



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

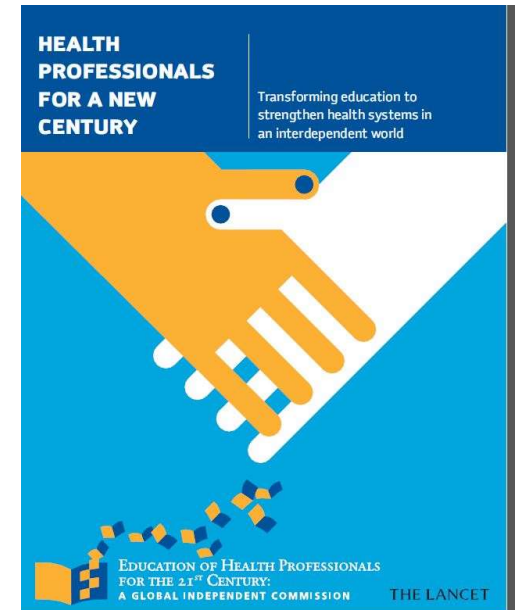
# IHPE Global Forum

- 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
  - 19 different professions
  - 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  
The Jonas Center for Nursing and Veterans Healthcare  
Josiah Macy Jr. Foundation  
Kaiser Permanente

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

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# Who are we: Global



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# 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



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**Elizabeth Goldblatt, PhD, MPA/HA**  
**Executive Director, ACIH**

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# 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

