

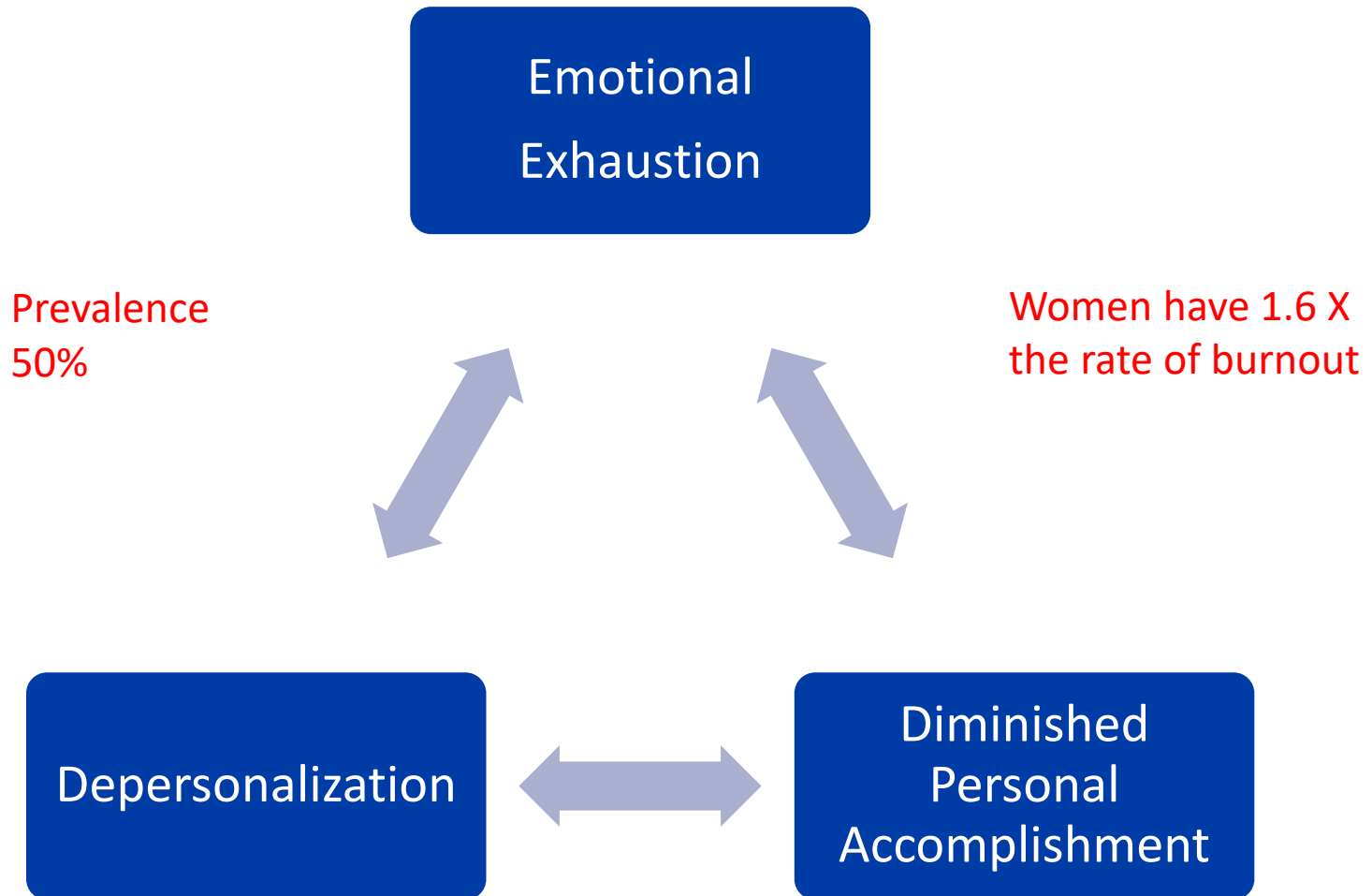
Fighting Burnout With Humanism

Susan Maltser, DO
May 16, 2019



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Burnout



Burnout and Care Quality: The Link Gets Stronger

Patient Safety Incidents
Suboptimal Care Outcomes
Low Professionalism
Lower Patient Satisfaction

Panagioti, M., Geraghty, K., Johnson, J., Zhou, A., Panagopoulou, E., Chew-Graham, C., ... & Esmail, A. (2018). Association between physician burnout and patient safety, professionalism, and patient satisfaction: a systematic review and meta-analysis. *JAMA internal medicine*, 178(10), 1317-1331.

https://www.ncbi.nlm.nih.gov/pubmed/30449463

Favorites Tools Help

NCBI Resources How To

PubMed.gov

US National Library of Medicine
National Institutes of Health

PubMed

Advanced

Format: Abstract

Soins. 2018 Nov;63(830):15-55. doi: 10.1016/j.soins.2018.09.002.

