What Does It Take to Minimize Burnout & Build Resilience of Healthcare Learners?

1. Burnout and resilience of healthcare learners.
2. Factors driving burnout and resilience of healthcare learners.
3. Solutions to build resilience of healthcare learners.

AMEA 2017, University of Hong Kong, 16 Dec 2017
Majority of burnout reports among learners in higher education were from US & Europe

Systematic Review & Meta-Analysis

North America (US)
- 37.8%

South America (Brazil)
- 2.8%

Asia-Pacific (China, Hong Kong, Malaysia, Australia)
- 16.2%

Europe (UK, Turkey, Spain, Serbia, Netherland, Georgia, Germany, Slovakia)
- 43.2%

(Yusoff, 2017)
Studies were predominantly carried out on healthcare learners

- 48.7% Medical Students
- 12.9% Nursing Students
- 10.3% Dental Students
- 7.8% Veterinary, Physical Therapy & Psychology Students
- 20.7% Non-Healthcare Learners

(Yusoff, 2017)
Burnout was predominantly measured by Maslach Burnout Inventory. Other inventories include:

- Maslach Burnout Inventory – Human Service Survey
- Maslach Burnout Inventory – Student Survey
- Oldenburg Burnout Inventory
- Copenhagen Burnout Inventory
- Student Burnout Inventory
- Professional Quality Of Life

(Yusoff, 2017)
Burnout mostly relates to the experience of low personal accomplishment.

According to Yusoff (2017), the percentages are as follows:

- **Burnout**: 43.3% (38.6%, 48.1%)
- **Emotional Exhaustion**: 30.7% (27.8%, 33.9%)
- **Depersonalization**: 28.3% (24.9%, 31.9%)
- **Low Personal Accomplishment**: 44.5% (26.9%, 63.6%)
The pattern of burnout peaks at the second year of study, and decreases toward the final year of study. (Yusoff, 2017)
Burnout lead to many negative ramifications

- Low Academic Performance: 60%
- Decreased Empathy & Accountability: 40%
- Depression and Suicidal Ideation: 20%
- Unprofessional Behaviors: 80%

(Schaufeli, Leiter, & Maslach, 2009; Dyrbye & Shanafelt, 2016; Yusoff, 2017)
37% are RESILIENCE

VULNERABLE TO BURNOUT
63%

RECOVERED FROM BURNOUT
20%

EXPERIENCE BURNOUT AT ANYTIME
54%

NEVER EXPERIENCE BURNOUT
37%

(Dyrbye et al, 2010)
What drive burnout and resilience?

- Vulnerable to Burnout: 64%
- Develop Burnout: 54%
- Experience Burnout: 43%
- Resilience: 37%
- Recover from Burnout: 20%

(Dyrbye et al, 2010; Yusoff, 2017)
Six Main Drivers of Burnout and Resilience

Academic

Personal

Psychological

Coping strategies

Motivation

Social

(Yusoff, 2017)
Positive Input (replenish the coping reservoir to handle challenges)

- Flexibility & student involvement (Neumann et al., 1990)
- Positive attitude & feeling toward study (Cazan, 2015)
- Support uplifts (Gibbon, 2010)
- Academic satisfaction (Atalayin et al., 2015)
- Positive learning climate (Dyrbye et al., 2009)

Negative Input (deplete the coping reservoir to handle challenges)

- Course load (Yang, 2004; Pohlmann, 2005)
- Hospital ward rotation, overnight call & placement hassles (Dyrbye et al., 2009; Gibbons, 2010)
- Workload (Atalayin et al., 2015; Pohlmann, 2005)
- Dissatisfaction with learning support (Dyrbye et al., 2009; Chang et al., 2015)
- Course organization, teaching & learning hassles (Gibbons, 2010)
Positive life events (Dyrbye et al., 2009, 2010; Capri et al., 2012)

Self-efficacy (Neumann, 1990; Yang, 2004; Gibbons, 2004; Yang et al., 2005, Cazan, 2015)

Commitment & compassion (Neumann, 1990; Kyeong, 2013)

Dispositional control, self-esteem & self-oriented perfectionism (Gibbons, 2010; Skodova, 2013; Chang et al, 2015)

Vacation days (Howard-Hamilton et al., 1998)

