

**Education, Prevention and Treatment of Mental Illness in
Medical Education – Wellness of Medical Students,
Residents and Faculty
CFMSD Wellness Initiatives**



STATE UNIVERSITY SYSTEM of FLORIDA
Board of Governors

Florida Board of Governors
Drug, Alcohol, and Mental Health Taskforce

John P. Fogarty, M.D., Dean, FSU COM
and Chair, CFMSD

Alma B. Littles, M.D., Senior Associate Dean, FSU COM
January 30, 2019

Objectives



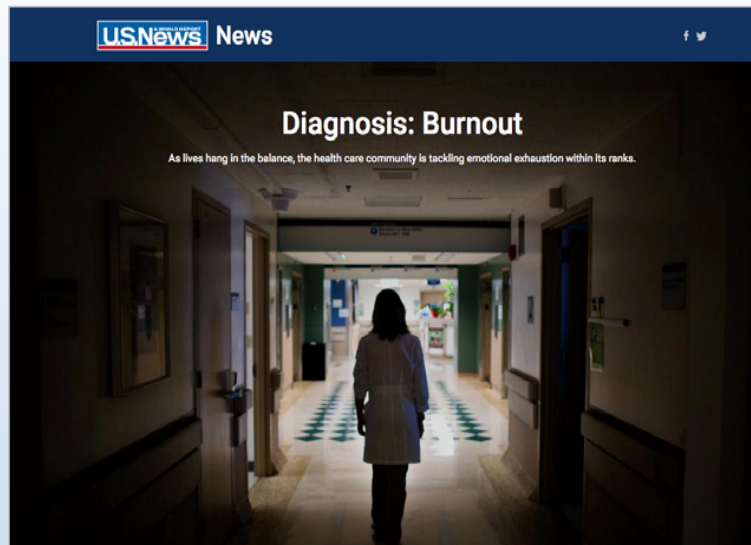
Overview: Scope of Mental Health Concerns and Burnout in Medical Education

Summary of Responses from other Organizations

Summary of Wellness Activities in Florida's Medical Schools

Discuss CFMSD Participation in Updating Mental Health Questions on Licensure Application