L'humanisme comme prévention de la souffrance au travail.

[Article in French]

Maroudy D¹.

Author information

PMID: 30449463 DOI: 10.1016/j.soins.2018.09.002

[Indexed for MEDLINE] **Free full text**



Publication types, MeSH terms

LinkOut - more resources

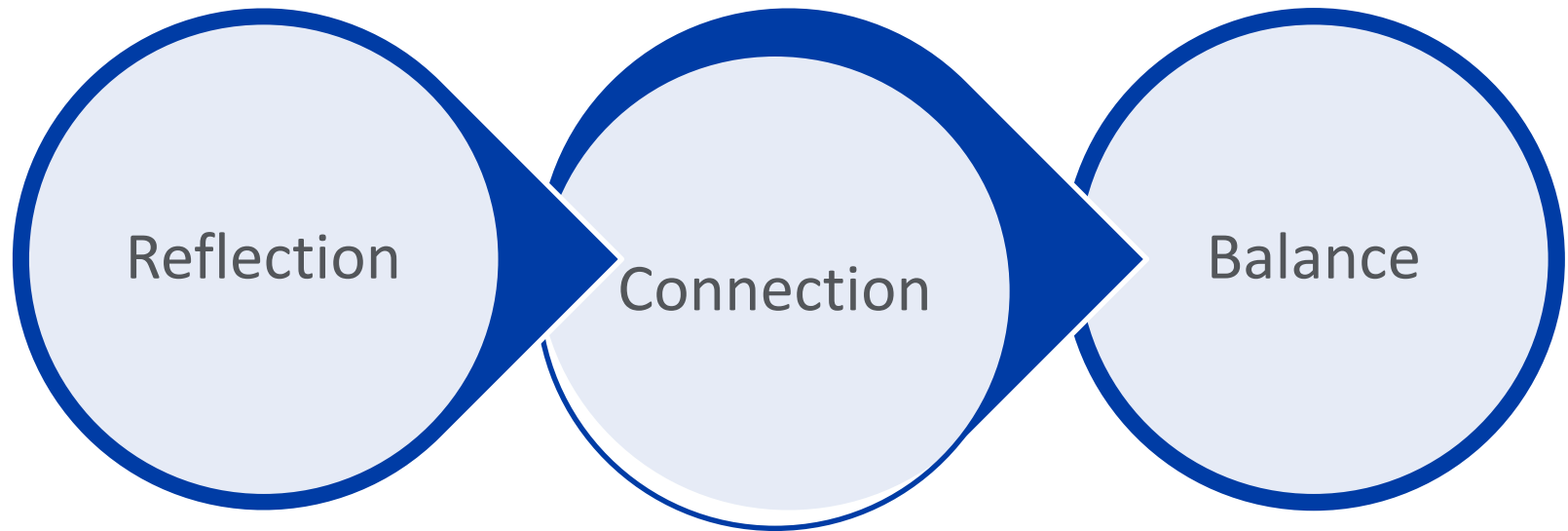
Attitudes of Highly Humanistic Physicians

- 1.” Approaching patients with a sense of **humility** and real **curiosity** about their lives, especially toward those patients to whom it may seem difficult to relate
2. Treating their patients as they themselves would wish to be treated
3. Seeing their role as not merely taking care of the medical aspect of their patients, but also helping their patients through life struggles– **‘being there with and for the patient.’**”

Chou, Carol M., MD; Kellom, Katherine; Shea, Judy A., PhD

Academic Medicine: [September 2014 - Volume 89 - Issue 9 - p 1252–1258](#)

Habits of Highly Humanistic Physicians



Chou, Carol M., MD; Kellom, Katherine; Shea, Judy A., PhD
Academic Medicine: [September 2014 - Volume 89 - Issue 9 - p
1252–1258](#)