Negative life events (Dyrbye et al., 2006; Dyrbye et al, 2009)

Intention to leave the course or profession (Dyrbye et al., 2009; Moneta, 2011)

Lack of confidence in skills (Chang et al., 2015)

The choice of a specialty with a high income (Enoch et al., 2013)

Negative self-judgment – being harsh to self in time of suffering (Beaumont, 2016)
Psychological wellbeing - less stress (Dyrbye et al., 2010; Kyeong, 2013)

Less fatigue (Dyrbye et al., 2010)

Emotional intelligence (Cazan, 2015)

Psychological need satisfaction – autonomy, competence & relatedness (Sulea et al., 2015)

High sleep quality (Rella et al., 2008)

Positive Input (replenish the coping reservoir to handle challenges)

Unfavorable stress (Watson et al., 2008)

Psychological Burnout

Resilience

Negative Input (deplete the coping reservoir to handle challenges)
Social support (Dyrbye et al., 2010; Yeang, 2004; Yang & Farn, 2005)
Engage with social activities (Fares et al., 2016)
Music-related activities (Fares et al., 2016)
Femininity – sex-role socialization (Atalayin et al., 2015)

Lack of social integration & competence (Pohlmann et al., 2005)
In an unhealthy relationship (Fares et al., 2016)
Living with relative (Fares et al., 2016)
Socially prescribed perfectionism (Chang et al., 2015)
Living away from family (Atalayin et al., 2015)
Intrinsic motivation (Pisarik, 2009)

Need for achievement (Moneta, 2011)

Learning motivation (Cazan, 2015)

Amotivation & external regulation (Pisarik, 2009)

Low motivation to learning (Tukaev et al., 2013)

Extrinsic motivation (Chang et al., 2015)

Positive Input (replenish the coping reservoir to handle challenges)

Negative Input (deplete the coping reservoir to handle challenges)

Resilience

Burnout
Coping Strategies

Positive Input (replenish the coping reservoir to handle challenges)
- Task-oriented coping (Watson et al., 2008)

Negative Input (deplete the coping reservoir to handle challenges)
- Emotion-oriented coping (Watson et al., 2008)
- Avoidance coping (Gibbons, 2010)

Resilience
Burnout

Negative Input (deplete the coping reservoir to handle challenges)
- Emotion-oriented coping (Watson et al., 2008)
- Avoidance coping (Gibbons, 2010)
How to build resilience & minimize burnout?
Student Development Strategies to Build Resilience

Detection skills
Early detection of the positive & negative inputs

01

Evaluation skills
Systematic evaluation of the positive & negative inputs

02

Develop social competence
Develop social competence to increase social integration and support

04

Develop coping ability
Develop positive coping strategies to handle challenges

03

(Bugaj et al, 2016; Skodova & Lajciakova, 2013; Yusoff, 2014)
Special interventions improve psychological health

The DEAL-Based Practice

Support Group

Moderate Effect Size

Psychosocial Training

Mindfulness-Based Stress Reduction

(Bugaj et al, 2016; Skodova & Lajciakova, 2013; Yusoff, 2014)
Faculty Strategies to Improve Resilience

Curriculum Design
- A wellness curriculum
- Learning activities
- Assessment for learning
- Learning support system
- Effective feedback for learning
- Flexibility & engagement

Learning Milieu
- Promote group & social support through small group learning
- Healthy & positive learning environment
- Improve Access to personal care and help-seeking

Student Support
- Peer-mentoring
- Faculty-learner mentoring
- Reduce stigma toward mental health problems
- Minimize barriers to help-seeking

Teaching & Supervision
- Effective teaching & supervisory skills

(Yusoff, 2017)
The Student Medical & Academic Response Team (SMART)

STEPS: Simplified Thematic Engagement of Professionalism Scales
- A summative-formative assessment tool incorporated in the logbook to assess professionalism longitudinally.

(Yusoff, 2017)
A high prevalence of burnout among healthcare learners

Healthcare learners predominantly experienced sense of low personal accomplishment

Academic, personal & psycho-social are the main drivers of resilience & burnout

Building resilience should be done collaboratively via individual-institutional strategies
THANK YOU

This presentation can be downloaded from
https://tinyurl.com/y7wlbnho