A National Crisis



FIRST OPINION

Fighting the silent crisis of physician burnout

STAT | Reporting from the frontiers of health and medicine

AFSTOCK

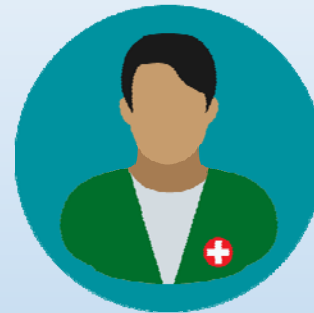
By TOM JENIKE
JUNE 29, 2016



National Academy of Medicine

400

physicians commit
suicide each year, a
rate more than



23-31%

2X

that of the general
population



Prevalence
of emotional
exhaustion among
primary nurses

Andrew & Brenner, 2015

Garnez-Urquiza et al, 2016

Learn more at nam.edu / Clinician Well Being

Burnout While in Training

**Highly prevalent among
medical students,
residents and physicians**

- In residents, studies show burnout rates of 41-90%

**In residency, levels
rise quickly within
the first few months**

**ACGME work hour
changes do not appear to
have improved sleep,
burnout, depression
symptoms, or errors**

**Resident distress (e.g.
burnout and depression)
associated with medical
errors and poorer patient
care**

**Increased clinical demands –
Productivity expectations**

**Decreased
autonomy/control
over practice**

**Increased
government/reimbursement
issues (MACRA, overall
healthcare environment)**

**Increased
performance
measurement**

Causes of Burnout

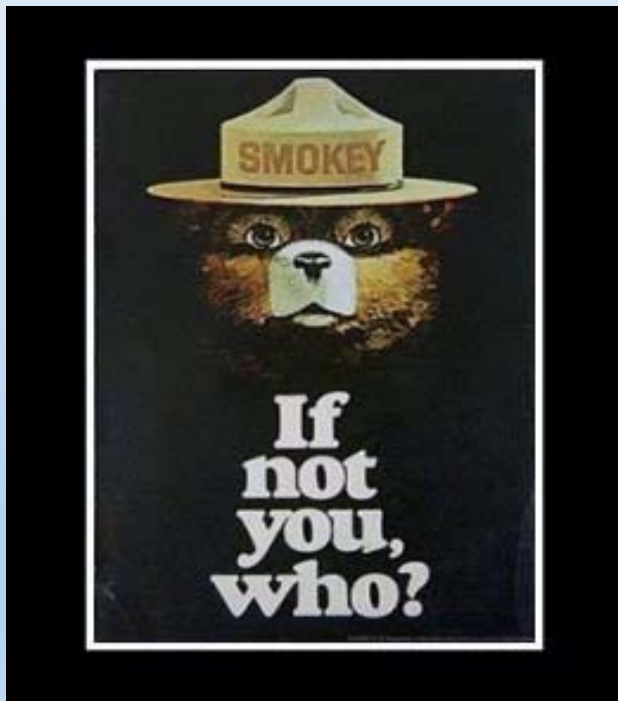
**Decreased time with
patients**

**Balancing personal /
professional lives**

**Inefficiency /
intrusion of EHR**

Isolation

Prevention



Addressing Physician Burnout - The Way Forward



JAMA

MARCH 07, 2017

TD Shanafelt; LN Dyrbye; CP West

- “Meaningful progress will require collaborative efforts by national bodies, health care organizations, leaders, and individual physicians, as each contribute to the problem and must own the solution.
- The recently announced National Academy of Medicine Action Collaborative on Clinician Well-Being and Resilience is an example of the necessary unified approach to address this issue. This problem will require cooperation at every level of the health care system.”



Tomorrow's Doctors, Tomorrow's Cures®

AAMC Response

June 2016, Sponsored a Leadership Forum “Creating a Culture of Wellbeing and Resilience in Academic Medicine.”

- **Similar findings of other groups (the problem, causes, impacts)**
- **Impacts on institutions (decreased productivity, staff turnover, and increased potential for medical errors)**
- **AAMC webpage dedicated to wellness**

<https://www.aamc.org/initiatives/462280/wellbeingacademicmedicine.html>

Approximately 80 academic medicine leaders, representing all AAMC affinity groups, were there for a moving discussion about wellness and burnout in our profession.

AMA Response



June 2016, AMA Annual Meeting - Academic Physicians Section (APS) – previously the Section on Medical Schools

APS educational program:
“Physician wellness and
resiliency throughout the
medical education”

- *“Finding meaning, balance, and personal satisfaction in the practice of medicine.”* Tait Shanafelt, MD, chief wellness officer at Stanford Medicine (formerly at Mayo)
- *“Lessons learned from comics produced by medical students: Art of darkness.”* Michael J. Green, MD, Dept of Humanities, Penn State COM
- Senior Physicians Section *“Burning up, burning out, or burning brightly?”* Richard Gunderman, MD, Professor, Indiana University

Responses from Florida's Medical Schools

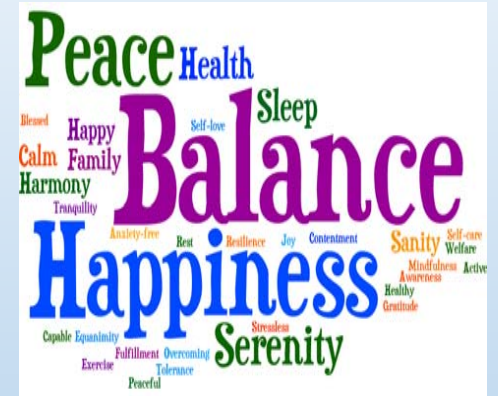


- Recognition of the problem
- Some schools have experienced student suicides
- Variety of school approaches on wellness
- Summer Meeting of the Council - August 2018
- Each school presented its responses / programs
- Plan to develop a consensus document 2019



