Frameworks and an Innovative Initiative to Advance Well-Being During and After a Pandemic

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Scholars of Wellness
Innovation for Physician Wellness Award
2019
The Quadruple Aim

- Improved Patient Care
- Lower Costs
- Better Outcomes
- Well-being

Emotional Highs

Emotional Lows

Pre-Disaster

Warning

Threat

Impact

Heroic

Honeymoon
Community Cohesion

Disillusionment

Trigger Events

Inventory

Working Through Grief
Coming to Terms

Setback

Reconstruction
A New Beginning

Anniversary Reactions

Up to One Year

After Anniversary

Working Through Grief
Coming to Terms

Substance Abuse and Mental Health Services Administration website:
## Sources of Stress

<table>
<thead>
<tr>
<th>Source</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life Threat</strong></td>
<td>A traumatic</td>
<td>Due to the experience of or exposure to intense injury, horrific or gruesome experiences, or death</td>
</tr>
<tr>
<td><strong>Loss</strong></td>
<td>A grief</td>
<td>Due to the loss of people, things or parts of oneself</td>
</tr>
<tr>
<td><strong>Inner Conflict</strong></td>
<td>A moral</td>
<td>Due to behaviors or the witnessing of behaviors that violate moral values</td>
</tr>
<tr>
<td><strong>Wear &amp; Tear</strong></td>
<td>A fatigue</td>
<td>Due to the accumulation of stress from all sources over time without sufficient rest and recovery</td>
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</tbody>
</table>

Focused Communication and Strategies

- **Check and Coordinate** – Listen, Go to your people
- **Cover** – Physical and Psychological Safety
- **Calm** – Honest Communication, Help settle the Mind
- **Connect** – Unit Cohesion and Social Support
- **Competence** – Acknowledge Success and Lessons Learned
- **Confidence** – Meaning Making and Future Orientation

Hear me

Listen to and act on health care professionals’ expert perspective and frontline experience and understand and address their concerns to the extent that organizations and leaders are able.

Protect me

Reduce the risk of health care professionals acquiring the infection and/or being a portal of transmission to a family.

Prepare me

Provide the training and support that allows provision of high-quality care to patients.

Support me

Provide support that acknowledges human limitations in a time of extreme work hours, uncertainty, and intense exposure to critically ill patients.

Care for me

Provide holistic support for the individual and their family should they need to be quarantined.

Shanafelt T, Ripp J, Trockel M. Understanding and Addressing Sources of Anxiety Among Health Care Professionals During the COVID-19 Pandemic. JAMA. Published online April 07, 2020. doi:10.1001/jama.2020.5893
## Northwestern Medicine’s Response to COVID-19*

<table>
<thead>
<tr>
<th>Request</th>
<th>Northwestern Medicine’s Response to COVID-19</th>
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</table>
| **Hear Me**  | • COVID-19MD email alias available to help understand and address physicians’ concerns and feedbacks  
              • COVID-19 webinars/panel discussions incorporate Q&A sessions to address concerns  
              • Medical Staff Office Weekly Wellness Letter*                                                   |
| **Protect me** | • Hospital-entry screening and masking for employees and visitors  
                     • Access and assistance from Corporate Health  
                     • Telehealth visits  
                     • Universal masking                                                                 |
| **Prepare me** | • Clinical guidelines and algorithms  
                     • PPE donning and doffing instructions/FAQs  
                     • Televisit FAQs  
                     • “By the Numbers” communications and dashboards                                               |
| **Support me** | • Perspectives Employee Assistance Program (EAP)  
                     • P2P Network, physician peer support*  
                     • Creating Physician Peer Support for the entire System through the Department of Psychiatry*  
                     • Debriefs - ED, hospitalists  
                     • AROW (consulting) – Hospitalist Wellness Committee to provide additional support*  
                     • System Physician Well-Being call / discussion*  
                     • Central Region physician lounge offerings (Farmers Fridge, snack boxes, donations)*  
                     • Create and curate Webinars on Self-Care, Anxiety, Stress Reduction on website*  
                     • Research rest/relaxation lounge, including best practices initiatives from other AMCs*  
                     • Link with GME for grocery gift cards for residents*  
                     • Discounted rates on hotels, transportation, parking, and food offerings  
                     • Hand written thank you cards in lounges during docs day*  
                     • Heroes for Better Campaign to recognize and honor the workforce  
                     • Spiritual Care – LIVE virtual prayer  
                     • Inpatient Leader Caring rounds  
                     • COVID Care Meet-Up Groups                                                                 |
| **Care for me** | • Advocate and link with Corporate Health, Risk and Chairs to provide care for quarantined/ isolated docs*  
                     • Advise and support Medical students in how they can help docs (supporting quarantined docs and writing thank you notes for COVID frontline workers)* |

* Represents a subset of NM’s total response efforts
A SYSTEMS MODEL OF CLINICIAN BURNOUT AND PROFESSIONAL WELL-BEING

OUTCOMES

Clinician Burnout
Professional Well-Being

CONSEQUENCES for:
Patients
Clinicians
Health Care Organizations
Society

LEARNING AND IMPROVEMENT
What are the top two initiatives that are most effective at engaging clinicians at your organization?