# INFORMAL HISTORY CONT'D

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

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# PRODUCTS OF THE STRESS AND BURNOUT SUBGROUP

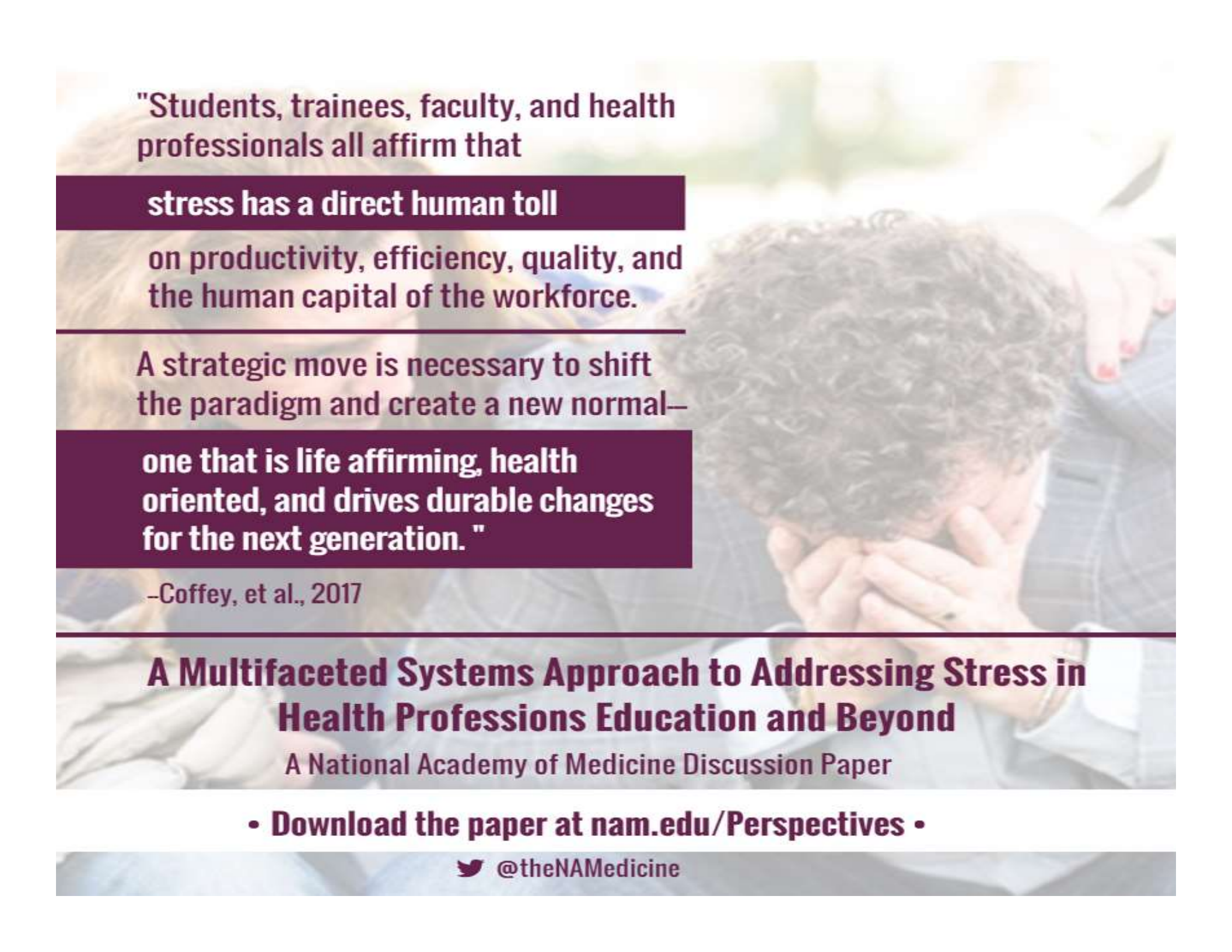
**Convening Power . . .**

*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](https://nam.edu/Perspectives) •**

 @theNAMedicine

## Addressing Burnout, Depression, and Suicide 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, 2015)

"Physician wellness must be a priority, and is imperative for a healthy society."

(Piccinini et al., 2017)

20-40%

of students, interns, and residents experience burnout

(Lapinski 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."

(Piccinini et al., 2017)

Download the discussion paper online and learn more at [nam.edu/Perspectives](#)

## STRESS-INDUCED EATING BEHAVIORS OF HEALTH PROFESSIONALS

A Registered Dietitian Nutritionist Perspective

A National Academy of Medicine Commentary

Download the commentary:

[nam.edu/Perspectives](#)



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.

—Elliot and Kolasa, 2017

one of the lucky few who with relatively few scars. Both health care practitioners

FEAR THE BURDEN

uggling to care for their also for themselves.

NIAGUA, MD, FACP

nam

70% of psychology doctoral students report experiencing stressors that can affect their ability to function  
(Chenoury et al., 2012)

The importance of practicing self-care is clear.

"To promote well-being, the leadership for graduate psychology training must actively promote self-care strategies, and trainers must provide environments in which such efforts are modeled and actively supported as part of professional behavior."

Grus et al., 2017

Promoting Well-Being in Psychology Graduate Students at the Individual and Systems Levels

A National Academy of Medicine Commentary

[nam.edu/Perspectives](#)  
[@theNAMedicine](#)

## 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  
(Mato, 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."

@theNAMedicine

400

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

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

A National Academy of Medicine Commentary

"Mindfulness is 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."

—Zeman and Harvison, 2017

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# Addressing Burnout, Depression, and Suicide Ideation in the Osteopathic Profession

An Approach That Spans the Physician Life Cycle

A National Academy of Medicine Commentary Paper

**Osteopathic Medicine**

84% of all physicians are burnt out (Shanahan et al., 2012, 2015)

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

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

Download the discussion paper online and learn more at [nam.edu/Perspectives](#)

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**Promoting Well-Being in Psychology Graduate Students at the Individual and Systems Levels**  
A National Academy of Medicine Commentary

[nam.edu/Perspectives](#)  
[@theNAMedicine](#)

**Psychology**

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**Medicine**

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A NATIONAL ACADEMY OF MEDICINE COMMENTARY

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

**Medicine**

**STRESS-INDUCED EATING BEHAVIORS OF HEALTH PROFESSIONALS**  
A Registered Dietitian Nutritionist Perspective  
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**Nutrition & Dietetics**

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**BEAR THE BURDEN**

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**Occupational Therapy**

# Medicine

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

A NATIONAL ACADEMY OF MEDICINE COMMENTARY

“ I consider myself one of the lucky few who made it through with relatively few scars. 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, FAC

@theNameicine

## I Felt Alone but I Wasn't: Depression is Rampant Among Doctors in Training



"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.**"



### of Medicine Discussion Paper

Physicians to be healthy will make it easier for them to be there physically and emotionally when we need them the most."

