

## Background

Burnout is defined as a syndrome conceptualized as resulting from chronic work place stressors. It is a syndrome characterized by emotional exhaustion that results in depersonalization and decreased personal accomplishment at work burnout among healthcare professionals is particularly concerning.

Studies have shown that it is an independent predictor of major medical errors and can affect the quality of patient care and outcomes.<sup>(1)</sup>

Recognition of and strategies to manage and reduce burnout among health care professional are of paramount importance and should be strongly promoted. This is in order to prevent loss of productivity and improve quality and safety of patient care.

This is an important topic that has to be a part of IPE education in the future, as it crosses all professions and it impact interprofessional care.

## Objectives

### Primary Objective

To reduce the experience of burnout and isolation experienced by many health care professionals.

### Secondary Objectives

1. Promote learning about mindfulness as a tool to manage work place stressors
2. Expose inter-professional students to sources of stressors in their daily professional working lives and understanding of tool that can help manage these stressors
3. Students will be able to practice mindfulness techniques to emphasize learning, and use of these techniques during their daily work.
4. IP students/professionals will learn about others experiences with burnout (in itself reducing stress and anxiety related to feeling isolated) and will also learn from experts skills to combat this burnout.

## Methods

This mixed method project was developed to address burnout dissatisfaction, and communication between interprofessional health care providers. In order to design our project, Team Joy consulted with the Michigan Center for Interprofessional Education staff. After a brief review of literature the team decided to focus on mindfulness as one way to address stress burnout, job dissatisfaction, and interprofessional provider communication. Team Joy planned to host an IPE event on U of M main medical campus for students and professionals across multiple health disciplines on March 17, 2020. The goals of the event were to: 1) obtain pre-intervention survey data (regarding their attitudes toward mindfulness); 2) provide an education intervention; and 3) conduct a post-intervention survey.

A 30-item survey was developed to assess the participant's knowledge about mindfulness for personal use, as well as incorporating mindfulness in patient interventions, and as a basis for improving interdisciplinary communication when there is differing opinions on patient plan's of care. Following the pre-survey, participants were going to participate in a mindfulness training session led by a local expert. At conclusion of the training, the participants will complete the survey post-intervention. Interested participants will also be asked to share what they think the team should include to offer this type of training as an electronic session using M-learning.

*\*session was cancelled due to COVID-19 state requirements\*\*\**

## Results

### Mindfulness Mingle

Focus Group and Conversation

Receive \$20 gift card Plus free food for your participation.

**WHO:** Students and practicing clinicians from all health profession and disciplines.

**WHAT:** Dr. Frank Anderson our expert speaker will explain mindfulness, and will provide demonstration of techniques for you to use personally and teach your patients.

**WHEN:** Tuesday, March 17, 2020, 5:30 - 7:00 pm.

**WHERE:** Palmer Commons Boardroom 5.

**WHY:** -Professional clinical practice can be stressful.  
-Strong evidence that mindfulness has significant impact on health, and patient outcomes.  
-We want to identify barriers to using mindfulness in practice.  
-We want to learn how to incorporate in your daily working routine.  
-Mindfulness can improve interprofessional communication and experiences.

**HOW:** Please **REGISTER** using this link:  
<https://tinyurl.com/MichiganMindfulness>



Social Work—Public Health—Medicine—Nursing—Dentistry—Pharmacy—Physical Therapy—Clinical Science

