Narrative Medicine Workshop
March 9, 2019

Slides from keynote address by Kelley Skeff provided to participants

Kelley M. Skeff, MD, PhD,
Stanford University
Re-examining the Nature of Burnout and Our Roles in Addressing It

March 9, 2019

Kelley M. Skeff, MD, PhD,
Stanford University
No disclosures
Goal in giving this lecture

To help us all become more effective physician, trainee, health-care team and patient advocates,

That is, to become more effective carers and stewards of our profession.

Kelley M. Skeff, MD, PhD,
Stanford University
Goal in giving this lecture to experts in narrative medicine

To re-examine our stories, to revisit the heroes, the victims, the tragedies, the settings, and the roles which we have played.

To be uplifted by the opportunities in our profession, motivated by any loss in values, and re-energized by the inherent creativity in our colleagues.

Kelley M. Skeff, MD, PhD, Stanford University
How to do this?

How to re-examine our stories:

- Conceptualize our work as teachers, physicians, and health care teams
  - Consider who we are
  - Examine where we are
  - Consider why we are here
  - Consider whether we should be surprised
  - Consider whether we should alter approaches

Kelley M. Skeff, MD, PhD,
Stanford University
How to do this?

How to re-examine our stories:

- Conceptualize our work as teachers and physicians

The Teaching and Patient Care Triangles
Critical Relationships in the Teaching Process

Context

Teacher

Learner

Content
From Teaching Process to the Content of Clinical Teaching – Patient Care

- **Context**
- **Teacher**
- **Learner**
- **Content**
Interactions in Medicine:
Physician-Patient Triangle – Potential Physician Sources of Joy
Expanded Sources of Joy in Medicine
How to do this?

How to re-examine our stories:

- Consider who we are

Kelley M. Skeff, MD, PhD, Stanford University
How to do this?

How to re-examine our stories:

- Consider who we are
How to do this?

How to re-examine our stories:

- Consider who we are

Kelley M. Skeff, MD, PhD,
Stanford University
Who are we?
How to do this?

How to re-examine our stories:

Consider who we are

TEACHER DEFINITION

One human being who assists others in the acquisition of knowledge, skills, or values to enable them to lead a fulfilled and gratifying life

Kelley M. Skeff, MD, PhD, Stanford University
How to do this?

How to re-examine our stories:

Consider who we are

PHYSICIAN DEFINITION

One human being

with the knowledge, skills, or values

to enable others

to lead a healthy, fulfilled, and gratifying life

Kelley M. Skeff, MD, PhD,
Stanford University
Medical Teachers

Holders of the Domino Effect

One human being who assists others in the acquisition of knowledge, skills, or values to enable OTHERS to lead a healthy, fulfilled, and gratifying life

Kelley M. Skeff, M.D., Ph.D
Stanford University
How to do this?

How to re-examine our stories:

- Conceptualize our work as teachers and physicians
  - Consider who we are
- Examine where we are

Kelley M. Skeff, MD, PhD, Stanford University
Changes in burnout by specialty 2013–2017

- Emergency Medicine
- Ob/Gyn
- Family Medicine
- Internal Medicine
- Infectious Disease
- Rheumatology
- Critical Care
- Cardiology
- Urology
- Neurology
- Pediatrics
- Anesthesiology
- Gastroenterology
- Nephrology
- Orthopedics
- General Surgery
- Pulmonary Medicine
- Radiology
- Oncology
- Dermatology
- Diabetes & Endocrinology
- Pathology
- Ophthalmology
- Psychiatry & Mental Health

Medscape Lifestyle Report-2017
PROFESSIONAL BURNOUT

Recent Developments in Theory and Research

Edited by Wilmar B. Schaufeli, Christina Maslach and Tadeusz Marek

ROUTLEDGE LIBRARY EDITIONS: HUMAN RESOURCE MANAGEMENT
hopelessness, and entrapment (p. 13). “Mental exhaustion, the third component, is characterized by the development of negative attitudes towards one’s self, work, and life itself” (p. 13).