Humanities in Medical School

Positive Qualities

Empathy

Tolerance of
Ambiguity

Wisdom

Emotional
Intelligence

Self Efficacy



Art

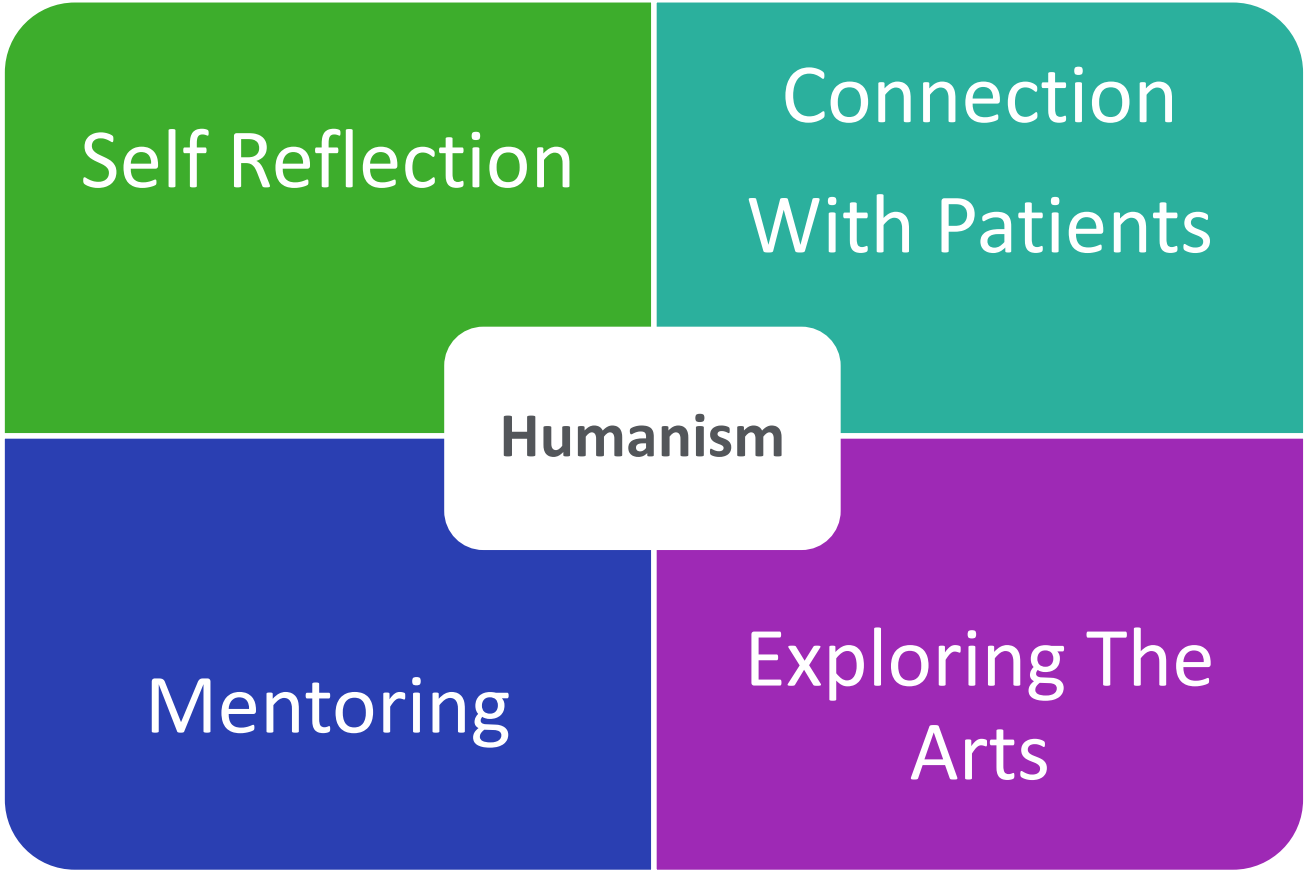
Music

Visual Arts

Theater

Tulane University. (2018, January 30). Arts and humanities in medical school promote empathy and inoculate against burnout. *ScienceDaily*.

Humanism Curriculum



Tackling The Burnout Problem



Designing and Implementing a Medical Humanities Longitudinal MS4 Elective

Alice Fornari, EdD, RDN

Vice President, Faculty Development, Associate Dean of
Educational Skills Development, Donald and Barbara Zucker
School of Medicine at Hofstra/Northwell

