UPDATES ON THE WORK OF THE FORUM

Global Forum on Innovation in Health Professional Education (IHPE)
Patricia Cuff, Director
Global Forum on Innovation in Health Professional Education
IHPE Global Forum

• Who are we?
• What is our mission?
• What have we done?
• What are we doing?
• What do we have planned?
Who we are . . . from the beginning

2010: Lancet Commission

Vision: All health professionals in all countries should be educated to mobilize knowledge and to engage in critical reasoning and ethical conduct so that they are competent to participate in patient- and population-centered health systems as members of locally responsive and globally connected teams.
We are Diverse . . .

• 55 members
  o 19 different professions
  o 10 developed & developing countries

• Two co-chairs: Malcolm Cox & Susan Scrimshaw

• 44 member/sponsors from health professional and academic associations, foundations, government, and industry
Forum Sponsors

Academic Collaborative for Integrative Health
Academy of Nutrition and Dietetics
Accreditation Council for Graduate Medical Education
Aetna Foundation
Alliance for Continuing Education in the Health Professions
American Academy of Nursing
American Association of Colleges of Nursing
American Association of Colleges of Osteopathic Medicine
American Association of Colleges of Pharmacy
American Board of Family Medicine
American College of Nurse-Midwives
American College of Obstetricians and Gynecologists/American Board of Obstetrics and Gynecology
Academic Council of American Physical Therapy
American Dental Education Association
American Medical Association
American Occupational Therapy Association
American Psychological Association
American Society for Nutrition
American Speech-Language-Hearing Association
Association of American Medical Colleges
Association of American Veterinary Medical Colleges
Association of Schools and Colleges of Optometry
Association of Schools and Programs of Public Health
Association of Schools of the Allied Health Professions
Athletic Training Strategic Alliance
Council on Social Work Education
Ghent University
Health Resources and Services Administration
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National Academies of Practice
National Association of Social Workers
National Board for Certified Counselors, Inc. and Affiliates
National Board of Medical Examiners
National Council of State Boards of Nursing, Inc.
National League for Nursing
Office of Academic Affiliations—Veterans Health Administration
Organization for Associate Degree Nursing
Physician Assistant Education Association
Society for Simulation in Healthcare
THEnet- Training for Health Equity Network
Uniformed Services University of the Health Sciences
University of Toronto
Who are we: Global

The National Academies of
SCIENCES • ENGINEERING • MEDICINE
What do we do?

Mission: apply an ongoing, multi-national, multi-disciplinary approach to illuminate promising innovations for achieving reforms in the instructional and institutional spheres.

First Strategic Vision:  
Breaking down professional silos

Updated Strategic Vision:  
Building bridges across the health professions and across sectors
What topics has the Forum explored?

- Interprofessional Education
- Transdisciplinary professionalism
- Assessing health professional education
- Community-based HPE
- Envisioning the future of HPE
- Empowering women and strengthening health systems through nursing and midwifery enterprise
- Accreditation of HPE
- Financing HPE
- Business case for continuing professional development
- Social determinants of health
Not what we do but how we do it
Elizabeth Goldblatt, PhD, MPA/HA
Executive Director, ACIHF
INFORMAL HISTORY

1. From the inception of the Global Forum – informal conversations about the importance of disease prevention, health and well-being

2. Interest by forum members continued to increase over the early years and developed into a Stress and Burn-out Working Group

3. Mary Jo Kreitzer presented at the Global Forum on some of what’s being done to address stress and burn-out
INFORMAL HISTORY CONT’D

4. National interest in health professional burn-out and suicides and potential solutions.

5. Decision of the working group to publish an article on stress that Sunny will be presenting.

6. Accreditation commission interest in how educational institutions are addressing these issues – break-out session held on this area.
7. ACIH proposal to hold an off-cycle workshop on looking at an individual and systems approach to building resilience, health and well-being and this proposal first being supported by the working group and then the Global Forum. Then due to the tremendous interest in the subject, this workshop has become a main Global Forum meeting focus.
STRESS AND BURNOUT SUBGROUP
IHPE GLOBAL FORUM

• Started in 2014
• Interprofessional
• Health professionals and educators
• Meet in person 2 times per year
Sandeep P. Kishore, MD, PhD
Assistant Professor, Icahn School of Medicine at Mount Sinai
PRODUCTS OF THE STRESS AND BURNOUT SUBGROUP

Convening Power . . .

A Multifaceted Systems Approach to Addressing Stress Within Health Professions Education and Beyond

Authors drew from:
Social Work, Nutrition/Dietetics, Integrative Health, Psychology, Medicine, Nursing, and Dentistry

Released on: January 30, 2017
"Students, trainees, faculty, and health professionals all affirm that stress has a direct human toll on productivity, efficiency, quality, and the human capital of the workforce.

A strategic move is necessary to shift the paradigm and create a new normal—

one that is life affirming, health oriented, and drives durable changes for the next generation.