INTERPROFESSIONAL EDUCATION

### Suggested Pre-Focus Group Questions

1. Are you familiar with mindfulness?  YES  NO
2. On a scale of 1 to 10, describe how familiar you feel with the concept of mindfulness:  
 1  2  3  4  5  6  7  8  9  10
3. Please describe what you believe mindfulness is....
4. Have you ever had formal training about mindfulness?  YES  NO
5. Do you believe mindfulness can be useful in clinical practice with patients?  
 1  2  3  4  5  6  7  8  9  10
6. What ways can you envision using mindfulness to help decrease personal work related stress?
7. How much do you envision yourself using mindfulness to help decrease personal work related stress?  
Not at all-----very likely/ see clearly  
 1  2  3  4  5  6  7  8  9  10
8. Do you feel confident that you can explain the purpose of mindfulness to students in your discipline/ field?  
 1  2  3  4  5  6  7  8  9  10
9. Do you feel that you can help students understand the relationship between mindfulness and positive patient outcomes?  
 1  2  3  4  5  6  7  8  9  10
10. Do you feel that you can help students understand the relationship between engaging in mindfulness and their personal resiliency and prevention of burnout?  
 1  2  3  4  5  6  7  8  9  10
11. Are you familiar with any (EBP) research that supports the use of meditation and mindfulness in patient outcomes and in interdisciplinary team communications?  
 1  2  3  4  5  6  7  8  9  10
12. If we held a training session, please answer the following questions:  
a. I would like to be trained in mindfulness  YES  NO  
b. I would like an ideal amount of time for this type of training should be \_\_\_ minutes/ hours  
c. I would prefer face-to-face training for mindfulness  YES  NO  
d. I would prefer online training with mindfulness techniques  YES  NO  
e. In my opinion, a mindfulness training session should include:  
f. If mindfulness training were required as part of the M-learning sessions, I would expect it to be \_\_\_/or include \_\_\_

### Suggested Post-Focus Group Questions

In your view were the information you gained today  
Less than helpful                      helpful                      extremely helpful

As a result of today's activity I gained more insight into mindfulness  
Yes                      No

I believe similar activities should be conducted to different disciplines across the University  
Yes                      No

Other useful topics to discuss in regard to wellness should include

1. Nutrition    yes                      no
2. Fitness      Yes                      no
3. Sleep        Yes                      no
4. None of the above
5. All of the above

Mention one fact you learned today that was most impactful

What suggestions can you provide to improve this activity?

## Lessons Learned

- Awareness and mindfulness are definitely critical for wellbeing of different professions especially at this challenging pandemic situations.
- Unfortunately this is not on the top of the priority lists of many professionals.
- Certain resources are available on the campus but it is not easily accessible
- COVID -19 virus pandemic has Impacted our understanding of wellness topic. Concentrating on mindfulness in isolation may not be sufficient to help manage work related stresses.
- As we work in a large organization, creating awareness of availability and avenues for wellness is important to allow maximum benefit to staff. We were unaware of the larger resource pool until COVID-19 epidemic started to peak were organization became more active in disseminating wellness information.
- Wellness issues are often reactive versus a proactive approach as part of the education experience.



6 Dimensions of Wellness from the National Wellness Institute

## Future Application and Next Steps

We believe it is very important that we need to build a culture and a community that is willing to consider "Awareness and Mindfulness" as part of our wellbeing.

Professional wellness should be an organizational focus and goal. Motivated individuals are an important resource but should not be the only resource to disseminate.

For a systematic approach to professionals and learners, We envisage that this should be started at departmental level and an integral part of the curriculums of the various professions:

- Identifying Departmental Core Wellness group. This group should be empowered to disseminate knowledge and provide evidence based resources to the rest of department members
- Exploration of multiple avenues such as sponsored events, lectures and access to institutional experts
- Creating awareness and accessibility to wider institutional wellness resources.
- It became rapidly and quickly recognized that wellness for employees and professions is not a luxury it is in fact a necessity. First responders impacted by mental problems may be out of working force and this impact efficiency and ability to combat virus epidemic.
- Opportunities for interprofessional support, education, and partnership around wellness should be supported financially and by department and education leaders.

## Acknowledgments

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References:

1. Letvak SA, Ruhm CJ, Gupta SN. Nurses' presenteeism and its effects on self-reported quality of care and costs. Am J Nurs 2012;112:30-8; quiz 48, 39.