Florida Wellness Responses Common Themes

- Wellness Committees
- Personal / confidential counseling
- Retreats
- Curriculum threads / themes
- Wellness “Days”
- Exercise, Nutrition, self-care education



Wellness Activities Medical Schools (UME 2017-18)



Other: Critical Incident Interventions to prevent traumatic responses to disasters/world events, Compliment boxes, variety of retreats, special events, coaching services; financial health didactics

Wellness Activities Residency Programs (GME 2017-18)



Other: Critical Incident Interventions to prevent traumatic responses to disasters/world events, Compliment boxes, variety of retreats, special events, coaching services; financial health didactics

FSU Wellness Program

- Response to loss of M2 student, February 2017
- Wellness Committee Fall 2017 – faculty, staff, students – Components added to Curriculum – summer 2017
- Counseling Center visits - ALL new students – 2017
- Wellness website (services, tools, local / national resources)
- Focus on engagement
- Healing / Meditation Garden
- Special events
 - Eclipse party
 - Wellness week (nutrition, exercise, yoga, meditation, massage)
 - Ice cream social
 - Employee Appreciation Day
 - Prejudice reduction workshop



<https://med.fsu.edu/index.cfm?page=wellnessCommittee.home>



Lisa J. Merlo, Ph.D., Associate Professor
Director of Wellness Programs, UFCOM

- Department presentations & interventions
- Website: Comprehensive listings
- Partner: Gatorcare for enhanced resources



Professional Fulfillment

Meaningfulness, self-worth, self-efficacy, & satisfaction

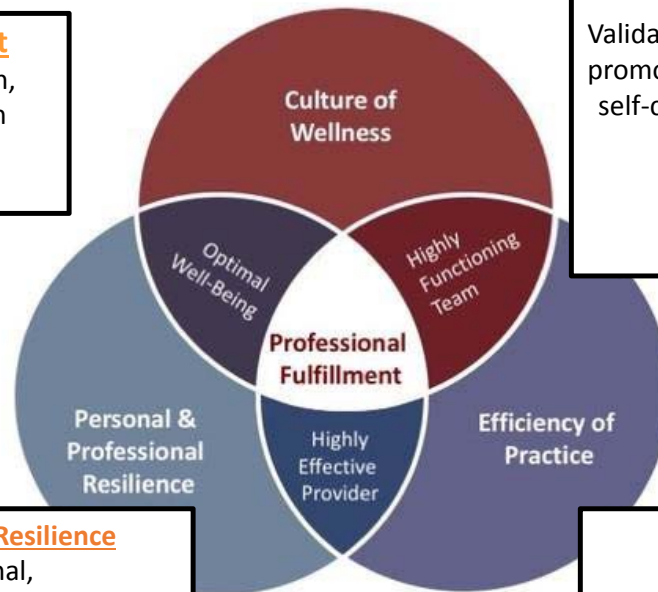
- **Students: Longitudinal Wellness Curriculum**



Personal/Professional Resilience

Physical, emotional, & professional well-being

- **Students: Mind-Body Medicine Course**
- **"Noah's Ark"**



Stanford Model

Culture of Wellness

Validate organizational values - actions that promote personal and professional growth, self-care, and compassion towards others

- **Residents: Needs Survey**
- **Faculty: Needs Survey**
- **"Vacation Prescription"**
- **"Electronic Blackouts"**



Efficiency of Practice

Promote safety, quality, collaboration, and work-life balance

- **Ongoing: Epic modifications**
- **Scribe program**

Integrating Wellness in Medical Education

Deborah German, M.D.

Vice President for Health Affairs and Dean, College of Medicine

Problem Statement

Medical students have a high prevalence of burnout, psychological distress, and risk of suicide.