—Coffey, et al., 2017

A Multifaceted Systems Approach to Addressing Stress in Health Professions Education and Beyond

A National Academy of Medicine Discussion Paper

- Download the paper at nam.edu/Perspectives -

@theNAMedicine
Addressing Burnout, Depression, and Suicide Ideation in the Osteopathic Profession: An Approach That Spans the Physician Life Cycle

A National Academy of Medicine Discussion Paper

54% of all physicians are burnt out
(Shanafelt et al., 2012, 2013)

"Physician wellness must be a priority, and is imperative for a healthy society."
(Dicevili et al., 2017)

"In addressing burnout, depression, and suicidal ideation among physicians, an osteopathic approach is holistic. It should address stressful issues during all stages of career development because failure to do so can have lasting ramifications for a physician."
(Dicevili et al., 2017)

20-40% of students, interns, and residents experience burnout
(Lupinski et al., 2017)

100 DAYS OF RAIN: A REFLECTION ON LIMITS OF PHYSICIAN RESILIENCE

A NATIONAL ACADEMY OF MEDICINE COMMENTARY

"I felt alone but I wasn't: Depression is rampant among doctors in training"

Nearly 1 in 3 physicians in training is clinically depressed
(Meltz et al., 2015)

"Suicide is the threat that lingers around us in training and beyond; it calls attention to mental health disorders in residency that often go ignored."

400 U.S. physicians take their own lives every year.

STRESS-INDUCED EATING BEHAVIORS OF HEALTH PROFESSIONALS

A Registered Dietitian Nutritionist Perspective

Registered Dietitian Nutritionists and dietetic educators are in a unique position to support health professional colleagues struggling with poor eating habits due to work-related stress, particularly if they recognize and understand their own vulnerabilities and what causes disordered eating in themselves.

"Fearing the burden of not being one of the lucky few who can live on a diet with relatively few scars. Being a health care practitioner means bearing the weight of care for others, also for themselves."

"NIAGUA, MD, FACP

Burnout, Stress, and Compassion Fatigue in Occupational Therapy Practice and Education: A Call for Mindful, Self-Care Protocols

"Mindfulness is not a state trait and a practice that provides a platform for occupational therapy practitioners, educators, and students to be at their best in each present moment of practice, in order to make the appropriate clinical decisions to support compassionate, cost-effective, and client-centered care."

- Zelman and Haworth, 2017
100 DAYS OF RAIN: A REFLECTION ON THE LIMITS OF PHYSICIAN RESILIENCE

I consider myself one of the lucky few who made it through with relatively few years. But so many health care practitioners

SILENTLY BEAR THE BURDEN of not only struggling to care for their patients, but also for themselves.

-MIGUEL PANIAGUA, MD, FACCP

Nearly 1 in 3 physicians in training is clinically depressed

"Suicide is the threat that lingers around us in training and beyond; it calls attention to mental health disorders in residency that often go ignored."

2X as high for men

4X as high for women

Let's talk about it.

Breaking the Culture of Silence on Physician Suicide

An NAM Perspective

www.nam.edu/Perspectives

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Figure 1 | Addressing student, faculty, and provider stress from organizational and microsystems levels. Source: Adapted from Salazar and Beaton, 2000.
Mary Jo Kreitzer, PhD, RN, FAAN
Director, Center for Spirituality and Healing
Workshop hosted by the Forum
APRIL 26-27, 2018
A Systems Approach to Alleviating Work-induced Stress and Improving Health, Well-being, and Resilience of Health Professionals Within and Beyond Education

Interprofessional Co-chairs:
Mary Jo Kreitzer, PhD, RN, FAAN
Zohray Talib, MD
Why is it important to address provider stress and burnout?

- **Economic argument**
  - Diminished productivity
  - Poorer quality
- **Patient care crisis**
  - Patient safety
  - Providers leave the profession
- **Compassion to the provider**
Why is it important to address provider stress and burnout **globally**?

- Global Issue
- Globalized workforce
- Shared learning across borders


*The National Academies of Sciences • Engineering • Medicine*
Why is it important to look at the systems?

• Root causes of stress
• Some stressors may be out of the control of the individual
• Avoid blaming the victim
Statement of Task - highlights

A public workshop to explore systems-level causes and downstream effects of job-related stress affecting all health professions working in learning environments both clinical and classroom settings.

Explore how different professions cope with the stresses of educating health professionals under current health and educational structures, and how adjustments in policies and incentives might move organizations to adopt a more welcoming environment for testing and implementing individual stress-reduction and resilience-building strategies.
Statement of Task – key questions

• What is the role of leadership for creating an enabling environment where stress-reduction and resilience training strategies can be tested and implemented?

• How might financial incentives be altered to allow education and health institutions the freedom to promote health and well-being among its faculty and providers?

• Could leadership development in self-care strategies alter future organizational structures?

• What sorts of policy shifts could incentivize leaders of education and health institutions to want to make a culture shift and positive organizational changes toward healthier work environments?

• What might be the downstream impacts of policy changes promoting friendlier, more collaborative work environments?
Workshop planning committee

16 individuals were selected based on their background and expertise in a variety of areas:

- Cultural Competency
- Community & Public Health
- Mental Health & Wellness
- Leadership Development & Systems
- Health care
- Global Health
- Interprofessional Education & Collaborative Care
Thank you!

- Members of the IHPE GF for recognizing this is an important topic
- The 44 sponsors of the Global Forum and the George Family Foundation for providing the financial support to begin the early planning process for this workshop
Questions or Comments?

Global Forum on Innovation in Health Professional Education

For more information visit www.iom.edu/IHPEGlobalForum,