# 2016 Colleges of Medicine and Nursing Spring Symposium

**Addressing Burnout and Wellness in Health Sciences Professionals**

Wednesday, June 1, 2016  
8:00am to 5:00pm  
Meiling Hall, 370 W. 9th Ave

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Speaker(s)</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30am</td>
<td>Registration and Continental Breakfast</td>
<td></td>
<td>Meiling Lobby</td>
</tr>
<tr>
<td>8:30 – 8:45am</td>
<td>Opening Remarks</td>
<td>Bernadette Melnyk, PhD</td>
<td>Meiling 160</td>
</tr>
<tr>
<td>8:45 – 9:45am</td>
<td>Keynote Address: How Improved Civility Alleviates Burnout and Promotes Resilience</td>
<td>Michael Leiter, MD</td>
<td>Meiling 160</td>
</tr>
<tr>
<td>9:45 – 10:00am</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 – 11:30am</td>
<td>Optometry Wellness Initiative</td>
<td>Ashley Young</td>
<td>Meiling 160</td>
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<td></td>
<td>Pharmacy Wellness Initiative</td>
<td>Jim McAuley, PhD</td>
<td>Meiling 160</td>
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<tr>
<td></td>
<td>Veterinary Medicine Wellness Initiative</td>
<td>Mary Jo Burkhard, DVM</td>
<td>Meiling 160</td>
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<td></td>
<td>Nursing Wellness Initiative</td>
<td>Megan Amaya, PhD</td>
<td>Meiling 160</td>
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<tr>
<td></td>
<td>Medicine Wellness Initiative</td>
<td>Joanne Lynn, MD</td>
<td>Meiling 160</td>
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<td></td>
<td>Social Work Wellness Initiative</td>
<td>Linda Helm, PhD</td>
<td>Meiling 160</td>
</tr>
<tr>
<td>11:45 – 12:45pm</td>
<td>Lunch &amp; The Damaging Impact of Peer-to-Peer Hostility on Our Patients and Ourselves</td>
<td>Kathleen Bartholomew, RN</td>
<td>Streaming in Graves</td>
</tr>
<tr>
<td>1:00 – 2:15pm</td>
<td>Banishing Burnout</td>
<td>Michael Leiter, MD</td>
<td>Meiling 160</td>
</tr>
<tr>
<td>CONCURRENT WORKSHOPS</td>
<td>Health Sciences Faculty Burnout in this New Era of Health Care</td>
<td>Steve Gabbe, MD</td>
<td>Graves 1059</td>
</tr>
<tr>
<td></td>
<td>Mindfulness: At the Intersection of Healthcare Professional Wellness and Patient Centered Care</td>
<td>Maryanna Klatt, PhD</td>
<td>Graves 1069</td>
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<tr>
<td>2:30 – 3:45pm</td>
<td>Banishing Burnout</td>
<td>Michael Leiter, MD</td>
<td>Meiling 160</td>
</tr>
<tr>
<td>CONCURRENT WORKSHOPS</td>
<td>Coping with Stress, Anxiety and Depressive Symptoms: Evidence-based Strategies that Work!</td>
<td>Patrice Rancour, RN, Bernadette Melnyk, PhD</td>
<td>Graves 1059</td>
</tr>
<tr>
<td></td>
<td>Utilization of Wellness Coaches</td>
<td>Alice Teall, RN, Kate Gawlik, DNP</td>
<td>Graves 1069</td>
</tr>
<tr>
<td>4:00 – 5:00pm</td>
<td>Promoting the Health and Wellbeing of OSU’s Health Sciences Students through a New Wellness Onboarding Program</td>
<td>Bernadette Melnyk, PhD</td>
<td>Meiling 160</td>
</tr>
</tbody>
</table>
Michael Leiter, MD –
an organizational psychologist interested in the relationships of people with their work. He has recently been appointed a Tier I Canada Research Chair position in Occupational Health and Well-Being. He has been involved in an active research program on occupational stress and professional efficacy in collaboration with organizations across North America. Through the Centre for Organizational Research & Development, he and his research team participate in organizational development projects with collaborating organizations.

Kathleen Bartholomew, RN –
has been a national speaker for the past 14 years. Before turning to healthcare as a career in 1994, Kathleen Bartholomew held positions in marketing, business, communications and teaching. It was these experiences that allowed her to look at the culture of healthcare from a unique perspective and speak poignantly to the issues affecting providers and the challenges facing healthcare organizations today. In December of 2005, Kathleen resigned her position as manager of a 57 bed orthopedic and spine unit in order to write, “Ending Nurse to Nurse Hostility” which offered the first comprehensive and compassionate look at the etiology, impact and solutions of horizontal violence on patients as well as the profession of Nursing.

Steve Gabbe, MD –
is a leading expert on the complication of diabetes and pregnancy and physician burnout. He is Emeritus CEO of The Ohio State University Wexner Medical Center. Dr. Gabbe led the Medical Center to its first ranking on the U.S. News & World Report “Best Hospitals” Honor Roll. In 2013, the magazine ranked the Medical Center in 10 specialties. He directed OSU’s largest construction project – a $1.1-billion expansion, including the new James Cancer Hospital and Solove Research Institute, completed in 2014.