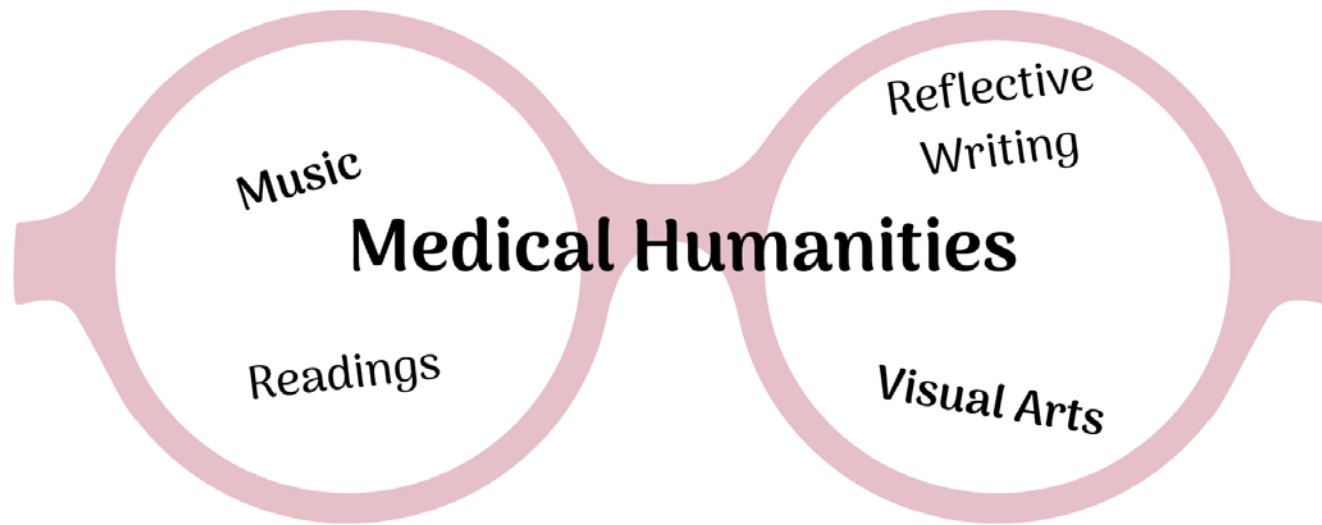
*(E)Verybody has a secrete world inside of them.
All of the people of the world, I mean everybody.
No matter how dull and boring they are on the
outside, inside of them they've all go
unimaginable, magnificent, wonderful, stupid,
amazing worlds. Not just one world. Hundreds of
them. Thousands maybe.*

-Neil Gaiman

Overall Goal of the Experience

The goal of this elective is to help students develop their capacities for continuous reflection and improvement by creating a community of practice. Students will honor patients' stories by seeking to understand their perspectives about the impact of illness on their lives. They will practice effective communication skills by building and sharing coherent narratives. By working to locate themselves within their own stories and those of others, students will learn to more effectively process their clinical experiences and practice reflections as a skill for meaning-making and self-understanding throughout their careers.





Through the lens of medical humanities readings, visual arts, music and reflective writing we develop student's capacities for continuous reflection and improvement by creating a community of practice

Course Objectives:



Synthesize clinical experiences into coherent narratives by creating written reflections



Cultivate compassion, empathy, and respect for diverse social and cultural perspectives while sharing patient stories