Elisabeth Poorman

Read more: [nam.edu/Perspectives](http://nam.edu/Perspectives)

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

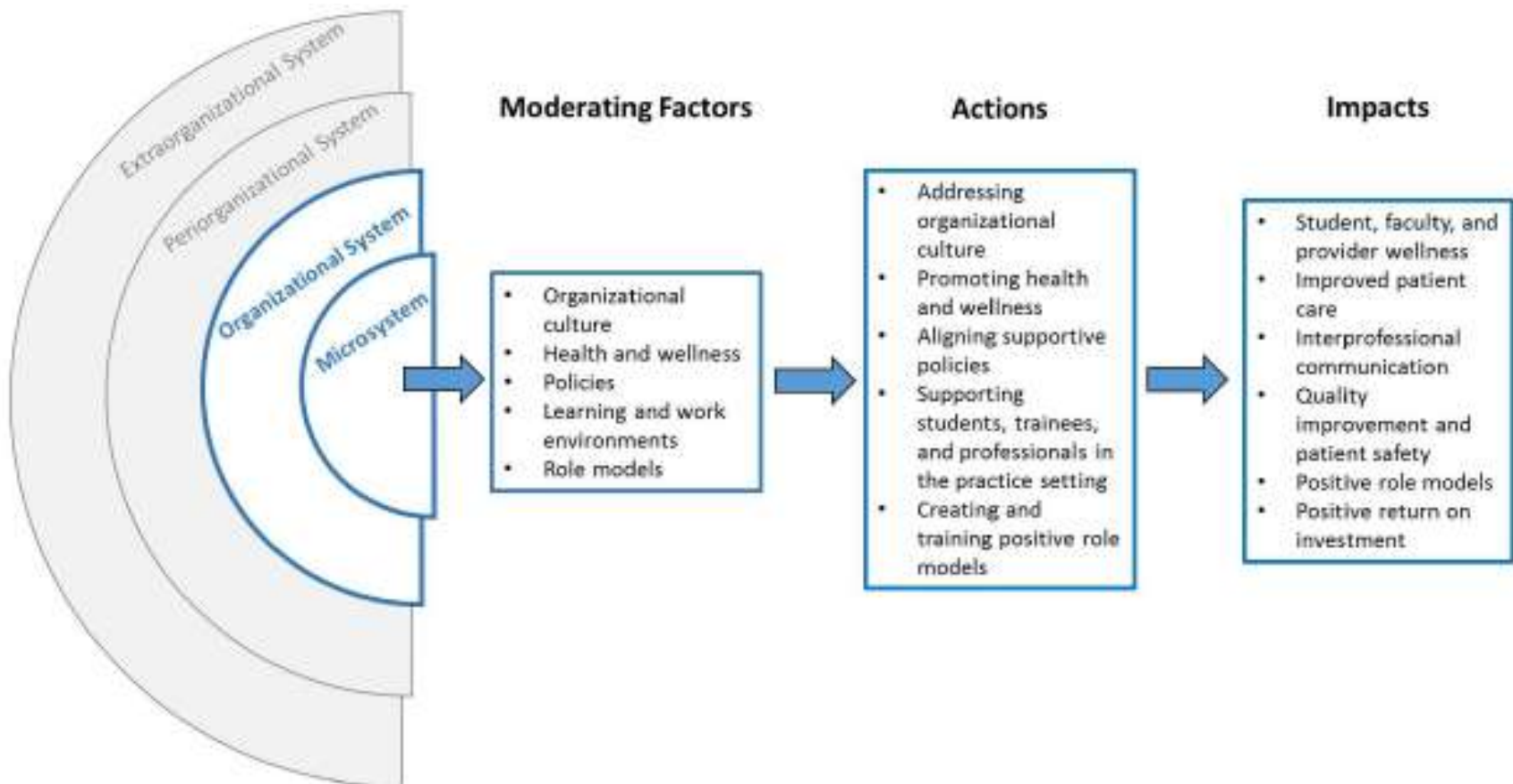
Let's talk about it.

Breaking the Culture of Silence on Physician Suicide

An NAM Perspective

Source: Andrew & Brenner, 2015

[www.nam.edu/Perspectives](http://www.nam.edu/Perspectives)



**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

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# **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



Source: Washington Post. Brigid Schulte May 26, 2015



Source: © Alquimia Interna. July 13 2017 at <http://www.alquimiaiintern.com/una-tesis-doctoral-de-la-universidad-de-murcia-aborda-los-efectos-beneficiosos-del-taichi-y-del-qigong-para-reducir-el->

# 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](http://www.iom.edu/IHPEGlobalForum),