Learning Objectives

1. Describe the Mentoring and Professionalism in Training (MAP-IT) program.

2. Review program structure and implementation, content and logistics.
MAP-IT Advisory Council

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Setting the stage for a resilience building Mentoring and Professionalism program (MAP-IT)
Why Humanism in Medical Practice?

The depersonalization rate among U.S. physicians (aka health professionals):

- More than one-third of physicians have lost touch with the humanism & empathy, which is the heart of our profession

Driver Dimensions

Key drivers of burnout and engagement in physicians.

Executive Leadership and Physician Well-being
Shanafelt, Tait D., MD, Mayo Clinic Proceedings, Volume 92, Issue 1, 129-146

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making lists of desirable professional characteristics is necessary and useful for teaching and assessment.

it is not, by itself, sufficient either to fully define professionalism or to capture its social functions.

The Triple Aim—enhancing patient experience, improving population health, and reducing costs—is widely accepted as a compass to optimize health system performance.

Yet physicians and other members of the health care workforce report widespread burnout and dissatisfaction. Burnout is associated with lower patient satisfaction, reduced health outcomes, and it may increase costs.

Burnout thus imperils the Triple Aim.

Quadruple Aim, adding the goal of improving the work life of health care providers, including clinicians and staff.

MAP-IT = Care-Team Wellbeing

The Mentoring and Professionalism in Training (MAP-IT) program
Definitions

**Mentoring:** a learning relationship, which helps learners take charge of their own development, to release their potential and to achieve results which they value (Lakhani, M).

**Humanistic mentoring:** brings to the learning relationship compassion, respect, and sensitivity to the values, autonomy, cultural and ethnic backgrounds of others. (Blatt, Fornari, Wolpaw)

“Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out expected delights along the way.” (Daloz, LA)
MAP-IT Core Values

- **Compassion**
- **Caring**
- **Empathy**
- **Respect**
- **Integrity**
- **Justice**
- **Altruism**
- **Honesty**

**Program Vision:** to increase participants’ knowledge, skills, and resilience specific to mentoring of early-career professionals they come in contact with in their daily work environments.

**Program Goal:**
To implement a curriculum that will incorporate humanism and professionalism as a core value in the development of health professionals throughout the health system.
The 3 Arms of the MAP-IT Community at Northwell Health

Program Director

Advisory Council

Clinical Leadership
- Dept. Chairs, GME & Physician Leaders
- PA Leaders
- Nursing Leaders

Corporate Leadership
- Culture of Care Leaders
- Regional HR, CLI

Feinstein Leadership

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Theoretical Model

Adapted from *Teaching professional and humanistic values: Suggestion for a practical and theoretical model*
10-Month Curriculum

Session #1-October
▪ Appreciative Inquiry
  (related to culture formation)

Session #2-November
▪ Active Role Modeling in Academic Setting

Session #3-December
• Team Building: Dealing with Differences and Conflict

Session #4-January
▪ Feedback in Challenging Circumstances

Session #5-February
▪ Medical Error I (Disclosure and after the error)

Session # 6-March
▪ Medical Error II (Choosing Wisdom)

Session #7-April
▪ Diversity & Inclusion

Session #8-May
▪ Enhancing Well Being, Self Care & Resilience-Third Thing (#9 on reference list)

Session #9-June
▪ Mindfulness

Session #10-July
▪ End of program evaluation/assessments/reflections

Graduation – July/August

*“Passing the Torch: Fostering Medical Humanism through Faculty Role Models” William Branch Jr., MD*
Beginning with Appreciative Inquiry
(conceptual framework)

Positive Top Choice

Discovery - Appreciating “the best of what is”

Destiny - Create “what will be”

Design - Co-constructiong “what should be”

Dream - Envisioning “what could be”

Beginning with Appreciative Inquiry (conceptual framework)
Session Format

**Reflection**
Use *Appreciative Inquiry* framework to explore session topic

**Narrative Writing**
Story sharing based on question prompt for session topic

**Role Play/Article discussions**
Use curriculum specific articles

**Debrief**
Session takeaways/synthesize themes

- **No pre-work or post work** is required of participants.
- **Main expectation** is that participants attend, contribute and **be present in the moment**.