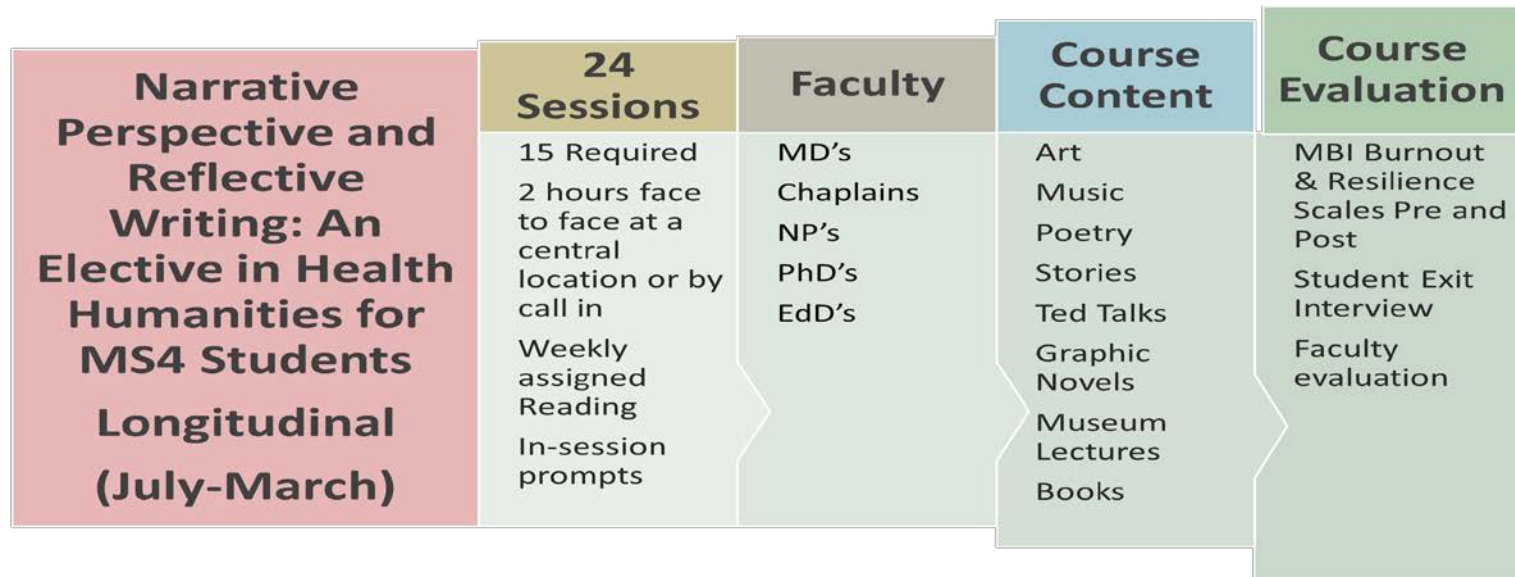


Collaborate and communicate effectively as part of a supportive peer group



Practice written reflection as a sustainable method to promote personal and professional development and to prevent burnout

Course Logistics:



A few words on creating a safe space....



This SOM elective course focuses on introspection. The work you share will be personal, for *you* and will be the subject of your study during our time together. Vulnerability is a vital part of the process, because through it we are able to identify with the universal human qualities in one another's experiences. But it takes tremendous courage to be vulnerable in front of others, especially your peers. You are strong, intelligent people who will not always agree with one another. As long as you commit to responding with respect and compassion – especially when you disagree – then our classroom will be a safe space for everyone to share

Sample prompts

Write about a time you had to trust

Where are you from?

Write about something that connects you to work

What do you carry with you?

Write about your name?

Describe a patient you've met who sticks in your memory

Write about a time you wished you said more to a patient



MBI Burnout & Connor Davidson Resilience Scale Pre & Post Course Evaluation

Maslach Burnout Inventory

Recognized as the leading measure of burnout, the Maslach Burnout Inventory TM (MBI) is validated by the extensive research that has been conducted in the more than 35 years since its initial publication

MBI-Human Services Survey for Medical Personnel - MBI-HSS (MP):
The MBI-HSS (MP) is derived from the Human Services Survey specifically for Medical Personnel.

The MBI-HSS (MP) addresses three scales:

Emotional Exhaustion measures feelings of being emotionally overextended and exhausted by one's work.

Depersonalization measures an unfeeling and impersonal response toward patients.

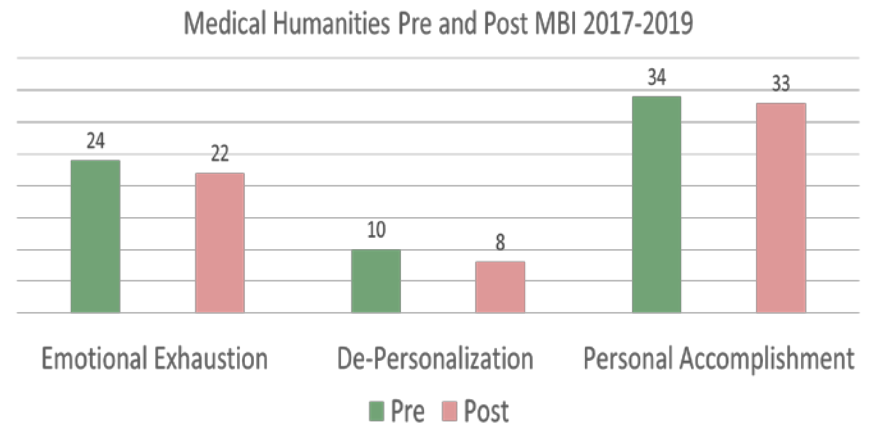
Personal Accomplishment measures feelings of competence and successful achievement in one's work

Connor Davidson Resilience Scale

The **CD-RISC 2** is based on items 1 and 8 (score range from 0-8), and was developed as a measure of "bounce-back" and adaptability by the original authors (Vaishnavi et al, 2007). In a general population survey of US adults, mean CD-RISC 2 score was 6.91, while lower scores were observed in psychiatric groups with depression (5.12), GAD (4.96) and PTSD (4.70) (Vaishnavi et al, 2007) and in survivors of the Southeast Asian Tsunami of 2004 (4.67) (Irmansyah et al, 2010).

