A longitudinal interprofessional faculty development program: Adds meaning to work and builds resilience

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

2. Review program structure and implementation, content, logistics, and outcomes data.

3. Consider this longitudinal professional development program as a resilience strategy to address burnout and increase staff engagement.
We Are Northwell Health

4 Regions within Northwell-MAP-IT is in each region
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 1/3 of physicians have lost touch with the humanism & empathy, which is the heart of our profession.

Driver Dimensions

Less Optimal

Burnout
• Exhaustion
• Cynicism
• Inefficacy

More Optimal

Engagement
• Vigor
• Dedication
• Absorption

Meaning in Work
Control & Flexibility
Work-life Integration
Social Support & Community at Work
Organizational Culture & Values
Efficiency & Resources
Workload & Job Demands

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
Copyright © 2016 Mayo Foundation for Medical Education and Research
The Triple to Quadruple Aim

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 for mentoring...

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, & 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

Program Vision:
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
- Program Manager
- Clinical Leadership: Dept. Chairs, GME & Physician Leaders, Nursing Leaders, Clinical Division Leaders
- Corporate Leadership: Culture of Care Leaders, Regional HR, CLI
- Feinstein Research Leadership
Beginning with Appreciative Inquiry
(conceptual framework)

- Discovery: Appreciating “The Best of What Is”
- Dream: Envisioning “What Could Be”
- Design: Co-constructing “What Should Be”
- Destiny: Create “What Will Be”

Positive Top Choice

Appreciative Inquiry
Asset Based
Look at what we've got!!

Deficit Based
Look at what we're missing!!
Theoretical Model Supporting Resilience

Adapted from *Teaching professional and humanistic values: Suggestion for a practical and theoretical model*

Experiential Learning of Skills

Supportive Group Process

Learners/ Clinicians

Critical Reflection

Longitudinal Nature of the Program
10-Month Curriculum Topics

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 & Conflict

Session 4
JANUARY
Feedback in Challenging Circumstances

Session 5
FEBRUARY
Medical Error I (Disclosure & after the error)

Session 6
MARCH
Medical Error II (Choosing Wisdom)

Session 7
APRIL
Diversity & Inclusion

Session 8
MAY
Cynical Humor in the Healthcare Setting

Session 9
JUNE
Building Resilience Through Self-Care

Session 10
JULY
End of program evaluation/OSTE assessment

**“Passing the Torch: Fostering Medical Humanism through Faculty Role Models” William Branch Jr., MD

Graduation July/August**
• **No pre-work or post work** is required of participants.

• Main expectation is that participants attend, contribute and **be present in the moment.**
MAP-IT Program Themes: 2 year Out Data

- Self-Care
- Team Building
- Conflict Resolution
- Mindfulness
- Mentorship
- Professionalism
- Humanism
- Interprofessional Collaboration
- Appreciate Inquiry

What principles were incorporated into Clinical Practice?
## Findings from 2 Scales: MBI and CDR-RISC

### HPM scores on CD-RISC and MBI across time points

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Time 1</th>
<th>Time 2</th>
<th>*P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD-RISC</td>
<td>Mean Standard Deviation</td>
<td>Mean Standard Deviation</td>
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<tr>
<td></td>
<td>79.3 11.9</td>
<td>82.8 9.9</td>
<td>0.031</td>
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<tr>
<td>MBI</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Emotional Exhaustion (EE)</td>
<td>2.7 1.1</td>
<td>2.6 1.1</td>
<td>0.358</td>
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<tr>
<td>Depersonalization (DP)</td>
<td>1.8 0.9</td>
<td>1.8 0.9</td>
<td>0.634</td>
</tr>
<tr>
<td>Personal Accomplishment (PA)</td>
<td>6.1 0.8</td>
<td>6.4 0.5</td>
<td>0.005</td>
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</tbody>
</table>

### Leaders scores on CD-RISC and MBI across time points

<table>
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<tr>
<th>Assessment</th>
<th>Time 1</th>
<th>Time 2</th>
<th>*P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>CD-RISC</td>
<td>Mean Standard Deviation</td>
<td>Mean Standard Deviation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>81.4 10.3</td>
<td>*82.7 (NS) 9.6</td>
<td>0.618</td>
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<tr>
<td>MBI</td>
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<td>Emotional Exhaustion (EE)</td>
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<td>2.5 1.0</td>
<td>0.904</td>
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<tr>
<td>Depersonalization (DP)</td>
<td>1.4 0.05</td>
<td>1.5 0.7</td>
<td>0.494</td>
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</tbody>
</table>

*Note: HPMs Values *highlighted* indicate significance.