*HPMs are mid-career level healthcare professionals*
Program Logistics

• Several small groups meet during the month at various Northwell Health locations (discussing and reviewing the same content).

• Multiple sessions allow for makeups in case participants have to miss their regularly scheduled sessions.
Successful Program Completion

**Entails:**
- satisfactory participation in monthly sessions, a goal of 80% attendance is required, with opportunity for make-ups within month at an alternate session on same topic
- completion of pre and post assessments
- completion of an end of program evaluation

*A formal certificate of program completion is issued to all participants who have met these course requirements*
## MAP-IT Program Data

<table>
<thead>
<tr>
<th>Clinical MAP-IT</th>
<th>High Potential Mentors</th>
<th>Lead Facilitators</th>
<th>Sites</th>
<th>Participant Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort 1-4 2014-2017</td>
<td>329 graduates</td>
<td>52</td>
<td>CLI, Huntington, Plainview, Phelps, Southside, and SIUH</td>
<td>MDs, RNs, PAs, NPs, PharmDs, Chaplains, Social Workers, Researchers, Psychologists</td>
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<tr>
<td>Cohort 5 2018</td>
<td>120 participants</td>
<td>32</td>
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<tr>
<td>Corporate MAP-IT</td>
<td>High Potential Mentors</td>
<td>Lead Facilitators</td>
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<td>Participant Demographics</td>
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<tr>
<td>Cohort 1 2017</td>
<td>7 graduates</td>
<td>2</td>
<td>CLI</td>
<td>Admin Director, Director, Senior Director, Assoc Exec Director, AVP, VP, SVP</td>
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<tr>
<td>Cohort 2 2018</td>
<td>19 participants</td>
<td>6</td>
<td>CLI Syosset</td>
<td></td>
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<tr>
<td>Feinstein MAP-IT</td>
<td>High Potential Mentors</td>
<td>Lead Facilitators</td>
<td>Site</td>
<td>Participant Demographics</td>
</tr>
<tr>
<td>Cohort 1 2018</td>
<td>7 graduates</td>
<td>2</td>
<td>Feinstein</td>
<td>Elmezzi Scholar, Post Doc Research Trainee, Scientist</td>
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<tr>
<td>Cohort 2 2018</td>
<td>16 graduates</td>
<td>4</td>
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<td>Post Doc Instructors, Assistant Professors</td>
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</tbody>
</table>
MAP-IT Accolade

“Thanks for all your coordination, organization and motivational efforts for our MAP-IT Cohort 5. I greatly enjoyed and benefitted from my participation in group 7. The attendance at all 10 sessions has enhanced and refined my better natures as a professional, a clinician and as a mentor.” – Cohort 5 HP

“This has truly been a wonderful experience. The curriculum covers a wide array of important issues and the course leaders have been excellent in facilitating meaningful discussions. I have learned so much, not only through the course content but even more so through the experiences and insights of other participants in the group. It has helped me become more self-aware as a clinician, and more humanistic as an educator/mentor.” – Cohort 5 HP
Special Thanks To -

Arnold P. Gold Foundation
– for their support of this program and inaugural funding

Dr. William T. Branch – for collaboration on the MAP IT Program Curriculum (adapted from “Passing the Torch” and his on-going consultation).

Northwell Health
MAP- IT Advisory Council Members

Northwell Health Leaders and HPMs – for trusting the program & fully participating
Thank you!

Questions?

Next Steps:

• Please send an email to Cicy George (cgeorge1@northwell.edu) with your confirmation to join by August 15th.

• Those who confirm participation will receive a survey to indicate your day/time preference for monthly group meetings.
References


16. Tsoh, J.Y., Kuo, A.K., Barr, J.W., Whitcanack, L., Merry, I., Alldredge, B.K. 2019. Developing faculty leadership from ‘within’: a 12-year reflection from an internal faculty leadership development program of an academic health sciences center. Medical Education Online. 24(1).