Maslach Burnout Inventory Scale

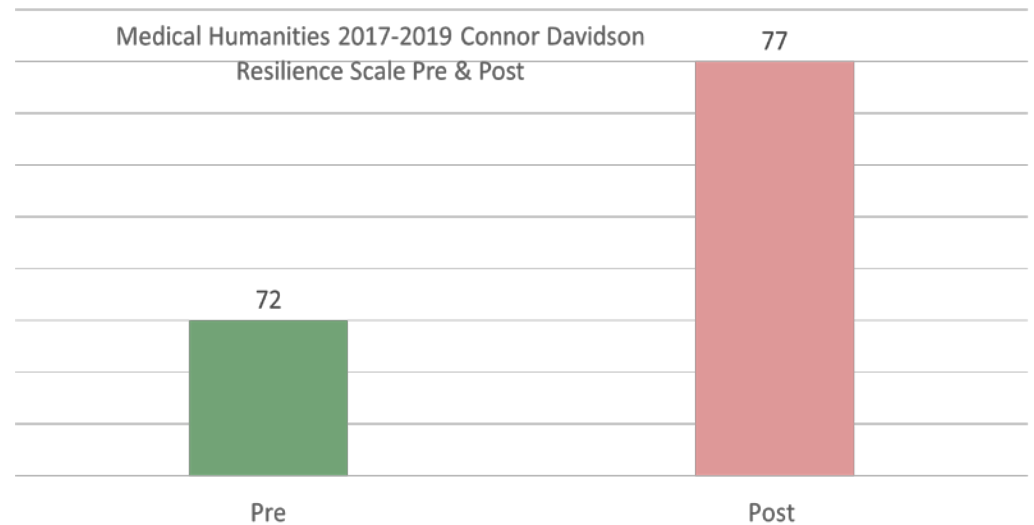
-
- Small decrease in Emotional Exhaustion
 - Small decrease in De- Personalization
 - Increase in Personal Accomplishment



Student (N=25)

Connor Davidson Resilience Scale

- Scale 1- 100 higher score= higher resiliency
- Increase in Resilience



Student N=25

Faculty Survey Evaluation Data

Did this course meet faculty expectations?

N=9 said “yes”

- Inspiring
- Rewarding
- Stimulating
- Enlightening
- Appreciate
- Revitalizing
- Thought Provoking
- Uplifting



Student Exit Interviews

Overall, this elective was valuable for my medical education?

N=13/15 Agreed or Strongly Agreed

- “Enlightening”
- “Provocative”
- “Therapeutic”
- “Cathartic”
- “Reflective”
- “Relaxing”
- “Extensive”
- “Provocative”
- “Eye Opening”



T h e W a y I t I s

There's a thread you follow. It goes among
things that change.

But it doesn't change.

People wonder about what you are
pursing.

You have to explain about the thread.

But it is hard for others to see.

While you hold it you can't get lost.

Tragedies happen; people get hurt
or die; and you suffer and get old.

Nothing you do can stop time's unfolding.

You don't ever let go of the thread.



W i l l i a m S t a f f o r d

Modified MAP-IT Program to Enhance Professionalism in Pathology Residents

Michael Esposito, MD
May 16, 2019



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Background

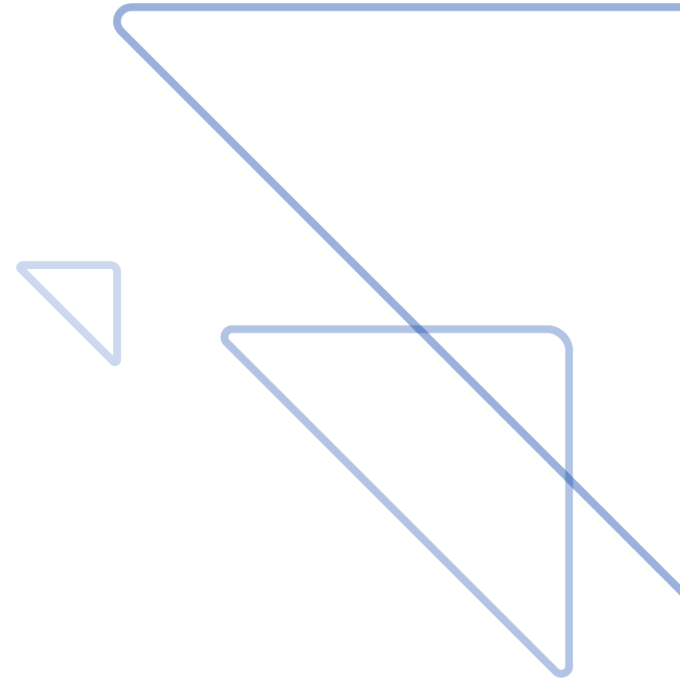


A core ACGME competency is professionalism. However, there are no definite guidelines for developing a curriculum in professionalism in residency training. **The MAP IT program** (mentoring and professionalism in training) was developed to **promote humanism** as a core value in the professional development of health care professionals in our health system. **The pathology residency program utilized a modified version of the MAP-IT program to satisfy the ACGME professionalism competency.**

Methods



- 18 residents/3 fellows in 3 groups of 7
- Facilitators=Graduates of system MAP-IT 1st cohort
- Five 90 min sessions over 6 months



• Modified MAP-IT curriculum

- Appreciative Inquiry and Active Role Modeling
- Conflict Resolution
- Team Building
- Feedback
- Mindfulness and Physician Wellness
- System MAP-IT resources

Feedback



- "the cone in the box representing the different viewpoints on the same issue reinforced the concept that conflicts are not always black and white. The idea that the other person also may have a story to tell was illuminating. It reminded me to **think about the other person's perspective when dealing with conflict.**"

- One participant commented on the appreciative inquiry session as "**reflecting on why we do a lot of things right as a team** can give a lot of encouragement" especially in challenging situations.