- Factors that adversely impact students' mental health include the learning climate, personal characteristics, and the intensity and pace of the curriculum (Dyrbye et al., 2014).
- Numerous studies have highlighted that the mental health of medical students is better compared to peers at the start of medical school, yet worsens (increased depressive and anxiety symptoms) during the first and second years of medical school.
- Suicidal ideation and completion of suicide are becoming an increasing issue impacting the medical community (Yaghmour et al., 2017) with suicide being one of the leading causes of death for residents.



- Lastly, research links lapses in wellness to burnout which is associated with poorer quality patient care, lower empathy, and increased medical errors (Shanafelt, 2012).

"In sum, when our medical students, residents, and physicians suffer, ultimately patient care suffers too."

Integrating Wellness in Medical Education

We suggest adopting a multi-faceted approach that incorporates:

- Counseling and outreach
- Wellness infused as a part of the curriculum
- Wellness approaches informed by assessment and research
- Counseling and outreach includes access to affordable, onsite comprehensive counseling with a licensed psychologist.
 - Schedule counseling hours suitable for medical students (10am-7pm)
 - Provide individual, group, couples, and crisis counseling (25-30% of students use counseling; 100% receive wellness)
 - Provide specialized care around substance use, eating disorders, and suicide
 - Plan outreaches on topics relevant to medical students to be delivered at high-yield times:

M 1 year	M 2 year	M 3 year	M 4 year
"Healthy Knights Expo"	"A Good Knight's Sloop" to Promote Healthy sleep Behaviors	"Coping with Interpersonal Conflict on Clerkship"	"Managing Feelings of Uncertainty during the Match"
"Using Wellness to Build Resiliency as you Start Medical School"	"Managing Stress and Anxiety as you Prepare for Step One"	"Managing Burnout and Staying Energized in Medicine"	"How to Survive and Thrive as an Intern"
"Struggling in Silence: Panel on Depression and Suicide"	"Mind Body CBT/Mindfulness Group for Stress Management"		
"Work-Life balance as a Medical Student"			

- Wellness becomes infused as part of the curriculum as it is delivered throughout the four years of medical school and addresses developmental and professional issues that correspond with the academic curriculum and clinical experiences.
- Our wellness approaches are informed by assessment and research.
 - Examples of assessment include Y2Q, GQ, student feedback, standardized wellness measures, and focus groups.
 - Research is conducted on our novel approaches, such as the implementation of napping pods, biofeedback, and peer support to assess if these approaches reduce target variables such as stress and burnout.



Discussion and Future Directions

Medicine is changing and there is an increased awareness of the challenges associated with the demands of the profession.

- There is increased interest and understanding in the relationship between wellness and mental health/burnout, as well as how diminished wellness impacts professionalism and patient care.



- Stigma, fear of professional impact, cultural barriers to wellness and mental health, and logistical barriers, such as time to seek help, continue to be issues.
- Moving from theoretical to empirical research on medical student and physician wellness is critical.
- There is a need for evidenced-based, time-limited interventions that can be realistically incorporated into medical education and training.
- It is important to continue to study how increased focus on medical student, resident, and physician wellness impact patient care.



* Programs developed by Katherine Daly, PhD

Wellness Programs at USF Morsani COM: UME

Collegia Program – Learning communities with faculty advisors

- Career advising for students across the 4 years of medical school using CiM
- Expanding this year to include wellness programming
- Faculty development to help promote wellness and identify struggling students that need early intervention

Peer Support Network

- **MS4s available to talk with students seeking support** during times of stress
- Help seeking opportunities are outside the USF email system

Assistant Director for Wellbeing – For the upcoming academic year

- To seek opportunities to incorporate wellness programming into the curriculum
- To provide faculty development that helps encourage a culture of wellness practices and openness to help-seeking
- To provide student coaching that promotes wellbeing practices for students
- To connect at risk students with available resources and ensure follow up

LECOM – Bradenton 2018-2019 Wellness Initiatives

- **WELLNESS SYMPOSIUM**

- Fall 2018 (3rd & 4th Year Medical Students)
 - Preventing Burnout
 - The Mindful Practice of Medicine

- **Pilot Program – Dental School**

- (Faculty Development)**

- Mindfulness into PBL
 - Understanding Group Process

- **Mental Health Task Force**

- Research Projects
- Community/Public Awareness
 - “Out of the Darkness” Walk–Oct. 28, 2018
 - Highlight Awareness of Physician Suicide (Tee Shirts, Bracelets, etc.)