Maryanna Klatt, PhD –
is an Associate Professor in the College of Medicine at Ohio State University, Department of Family Medicine. Dr. Klatt’s research focus has been to develop and evaluate feasible, cost-effective ways to reduce the risk of stress-related chronic illness, for both adults and children. Her goal is to reduce healthcare cost via preventative stress reduction worksite programming. She has shown that mindful awareness interventions produce and average of $4000.00 annual cost savings for participants up 5 years post intervention. Dr. Klatt has published several articles and books chapters, and has presented her work at national and international scientific conferences.

Patrice Rancour, RN –
is a mental health clinical nurse specialist who has long worked in the field of mental health as a clinician, educator and consultant. She has presented at numerous conferences and is the author of books, chapters and papers on a variety of subjects including complementary and integrative care, psychoneuroimmunology, mental health, end of life care, spirituality and healing, and compassion fatigue. Currently she works in Integrative Medicine at Ohio State University Wexner Medical Center.

Alice Teall, RN –
is the Director of the Ohio State University College of Nursing Online Family Nurse Practitioner Program. Her clinical practice expertise is in primary care for at risk youth and their families, adolescent substance use disorder, and wellness coaching. Her educational expertise includes novel use of online classrooms as communities of inquiry, and implementation of objective, structured, clinical exams for distance students. Alice Teall has received teaching, alumni, and leadership awards; she has published and presented about the effective use of technology and social media in NP education. She is a Fellow of the American Academy of Nurse Practitioners.

Kate Gawlik, DNP –
graduated with her Doctorate of Nursing Practice in 2015 from The Ohio State University and is certified by the American Nurses Credentialing Center as an adult and family nurse practitioner. She has experience in family practice, urgent care, and reproductive care with clinical interests in population health, health promotion, disease prevention, health disparities and women’s health. She is an Assistant Professor of Clinical Nursing and has taught at OSU for 7 years. She has taught advanced practice nursing and leadership courses, and serves as a clinical preceptor for advanced practice nursing students. Dr. Gawlik was awarded the Outstanding Faculty Award in 2013 at OSU and serves at the Project Manager for the Million Hearts® initiatives at OSU’s College of Nursing.
Michael Leiter, MD – How Improved Civility Alleviates Burnout and Promotes Resilience

What do we know about burnout, and what can we do about it? This session will provide an overview of what has been learned from current research on burnout, and what are the implications of the key themes that have emerged. One theme involves the critical significance of the social environment in health care settings. A second theme is the challenge of how to take what we know, and apply it to what we can do about burnout. What we need are new ideas about potential interventions, and clear evidence of their effectiveness. One example of this perspective addresses burnout by improving the balance of civil, respectful social encounters occurring during a workday. Research has demonstrated that not only can civility be increased at work but that doing so leads to an enduring reduction in burnout among health care providers. Lessons learned from this extensive research form the basis of recommendations for medical education.

Learning Objectives
- Identify primary elements of the burnout syndrome.
- Identify central issues in designing interventions for alleviating or preventing burnout.
- Identify key elements for self-care in preventing burnout.

Kathleen Bartholomew, RN – The Damaging Impact of Peer-to-Peer Hostility on Our Patients and Ourselves

The expression “Nurses eat their young” is so far removed from our idea of the caring and nurturing nurse that we shudder to think it could possibly be true. These stories are the voices of nurses telling the world about their experiences - and they are not limited to the Nursing Profession. When Humans form groups they fail to recognize the power of culture on their words and actions. In this presentation we will explore horizontal hostility in healthcare. Only by understanding the origin and reasons for our behaviors can we even begin to create the healing environment that is so desperately needed for ourselves, as well as our patients.

Learning Objectives
- Acknowledge that peer-to-peer hostility is a serious problem.
- Give an example of overt and covert hostility from your work experience.
- List one action that you can take right now to build a culture of healthy relationships and decrease horizontal hostility in the workplace.

Michael Leiter, MD – Banishing Burnout

Job burnout arises from mismatches of people with work. There are six areas of worklife relating directly to physicians’ vulnerability to burnout: Workload, control, reward, community, fairness, and values.

Dr. Leiter's research has examined the contribution of mismatches in these six areas to burnout among healthcare professionals. This work indicates that preventing and alleviating burnout means developing a better alignment of a person's capacities and aspirations with their work. This session focuses solutions concerning the community and values areas of worklife. It will explore both individual and workgroup level initiatives to assure a more positive engagement with work.

