

## Decentralized Approach to Assessing GME Trainee Wellness at a Large Medical School

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## Introductions



**Sydni Franks Thomas**  
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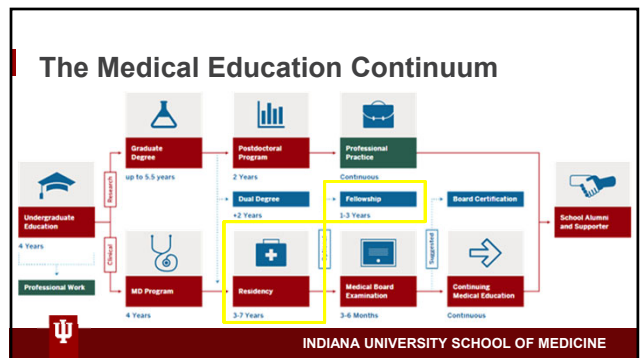
## An Enterprise Approach to Wellness

-  From 2016-2021, Indiana University School of Medicine (IUSM), in partnership with Indiana University Health Physicians (IUHP) utilized the Mayo Well Being Index (WBI) to measure and benchmark wellness for our learners, physicians, and advance practice providers (APPs).
-  A link to take the WBI was emailed to each individual every quarter. Over time, we noticed a significant decline in participation.
-  In discussions with leaders, we determined that the aggregate results from the WBI data did not provide actionable data to reveal how to intervene to address drivers that reduce wellness.
-  In response in early 2021, we explored other options and methods for measuring and reporting wellness in our organization.



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## Graduate Medical Education at Indiana University School of Medicine

*Centralized oversight across diverse departments and programs*

- 1391 Residents & Fellows
- 112 ACGME-accredited residencies and fellowships
- 92 non-accredited programs

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## GME Accreditation Requirements for Wellness

Accreditation Council for Graduate Medical Education Common Program Requirements

V.I.C.1. The responsibility of the program, in partnership with the Sponsoring institution, to address well-being must include:

V.I.C.1.e) attention to resident and faculty member burnout, depression, and substance use disorders. ...The program, in partnership with its Sponsoring institution, must:

V.I.C.1.e).(2) provide access to appropriate tools for self-screening



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### Stanford Model of Professional Fulfillment

- 12 item index that provides indicators:
  - Professional Fulfillment
  - Work Exhaustion
  - Interpersonal Disengagement
  - Overall Burnout
- Selected for its ease of use and applicability to a wide range of clinicians.

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### Survey Contents

#### Professional Fulfillment

How true do you feel the following statements are about you during the past two weeks?

My work is satisfying to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am proud about my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is meaningful to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is motivating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is exciting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work is fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Interpersonal Disengagement

During the past two weeks my job has contributed to me feeling:

Isolated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disconnected	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alienated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uninvolved	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Detached	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uninterested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unconcerned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unmotivated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uncommitted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unenthusiastic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uninspired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unimpressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unimpressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unimpressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

#### Work Exhaustion

During the past two weeks I have felt:

Exhausted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overworked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overwhelmed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overburdened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overstressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overloaded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overextended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overcommitted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overworked	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overwhelmed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overburdened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overstressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overloaded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overextended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overcommitted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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### Barriers & Opportunities

**What we did not want:**

- To administer wellness survey, followed by inaction
- Top-down approach
- One-size-fits-all strategy

**We saw this as an opportunity to:**

- Foster organizational learning within departments and training programs
- Intended outcome: program directors and trainees to identify tailored wellness strategies
- Engage program directors early in the assessment process
- Program directors leading evidence-based discussions

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### Innovation Diffusions & Organizational Change Model

- Borrowed from organizational change and learning theories used in STEM curriculum reform
- Siloed academic sub-culture can and norms can stifle the diffusion of innovative teaching practices
- Mitigate these barriers with top-down support, bottom-up leadership
- One small change in improving wellness across 20+ depts → transformative

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### Is a Decentralized Approach Feasible?

Scope:

- Accreditation requirement
- 104 residency program directors

Speed:

- Automated reporting with Qualtrics
- Manual report filtering to isolate results by gender and race

Cost:

- Managing the survey centrally with the GME team
- PFI tool no cost for program improvement efforts

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### Ease of Reporting

Efficient reporting strategies are extremely important when managing localized, customized, and flexible reporting strategies

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### Ease of Reporting

Keep the end in mind

- What do you need to deliver to your teams?
- How are stakeholders accustomed to receiving data?

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### GME Reporting from Qualtrics

Programs 5+ trainees	Programs <5 trainees	Vice Chairs for Education
<ul style="list-style-type: none"> <li>• Program report</li> <li>• Female report</li> <li>• Male report</li> <li>• Underrepresented in Medicine (URM) report</li> <li>• Non-URM report</li> </ul>	<ul style="list-style-type: none"> <li>• Combined (unidentified) Program report</li> </ul>	<ul style="list-style-type: none"> <li>• Residency Program report(s)</li> <li>• Combined fellowship report</li> <li>• (Reports by gender and race/ethnicity provided upon request)</li> </ul>

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### Qualtrics Report Filtering

Familiarity with GME programs – and their connections – was essential to generate appropriate reports

- Indianapolis Internal Medicine residency includes three-year IM residents plus prelim-year interns preparing for Anesthesiology, Dermatology, Diagnostic Radiology, Neurology, and Radiation Oncology

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### Results

#### GME PFI Pulse Survey Dashboard

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### Participation by Department

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# Success Stories and Lessons Learned




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## How do leaders use results?

-  Program Directors were encouraged to review their results with trainees and other program leaders (town hall, grand rounds)
-  Leaders reported increased appreciation for the granular nature of the results to know where to place efforts.
-  One leader addressed staffing models with their team to address high levels of physical exhaustion as noted on the team's PFI results. This prompted a change in call schedules to reduce the number of 24-hours each month.
-  The change in paradigm in measuring wellbeing from a "push" method to a "pull" method with a new tool designed to provide more granular and actionable data to leaders, has been met with positive response and has prompted leaders to engage in targeted interventions to reduce fatigue, stress, and burnout.



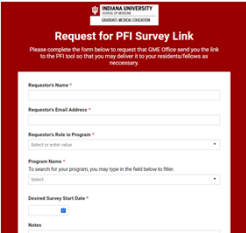

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## Future PFI Assessments

Request form available to programs to initiate local follow-up surveys

- Opportunity to exclude one or more survey sections in an effort to zero on in targeted wellness drivers






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## Lessons Learned

- An anonymous link isn't the only way to guarantee respondent anonymity.
- Program Directors desired comparisons.
- Underestimated the level of support needed in interpreting and leading improvement efforts (e.g., dealing with naysayers, trusting the data)
- Organizational learning theories helped us manage our expectations for change






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## Implications for the Future


- Set the stage for a system-wide survey administration that included drivers of wellness
- Results informed selection of items to prioritize
- Launch date Nov 2022
  - Physicians & APPs
  - Residents & Fellows


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## Q & A




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## Reflection

1. What have been the greatest strengths of administering institution-wide surveys?
2. What have been the greatest challenges of administering institution-wide surveys?