- **In-House Classes**

- Tai Chi/Qi Gong/Aikido Classes
- Yoga (without the goats 😊)

- **Activity Rooms**

- Meditation/Prayer Room
- Art Therapy Room

- **Development of a Peer Support Network**

- Model after Critical Incident Approach effective with 1st responders, law enforcement, and fire/safety professionals.

- **Review Week Interventions**

- Therapy Dogs
- In-House Massage Therapy
- Pancake Breakfast served by Faculty

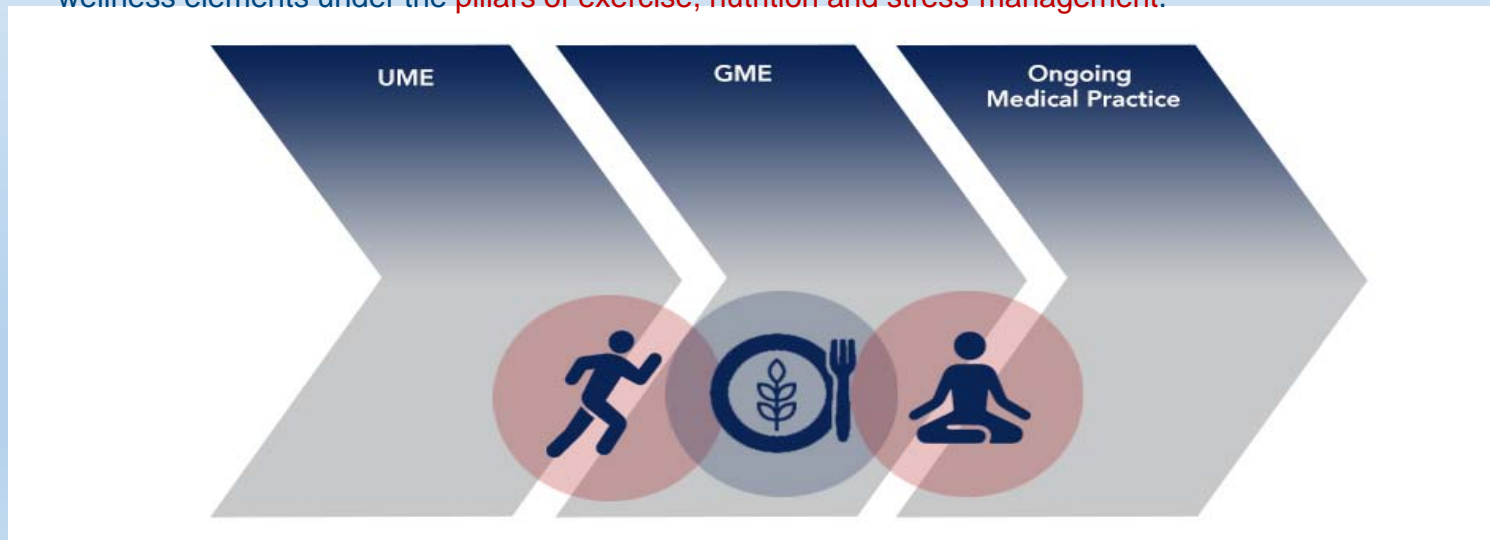
- **Administration/Faculty serves students breakfast. POST-EXAM Interventions**