Learning Objectives
- Identify signs of matches and mismatches in key areas of worklife.
- Identify initiatives to avoid mismatches on community and values.
Steve Gabbe, MD – Health Sciences Faculty Burnout

Burnout has been documented in more than 50% of medical students, residents, and practicing physicians and nearly 40% of faculty in nursing. Limited data indicates significant stress impacting faculty in pharmacy as well as veterinarians, a profession with the highest suicide rate among all occupations. Burnout is defined classically as high emotional exhaustion, high depersonalization or cynicism, and a sense of low personal accomplishment. Burnout compromises the quality and safety of health care provided, the satisfaction of our patients and their families, and the well-being of our faculty. Key characteristics of the workplace that lead to burnout are increased demand, reduced control, and lack of support. These result from the changes seen in health care today including increased bureaucracy, longer work hours, and greater emphasis on documentation in the electronic medical record. There are solutions to these challenges that can be made at both the health system and the personal level including supportive relationships with family, friends, and faculty, academic mentors, respect for work-home and work-life balance, and training in mindfulness.

Learning Objectives

- Describe the characteristics of the academic environment in the health sciences today that contribute to burnout.
- Identify the important elements of burnout: emotional exhaustion, depersonalization, and low personal accomplishment as well as important contributing factors: increased demand, lack of control, and decreased support.
- Develop individualized strategies to prevent and treat burnout.

Maryanna Klatt, PhD – Mindfulness: At the Intersection of Healthcare Professional Wellness and Patient Centered Care

Mindfulness has become a pop culture hit in the last few years. This session will address “What the Buzz is all about” and the science behind this behavioral intervention that can benefit both healthcare providers and patients. Mindfulness offers a way to help tame stress reactivity, helping the provider to be more present both for themselves and their patients. Dr Klatt will describe her unique approach to stress prevention/reduction, delivered at the worksite. Mindfulness in Motion utilizes gentle yoga, mindfulness, and relaxing music. Specifically her research has shown that nurses working in a surgical intensive care unit reduced their stress by 40% (shown in their salivary amylase), hospital and university faculty and staff slept better, and bank employees significantly reduced their perceived stress, and cancer survivors and their caregivers became significantly more resilient. She has published numerous articles and book chapters, and has presented her work at national and international scientific conferences. Her stress reduction program is a fully covered benefit for faculty and staff at the University of Minnesota. She is a nationally sought out speaker for medical institutions and industry.

Learning objectives:

- Articulate a definition of mindfulness
- Detail evidenced based research on its effectiveness, and
- Experience a mindfulness practice first hand appropriate for the healthcare professional.

Behavioral Change Objectives:

- Identify their typical behavior associated with Stress
- Choose a daily physical reminder of the importance of awareness in their lives
- Describe how mindfulness may intervene in their stress reactivity response.
Patrice Rancour, RN & Bernadette Melnyk, PhD – Coping with Stress, Anxiety and Depressive Symptoms: Evidence-based Strategies that Work!

This session will provide an overview of evidence-based strategies to effectively deal with stress, anxiety and depressive symptoms for healthcare providers. Strategies to be covered will include cognitive-behavioral skills building, recovery breaks, and guided imagery. Attendees will practice a few of these skills during the session.

Learning Objectives:
- Describe practical evidence-based strategies for dealing with stress, anxiety and depressive symptoms.
- Discuss how cognitive-behavioral skills building can be used as an effective coping strategies.
- Practice techniques to decrease stress and anxiety, including guided imagery.

Alice Teall, RN & Kate Gawlik, DNP – Utilization of Wellness Coaches

Despite awareness that engaging in regular physical activity, eating a healthy diet, maintaining a healthy weight, getting adequate sleep, and sustaining relationships are wellness priorities, individuals struggle with making healthy lifestyle behaviors a permanent part of their routine. This struggle is apparent not only in individuals who seek care, but also is in our communities, our colleges, and our graduate students. Integrating wellness coaching into graduate curriculum has the potential to impact the student who is learning to coach, as well as the individual being coached, as effective coaching is correlated with improved self-efficacy, motivation to change, and confidence to sustain health behaviors.

Presenters will address effective ways to integrate health and wellness coaching into graduate education. An online wellness toolkit that includes information and resources on nutrition, self-care, maximizing study habits, time management, sleep, hydration, seasonal wellness activities, movement, and inspirational resources will be detailed. Ways to promote positive mental health and emotional well-being for graduate students through coaching partnerships will be reviewed. The presenters will review how wellness blogs, peer coach practice partners, faculty feedback, interprofessional partnerships, and telehealth resources have supported the development of coaching skills for graduate online FNP students.

Learning Objectives:
- Define the knowledge and skills needed for effective wellness coaching.
- Review strategies to enhance the content of graduate curriculum in regard to wellness.
- Delineate educational interventions that support the development of coaching skills for graduate students.

Bernadette Melnyk, PhD – Promoting the Health and Wellbeing of OSU’s Health Sciences Students through a New Wellness Onboarding Program

This presentation will provide background on the health and wellbeing of graduate health professional students. A new wellness onboarding program for OSU health sciences students will be described. Data from two cohorts of health sciences students participating in the new wellness program will be highlighted. Future plans for refinement and expansion of the program will be described along with tactics for improving student wellbeing.

Objectives: At the end of the session, participants will be able to:
- Describe the current state of health and wellbeing in graduate health professional students.
- Discuss the findings from a new wellness onboarding program with OSU health sciences students.
- Describe action strategies for improving student wellbeing.