- One participant found "meditation to be a very relaxing method" which gave her a "**sense of well-being**"

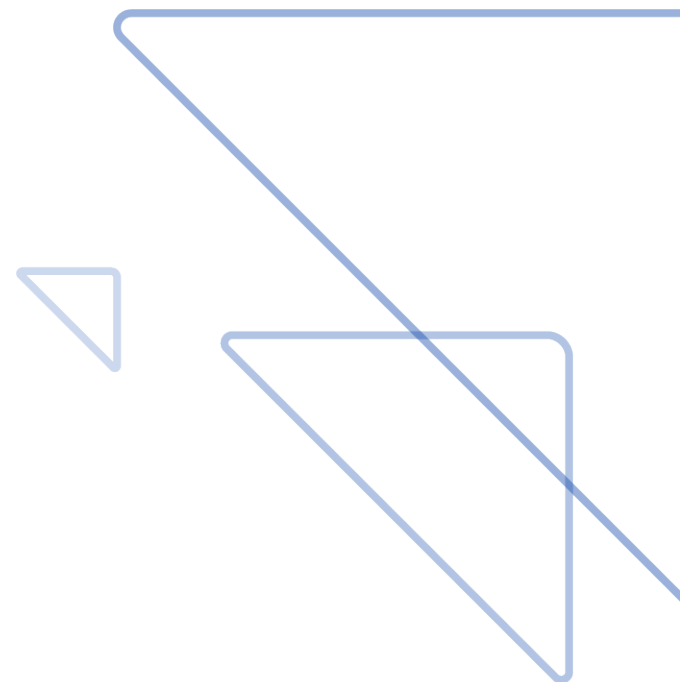
- A senior resident " was really touched by the stories shared, and felt inspired to make a greater effort to **get to know my colleagues better.**"

- One participant felt that the MAP IT sessions helped them "**understand the intricacies of work place relationships**, ways of effective, respectful and productive communication and professionalism in the workplace".

Conclusion



- A modified MAP-IT program provides a curriculum that satisfies ACGME requirements for the professionalism and IPCS competencies
- This program strengthens physician well being and promotes camaraderie between residents through the sharing of stories



A humanism oriented book club, and the role of book clubs in medical training.

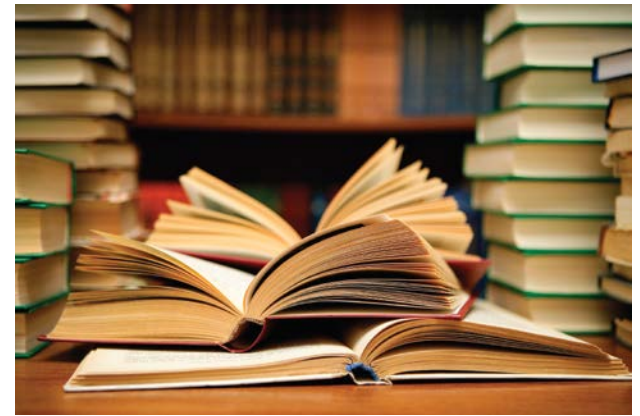
Naomi Kaplan, MBBS

May 16, 2019



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Objectives:



- describe a humanism-focused, PM&R based book club.
- delve into how are other programs, specialties, and countries are using the book club format to provide a holistic approach to medicine and medical training.

The Next Chapter is Always the Best.

Book Club

Join the Club. **May 18**



- 3 core members: 2 attending physicians, 1 resident physician
- At least 4 other attendings, and 3 additional residents have participated in a book club meeting.
- Virtually all female physicians for all 3 years.



Cutting for Stone- Abraham Verghese

**The Spirit Catches You and You Fall
Down- Anne Fadiman**

A Man Called Ove- Fredrik Backman

Five Days at Memorial- Sheri Fink

Man's Search for Meaning- Viktor Frankl

The Power- Naomi Alderman

Awakenings- Oliver Sacks

In Shock- Rana Awdish

The Midwife- Jennifer Worth

**What the Eyes Don't See: A Story of
Crisis, Resistance, and Hope in an
American City- Mona Hanna-Attisha**

Main themes:

- Finding meaning in life
- Finding meaning in work
- The physician role
- Physician leadership
- Physicians as patients
- Patient and physician expectations of each other
- The role for empathy and humanism in the clinical environment
- Ethical dilemmas

“It is our belief that the best medical care is patient and family centered and based on considerations of a holistic and humanistic view of a patient’s illness.”

