on empty," reducing their motivation to participate in self-care. Occupational therapy school was described as time-consuming, leading students to feel that their "whole life ... focuses around school." Ongoing academic demands, including assignments and exams scheduled at similar times, further reduced flexibility for restorative activities, leaving students to "feel burnout and pressured."

Self-doubt: Questioning of competence and belonging, consistent with experiences related to imposter syndrome, was a common theme reported by students across the occupational therapy program. One student reported that in the first semesters of their program, they "spent so much time doubting myself and not feeling I was good enough for the program." This feeling did not dissipate following the conclusion of academic coursework; during transitions to clinical placements, students continued to question themselves, asking, "Am I ready for this?" During clinical placements, the process of developing a professional identity as an emerging clinician contributed to students' stress while reinforcing the importance of personal wellness in balancing academic demands, professional expectations, and self-care.

External Stressors: Students acknowledged that global events, social media, sociopolitical climates, and personal relationships directly influenced their mental well-being and academic participation. They described managing multiple roles and life transitions outside of school that affected their "mental well-being and academic performance." One student noted: "I think being a student is a really important occupation, but sometimes I don't know if I identify it as my main occupation… the older I get, life happens. There's so many life transitions [during OT school]."

Program Culture

Students suggested that the culture and structures of occupational therapy programs could influence student well-being, positively or negatively. Departmental programming and faculty behaviors were described as shaping students' wellness experiences.

Embedded Wellness Practices: When wellness practices were integrated into the classroom environment, students reported greater engagement and accessibility, because integration allowed them to "learn how to put self-care skills into practice." Embedding practices made self-care to be less intimidating and more accessible because students noted that they "won't make time to do that on [their] own." Environmental supports, including sensory tools (e.g., fidgets, headphones) and classroom modifications (e.g., dimmed lights, preferential seating), contributed to the promotion of student wellness within the classroom. Program-wide activities conducted outside of class time, such as yoga, were also valued by students.

Faculty Attunement: Faculty awareness, flexibility, and relational support were important in shaping students' wellness experiences while enrolled in an occupational therapy program. Students noted that faculty who acknowledged

their stress were perceived as supportive; however, students also identified a need for faculty to have greater knowledge and confidence in recognizing and responding to students experiencing significant stress or crisis: "I understand that [talking to students about wellness] may make [faculty] uncomfortable, but as a person in a position as being your mentor ... I feel like they could be better equipped to handle like when students are in crisis mode." Students desired space for genuine conversation and expressed a preference for authentic relational care over surface-level wellness messaging from faculty.

Quantitative Findings

A Wilcoxon signed-rank test was conducted to evaluate the pre- to post-workshop changes across six outcome items (Table 3). Statistically significant improvements were observed in participants' awareness of occupational therapy students' overall wellness status, confidence in supporting student wellness, confidence in integrating practical strategies into coursework, and development of a plan to promote wellness within the curricula ($p < .05$). The largest change in median score was observed for participants' plan to promote wellness within their curriculum. No statistically significant change was found in participants' confidence for screening students' wellness concerns.

Discussion

In this study, we examined the impact of an evidence- and occupational therapy student-informed educational workshop designed to support student wellness. Focus group findings illustrate how occupational therapy students frame self-care as a meaningful occupation requiring intentionality, yet engagement is often constrained by workload, time, and external stressors. These findings add to the growing knowledge base that occupational therapy and other health professions students experience high levels of stress and burnout, with self-care often insufficient to maintain occupational balance (Laposha & Smallfield, 2022; Popova et al., 2023; Vedamuttu et al., 2025).

Table 3: Pre- and Post-Workshop Outcomes

	Pre-Workshop Median (Range)	Post-Workshop Median (Range)	Z	p-value
I am aware of my OT students' overall wellness status and self-care practices.	2 (1 - 3)	3 (1 - 4)	3.066	0.002*
I feel confident in supporting student wellness amongst my OT students.	3 (1 - 4)	3 (2 - 4)	2.762	0.006*
I feel confident in screening an OT graduate student for wellness concerns.	3 (0 - 4)	3 (1 - 4)	1.473	0.141
I feel confident to provide appropriate resources to my OT graduate students struggling with their wellbeing.	3 (1 - 4)	3 (2 - 4)	2.203	0.028*
I feel confident in adding practical strategies to support student wellness into your OT graduate coursework.	2 (1 - 3)	3 (2 - 4)	3.270	0.010*
I have a plan to promote student wellness within my curricula.	1 (1 - 4)	3 (3 - 4)	3.275	0.001*

**Denotes statistical significance using p-value < 0.05.*

Findings from this study suggest that student wellness can be supported through intentional pedagogical and program-level approaches, rather than relying on the addition of discrete wellness activities alone. In partnership with student perspectives, occupational therapy faculty are positioned to shape learning environments that promote occupational balance through coordinated assignment demands, inclusive instructional strategies (e.g., Universal Design for Learning), and modeling attuned

responses to student well-being. These approaches may enhance both student well-being and academic engagement while potentially increasing faculty and buy-in and supporting more sustainable implementation at the program level.