- YOGA on the healing sands of Siesta Key Beach

HealthFIRST

Program Mission and Approach

The mission of the HealthFirst and Wellness Initiative is to promote an evidence-based wellness-centered, holistic approach across the continuum of medical education into practice. In its initial stages the **HealthFirst Initiative focuses on medical student success through curricular innovations, kinesthetic experiences and community engagement.** The overarching goal is to facilitate a pervasive culture of well-being through the education of future medical practitioners in wellness best practices for themselves, their future patients and the community. To this end, we have designed a tripartite approach to integrating wellness elements under the **pillars of exercise, nutrition and stress-management.**



Personal and Professional Development and Wellness (PPDW) - NSU

- **Two Learning Community Mentors**

- Develop and Implement Wellness
- Career Planning

- **NSU Wellness Office**



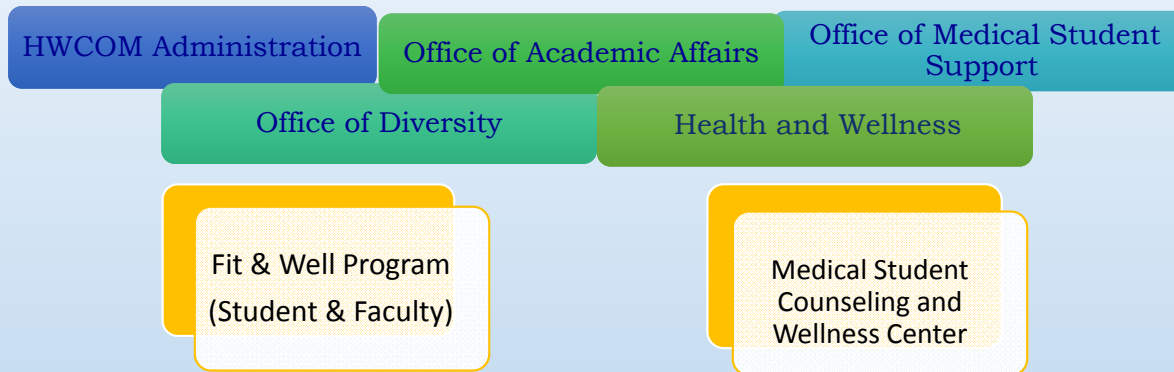
- **Adopted as a competency for our curriculum**

- **8 Educational Learning Objectives in the PPDW domain mapped to PCRS and EPA**

- **Teaching and Assessment**

- Ratings and narrative assessments based on direct observation during pre-clerkship blocks, clinical courses and clerkships, and inter-professional learning activities
- graded written and oral reports
- essay exams in blocks and clerkships
- peer- and self-assessments.

Wellness Opportunities at FIU HWCOC



- Opportunities throughout the year to participate in activities related to student wellness
- **(FIT)** include YOGA*, TAI CHI*, ZUMBA, and BASKETBALL
- **(WELL)** include ADAPTING TO CHANGE*, CULTIVATING RESILENCY, MINDFULNESS IN MEDICINE, EMOTIONAL INTELLIGENCE*, TIME AND STRESS MANAGEMENT*, and OTHERS

*Integrated curriculum in the Professional Development Strand

Confidential and Private Services including:

- Individual Counseling/Psychotherapy
- Psychological/Psycho-educational Testing
- Strength-based Personality Testing
- Wellness Assessments
- Wellness Service: Biofeedback
- Wellness Service: Aromatherapy

GME Wellness Week

April 9 to 14, 2018



In their own words....