“[Poetry] allows us to get to know our house staff in a different and perhaps more meaningful fashion...”

“Physicians are pulled in many, many directions...”

“...essential to have a creative outlet to reduce stress and maintain perspective and balance”

Twitter.com/doctorsbookclub



<http://www.brownim.org/2/arts-humanities-in-residency/>





- *"Synoptic philosophy sets out to see everything and see it as a whole. It is an attempt to view everything in the largest possible way..."* (Jonathan Dolhenty, Ph.D)



South London and Maudsley NHS Foundation Trust



How do book clubs contribute to medicine and medical training?



Finding Meaning In Medicine: Application in an OB/GYN Residency Program

Kristen Demertzis, Ph.D., ABPP-CN
May 16, 2019



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Background



Finding Meaning In Medicine (FMIM)

- Developed by Rachel Remen, M.D. at UCSF's Institute For The Study of Health and Illness
- Two-session program adapted from Healer's Art curriculum for medical students
- Implemented at medical schools and hospitals nationally
- Some of content incorporated into MAP-IT program

Goals of FMIM:

1. Provide a safe space for sharing, generous listening, contemplation, and reflection
2. Engage in mindfulness and other reflective guided activities (e.g., writing a personal mission statement, sharing an object with the group that holds professional significance) that:
 - Explore and connect us to the meaning underlying our work
 - Enhance our commitment to humanistic values in work
 - Deepen our sense of professional community and shared meaning within medicine

Methods



- 8 residents/2 faculty members per session
- Facilitators=2 facilitators who completed FMIM training
- 1st session: 90 minutes
- 2nd session: 120 minutes
- sessions separated by 2 weeks
- sessions during protected time

Modified FMIM Curriculum

- Session 1: Meaning and Medicine
 - group mindfulness exercise
 - seed talk on power of meaning to change experience
 - experiential exercise (bring in and discuss object connected to meaning of work)
 - reflections on session/closing comments
- Session 2: Service as a Way of Life
 - seed talk on service as a way of life
 - sharing and reflecting on calling to medicine and desire to serve
 - writing exercise (personal mission statement)
 - sharing personal mission statements with group
 - closing comments

Data



Resident Quantitative Data

These sessions provided an opportunity to reflect on/connect to some of the elements that inspire me as a physician in training	$\bar{x}=4.33$ (SD=0.67)
Writing a personal mission statement that included help phrasing was a meaningful exercise	$\bar{x}=4.17$ (SD=0.57)
Sharing with the group the professional significant of the object I brought to the first session was a meaningful activity	$\bar{x}=3.84$ (SD=1.0)
I learned about my co-residents through these sessions	$\bar{x}=4.17$ (SD=0.17)
I felt comfortable to be open and share with the group during these sessions	$\bar{x}=4.17$ (SD=0.57)
I felt more connected to some of my co-residents during these sessions	$\bar{x}=4.17$ (SD=0.17)
Participating in activities like this can enhance respect, understanding, and working relationships among residents	$\bar{x}=4.0$ (SD=0.80)
Having attendings from the department participate in the sessions enhanced the experience.	$\bar{x}=4.17$ (SD=0.57)
Having sessions like this helps deepen/sustain my connection to the meaning underlying my work.	$\bar{x}=4.0$ (SD=0.80)

1=strongly disagree; 5=strongly agree

Includes residents who completed both sessions (n=6)

Resident Qualitative Feedback

- Feedback included:
 - appreciating providing a safe forum to share and be vulnerable with one another
 - FMIM helping the residents understand one another better; have an increased level of appreciation and respect for one another
 - allowing them to process how they view their role and meaning to patients, families, and colleagues and who they aspire to be
 - reconnecting them with why they have entered medicine

Faculty Qualitative Feedback

- Admiration for how the residents expressed their humility and commitment to the meaning underlying their work
- Appreciation for the residency program protecting time in the residents' schedules for these types of initiatives and involving faculty
- Finding meaning in participating in the exercises and sharing their reflections with the group
- Enhanced commitment to supporting the professional development of the residents
- Increased knowledge about the residents as individuals that can be applied to being a more effective mentor/preceptor

Conclusions



- A two-session FMIM program was perceived as beneficial for connecting residents with one another, to participating faculty, and to the humanistic underpinnings of their work.
- Faculty also noted similar benefits.
- This program can enhance culture of a residency program and be part of a multipronged approach to facilitating wellness and mitigating burnout