Program culture and faculty support emerged as key influences on student wellness. Embedded wellness practices, such as mindfulness breaks and environmental supports, were perceived as accessible and valuable, while faculty attunement and relational support could influence students' well-being positively or negatively. Students' desire for faculty to be more confident and knowledgeable in responding to distress highlights an important distinction between faculty support and clinical mental health care. Faculty may serve as an important first point of contact by recognizing signs of distress, responding with empathy, and further connecting students with appropriate institutional or community-based resources. However, faculty should not be expected to act outside their academic role or provide services beyond their scope of expertise. Faculty educational workshops may help clarify these roles and boundaries and support educators in assisting students and referring them to qualified professionals when specialized support is needed. This finding reinforces prior literature highlighting the critical role of faculty in fostering social and academic belonging, supporting resilience, and modeling wellness strategies (Grab et al., 2021; Isenberg et al., 2025).

Educational workshop data further suggest that targeted faculty education was associated with short-term improvements in selected measures of awareness, confidence, and intentions to integrate wellness strategies into the programs and classrooms. These findings are consistent with previous research in health professions education indicating that experiential faculty training can improve teaching effectiveness and implementation of new strategies (Bilal et al., 2019; Steinert et al., 2016). Educational workshops may be a feasible strategy for influencing program culture. Future faculty education may benefit from encouraging educators to recognize how generational and other differences may influence perspectives on wellness, communication, and approaches to support, while avoiding assumptions. As the Occupational Therapy Practice Framework emphasizes occupational therapy's role in improving health, well-being, and participation for persons, groups, and populations (American Occupational Therapy Association, 2020), occupational therapy faculty must uphold these professional values within their own academic programs.

This study has several limitations. Student focus groups occurred at a single occupational therapy program, and although the sample included students across all three years of the program, all participants were women (100%) and (70.59%) were White, which may limit transferability to occupational therapy student populations with different demographic characteristics. Because the study used convenience sampling and was not designed to estimate population prevalence or achieve representativeness, comparisons with national or regional occupational therapy student demographics were not conducted. Findings should therefore be interpreted as context-specific perspectives that may inform future research rather than as representative estimates of occupational therapy students nationally. Additionally, generational characteristics and worldviews were not specifically examined and may have influenced how students conceptualized wellness, communicated stress, sought support, or perceived faculty responses to their needs. Future research should consider how generational and other contextual factors may shape student wellness experiences and preferences for

faculty support. Faculty workshop data included participants from two programs, and outcomes relied on self-reported measures and may have been influenced by response bias. Despite these limitations, the study offers valuable preliminary evidence on the feasibility of the educational workshop.

Collectively, the findings of this study suggest that student well-being is a shared responsibility of both students and faculty. Integrating wellness-promoting practices into occupational therapy curricula and equipping faculty to support wellness may create more consistent opportunities for students to engage in these practices, potentially reducing burnout risk, supporting sustainable well-being, and strengthening the profession's capacity to model and teach occupational balance. Future research should evaluate long-term impact of faculty-led, curriculum-embedded wellness interventions on student outcomes and consider validated measures, such as the Professional Belonging Scale for Occupational Therapy Students (Corcoran et al., 2025), to assess the impact of integrated wellness strategies on students' well-being and sense of belonging.

CONCLUSION

This study highlights the complexity of student wellness within occupational therapy education, where engagement in self-care coexists with academic demands, program culture, and faculty practices. Findings underscore that supporting student well-being extends beyond individual responsibility and requires intentional curricular and instructional approaches that align with occupational therapy's values of health, participation, and balance. Faculty play a critical role in shaping these environments, and targeted educational workshops offer a practical pathway for fostering learning cultures that support wellness. These efforts may include both discrete, classroom- or program-level wellness activities as well as broader curricular and instructional design approaches that integrate well-being into the structure of the courses and learning experiences. As occupational therapy programs prepare the next generation of clinicians, they are positioned to design learning environments that support students' occupational participation and well-being as essential outcomes of professional education, ultimately contributing to the development of competent practitioners who are also equipped to sustain their own well-being and support the health of others.

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