VITALITY ROUNDS

Literary Reminders

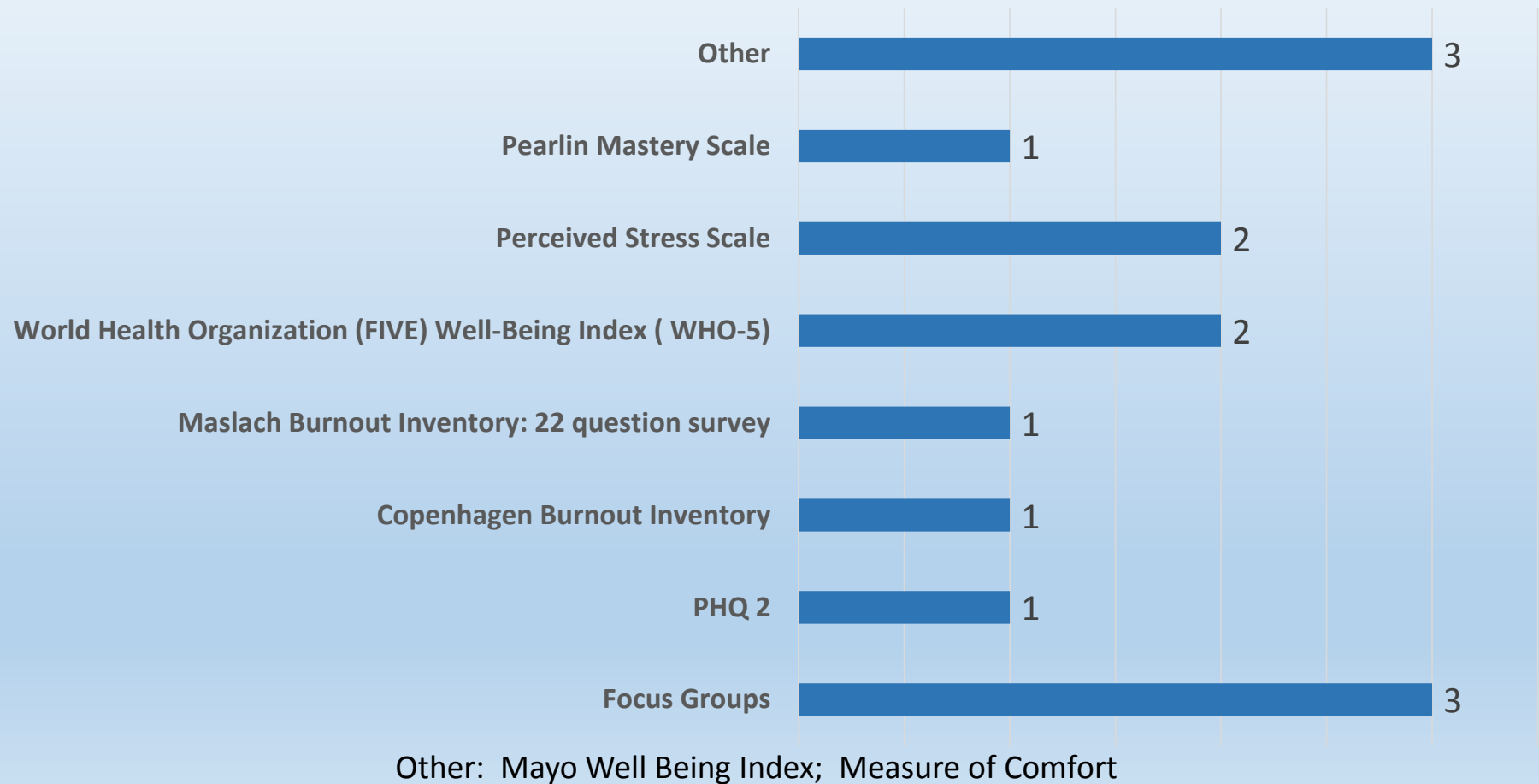
5th Wednesdays

Multispecialty Learning Communities

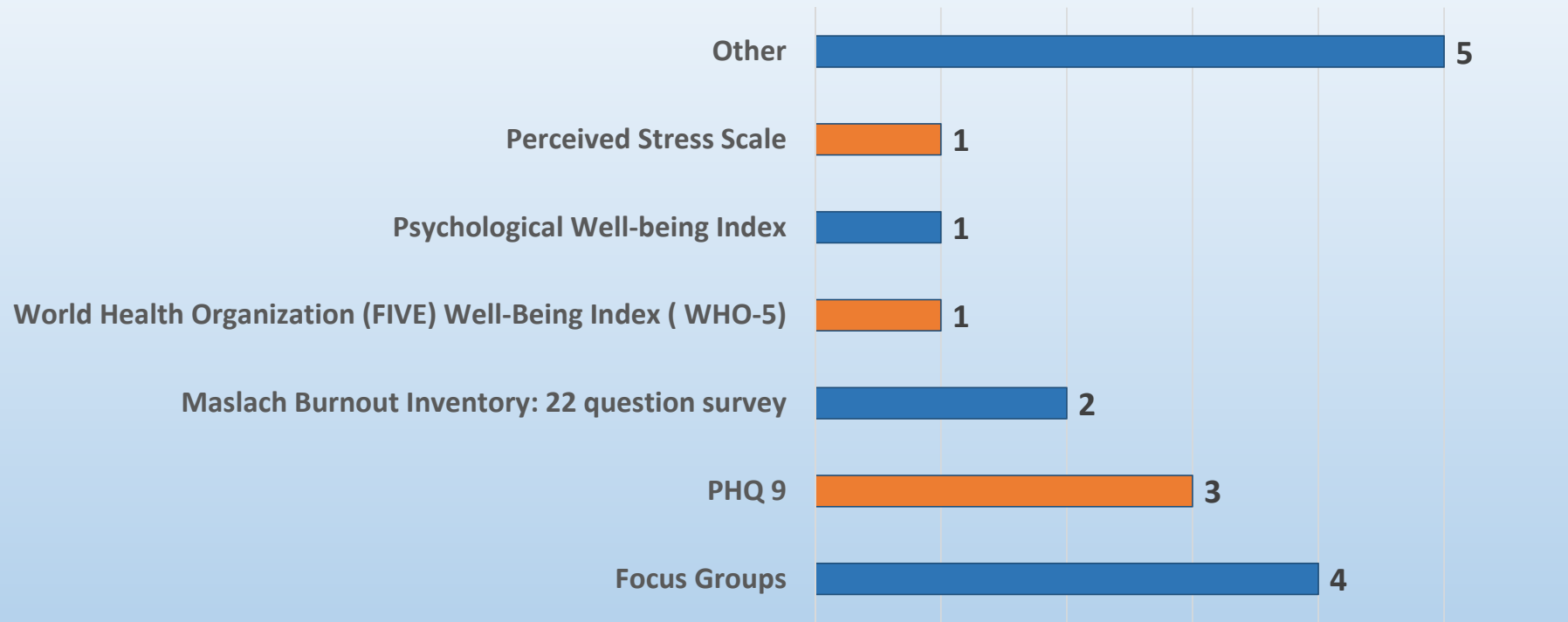


UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE

Outcome Measurement Tools - GME Institutions



Outcome Measurement Tools - UME Institutions



OTHER: St. Louis University Medical Student Wellness Survey created by Dr. Stuart Slavin, Oldenburg Burnout Inventory, Dyrbye Physician Well-Being Index, CDC 4-item Health-Related Quality of Life Measure; NCHA subset of sleep items, AUDIT alcohol screening tool, Internal questionnaire, Grit, Brief Resilience Scale

Draft DOH Health History Questions

- Do you have any condition that currently impairs your ability to practice your profession with reasonable skill and safety?
- Are you using medications, other drugs, narcotics, or intoxicating chemicals that would impair your ability to practice your profession with reasonable skill and safety?
- If you answered "yes" to either of the above questions, please provide a letter from a licensed health care practitioner, who is qualified by skill and training to address your condition, which explains the impact your condition may have on your ability to practice your profession with reasonable skill and safety, and stating either that you are safe to practice your profession without restriction or (that you are safe to practice with specified restrictions).