### No. of Participants: 87

### No. of Tests: 2

- Pre/Post Burnout & Residence

### Name of Scales
- Maslach Burnout Inventory (MBI)
- Human Services Survey for Medical Personnel
- Connor-Davidson Resilience Scale (CD-RISC)

### Increase in Resiliency (CD-RISC)
- HPMs Statistically Significant Increase (p<0.05) in HPMs

### Burn out (MBI)
- HPMs Statistically Significant increase (p<0.01) in Personal Accomplishment
92% of leaders in Cohort 5 felt confident that the HPMs, upon completing of the curriculum, will be able to mentor others; and 100% would recommend MAPIT to their colleagues for professional development.

“...This program allowed me to create discussions on common goals allowing the healthcare provider to improve patient outcomes. Collaborative efforts allow us to share our professional work environments and views as well as we are able to share skills and knowledge to improve the quality of patient care.”

“Sharing with one another how it felt when we first started in our professions and how we were treated-really helped open discussions among the group and foster understanding of professional roles in the group dynamic.”
Testimonials

92% of high potential mentors in Cohort 5 surveyed felt the program enhanced their humanistic mentoring skills.

From the High Potential Mentors

“The program provided a guided and open exploration of how to get the most out of the caregiving experience. It was wonderful to share experiences with my cohort and listen to what was most important to them and their patients. The rich curriculum allowed us to highlight areas many do not openly discuss, bias, medical error. Overall the course served to promote wellness for the patient and the caregiver.”

“The MAP-IT program helped me remember why I entered the field of medicine in the first place and allowed me to appreciate the privilege of what we do on a daily basis. It also helped me learn to be a better mentor to our trainees and reminded me that every interaction matters.”
Essence of the MAP-IT Program

“My participation in the MAP IT program has allowed me to apply the techniques of appreciative inquiry, active role modeling, and team building to optimally deliver feedback in challenging circumstances; more ideally mentor others; deal with medical errors; and help others learn to pay attention to their unconscious and conscious behaviors that may limit or improve diversity and inclusion in their day to day activities so as to enhance self care and overall well being in a mindful manner”

MAP-IT Leader@ Graduation Cohort #5
Mentoring and Professionalism in Training (MAP-IT) was honored as an exemplary program at the 2019 Corman IMPACT Honors reception at the 2019 Schwartz Compassion in Action conference for making a transformational impact on staff, patients and their families while promoting compassionate, collaborative care.
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).

Outcomes

Northwell Health MAP- IT Advisory Council Members

Change

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

Growth
Thank you!
Questions?
Help us improve. Your input matters.

- Download the ICRE App, or
- Go to: www.royalcollege.ca/icre-evaluations to complete the session evaluation.

Aidez-nous à nous améliorer. Votre opinion compte!

- Téléchargez l’application de la CIFR
- Visitez le www.collegeroyal.ca/evaluationscifr afin de remplir une évaluation de la séance.
MAP-IT Publications

Mixed-Methods Approach to Humanistic Interprofessional Faculty Development

Alice Fornari, EdD, RDN; Leanne M. Tortez, PhD; Monika Lay, MPH; Bruce Hirsch, MD; Donna Tanzi, RN; Isabel Friedman, DNP; Alison P. Ricardo, BS; Renee Pekmezaris, PhD; William Branch, MD

Received: 5 June 2019  |  Revised: 17 August 2019  |  Accepted: 19 August 2019
DOI: 10.1111/jep.13277

ORIGINAL PAPER

The long-term impact of an interprofessional humanistic faculty development programme: A qualitative investigation

Leanne M. Tortez PhD1  |  Phyllis S. Quinlan PhD, RN-BC2  |  Amgad N. Makaryus MD3,4  |  Cicy George BA5  |  Vincenza Caruso BS, COHC6  |  Sarah Gilman BS7  |  Alison Ricardo MD8  |  Alice Fornari EdD, RDN9

Toward the Quadruple Aim: Impact of a longitudinal professional development program designed to foster humanistic mentoring.

Andrew Menzin, MD, Myriam Kline, PhD, Jaclyn Schindler, RN, Cicy George, BA, Andrew Yacht, MD, MSc, Alice Fornari, EdD
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).