The most widely used definition of burnout comes from Maslach and Jackson (1986, p. 1): “Burnout is a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment that can occur among individuals who do ‘people work’ of some kind.” They go on to say that “burnout can lead to a deterioration in the quality of care or service provided . . . it appears to be a factor in job turnover, absenteeism, and low morale . . . it seems to be correlated with various self-reported indices of personal dysfunction, including physical exhaustion, insomnia, increased use of alcohol and drugs, and marital and family problems” (1986, p. 2). Finally, a less well-known but rather precise “operational definition of burnout” was presented by Brill: “an exceptionally mediated, job-related, dysphoric and dysfunctional state in an individual without major psychopathology who has (1) functioned for a time at adequate performance and affective levels in the same job situation and who (2) will not recover to previous levels without outside help or environmental rearrangement” (1984, p. 14).
How to do this?

To re-examine our stories:

- Examine where we are
How to do this?

To re-examine our stories:

- Examine where we are

Shanafelt – 2019
Indicates some improvement
Verghese:

Language of science could not begin to capture this phenomenon.

The language of science did not begin to capture the heartache of the family, the tragic voyage of the patient, and my own grief at seeing this again and again.

(My Own Country)
How to do this?
To re-examine our stories:

• Basic Science Professors
  • Medical Student
    • Intern
    • Resident
  • NYC students
• Interview 2019
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NYU Medical Student, Resident Die By Suicide Within Days Of Each Other

ASHLEY ALESE EDWARDS
LAST UPDATED MAY 9, 2018 7:15 AM

Two women from the New York University School of Medicine community — a fourth-year medical student and a psychiatry resident physician — died by suicide within five days of each other, drawing renewed attention to an unfortunate trend among medical professionals.

Andrea Liu, 26, was found dead in her dorm room last Tuesday, the NY Post reported. Liu
How to do this?
To re-examine our stories:

• Basic Science Professors
  • Medical Student
    • Intern
    • Resident
  • NYC students
• Interviews 2018-19
Preventing Distress from Becoming Burnout: The EMR as a Case-Study

With thanks to The Risk Authority (Dana Welle, DO, JD) for initial funding
David Entwistle, CEO, for ongoing funding
What went right and what went wrong with this person’s education?

Knowledge-Skills-Values

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How to do this?

To re-examine our stories:

- Examine where we are
- Consider why we are here
- Consider who we are
- Consider whether we should be surprised?
What does all this mean?

SOCIAL SCIENCE THEORIES

Climate of Silence
Professional Values Conflict
Employee Voice and Silence

Annual Review of Organizational Psychology and Organizational Behavior
Vol. 1:173-197 (Volume publication date March 2014)

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Kelley M. Skeff, M.D., Ph.D
Stanford University
What does all this mean?

SOCIAL SCIENCE THEORIES

Professional Values Conflict
Balancing Professional Values and Business Values

Thus, the issue faced .......... is not choosing between professional values and business values. Rather, it is balancing that ever-competing pair in a way that places the best interests of consumers and clients above our own corporate and personal interests.

As Gardner and Shulman warned in their Daedalus essay, “Pursuing such a noble mission can often be painful, and is possible only for those who truly believe in the mission and have enough self-perspective to remain wary of dangers such as arrogance, megalomania, misguided beliefs, and distorted judgments.”

Professional Burnout

Professional burnout is the sum total of hundreds and thousands of tiny betrayals of purpose, each one so minute that it hardly attracts notice.

Richard Gunderman, Feb 21, 2014
The Atlantic
Educational Theoretical Frameworks

Aptitude Treatment Interactions – Cronbach and Snow

Training for Professionalism – Bogle, Shulman and Gardner

Making of you what you are vs what you are not - Eisner
Where to work?

Preparing the person for the world, or preparing the world for the person

How to employ gifted learners
Reasons for Optimism
Who are we?
Who are we?
Committed Professionals and Trainees
“…….. the secret of the care of the patient is in caring for the patient.”
The secret of the care of the patients is in caring for the those who care for the patients. Thus, we can no longer accept burnout or depression as an expected consequence of our education and profession. We must reexamine our efforts as institutional leaders, teachers, and learners to have joy be the expected outcome of this noble profession. This will require more effective caring, not only for the sick, but for each other.

And the time for more effective caring is now.

Kelley M. Skeff, MD, PhD
Stanford University