- Involving clinicians in organizational decision-making: 57%
- Communication about organizational objectives: 27%
- Providing clinicians with performance data compared with peers: 24%
- Designating clinician champions/leaders: 22%
- Addressing burnout among clinicians: 21%
- Financial incentives for organizational priorities: 15%
- Training programs: 12%
- Sharing financial results with clinicians: 8%
- Financial penalties for organizational priorities: 2%
- No clinician engagement initiatives are needed: 1%

Base: 706 (multiple responses)

NEJM Catalyst (catalyst.nejm.org) © Massachusetts Medical Society
Why is It Difficult to Execute These Recommendations?
Building a Program on Well-Being: Key Design Considerations to Meet the Unique Needs of Each Organization. Shanafelt, T., Trockel, Ripp, Murphy, MS, Sandborg, and Bohman, Acad Med. 2019;94:156–161
Building a Program on Well-Being: Key Design Considerations to Meet the Unique Needs of Each Organization. Shanafelt, T., Trockel, Ripp, Murphy, MS, Sandborg, and Bohman, Acad Med. 2019;94:156–161
White coats vs. blue suits
One Voice and Shared Vocabulary

“OK...everybody agrees our change is BLUE”

“Well, a couple of changes won’t set us back too far”

“I know we didn’t agree to it but it’s interesting to me”

“How did we end up Red?”
Rate your comfort with the following statements.
(1 being not comfortable and 5 being very comfortable)

Rate your comfort with project management / process and quality improvement.

Rate your comfort with the science of wellness.

Rate your comfort with change management and driving collaboration among team members.

Rate your comfort working with my department leadership and administration to complete project tasks and influence change.

Weighted Average
Scholars of Wellness (SOW) is a professional development program with the objective to create a critical mass of wellness leaders to drive meaningful change.

Well-Being Science Experts

Process Improvement Experts

Change Management Experts

SOW Scholars!
Scholars of Wellness – Core Objectives

TWO PRIMARY OBJECTIVES

DEVELOPING LEADERS

PILOT PROJECTS

TWO PRIMARY OBJECTIVES
SOW Curriculum Overview

Program Format

• **Bi-weekly one hour** sessions during working hours  
• Participants receive **5% protected** time to attend sessions and lead their wellness project  
• Hybrid of process improvement methodology, wellness topics, and group presentations  
• Each scholar has a wellness mentor and coach

Sample Curriculum Topics

• Drivers of burnout  
• Wellness assessments  
• DMAIC methodology  
• Change management  
• Peer support and EMR  
• Frameworks for diagnosis and consulting

Program Learning Objectives

• Understand the **individual and organizational** drivers of burnout  
• Develop the skills to conduct a needs assessment and become a **wellness advocate** for your team  
• Understand **process and operational improvement** approaches to drive change and promote wellness  
• Build a **network of wellness** support at NM

Tools and Templates

• DMAIC Templates  
• SOW Participant Expectation Guide  
• SOW Coaching Guide  
• SOW Curriculum Guide  
• SOW Milestones
Scholars of Wellness Participation

20 Physicians | Participants represent 11 DEPARTMENTS

- EMR-optimization
- Work-lifestyle-balance
- Mentor
- Communication
- Self-care
- Collaboration
- Advocate
- MyChart-encounters
- Coaching
- Trust
- Goals
- Life-transitions
- Support
- Pager-fatigue
- Appreciation
- Self-care
- Training
- Workshops
- Work-limits
- Workplace
- Person-centric
- Preparation
- Community
- Resources
- Workflow
- Balance
- Train
- Advocate
- Communication
Pilot Initiatives-Sow and Harvest

**Identify**
- Project feasibility, Local Drivers Identified, Voice of Customer, Wellness Literature Based Ideas
- Pilot project in concept phase

**Develop**
- Best Practices Learned, Key Success Factors Identified, Local Measurement, Partners and Buy-In
- Departmental Peer Support Implemented

**Scale**
- External Funding Secured, Partners Identified, Stakeholders Leveraged
- Regional P2P (Peer Support)

**Sustain**
- Demonstrated Small Wins, Implementation Steps, Cost Analysis
- System Level Expansion

*Scope of Project*
Scholar Leadership Developmental Trajectory

Leadership Development

Identify
- Comprehensive application process (leadership potential, passion, servant mentality, and project feasibility)
- Demonstrated interest in passion

Develop
- Curricular Shared Vocabulary, Active Learning, Coaching, Emotional Self-Regulation.
- Scholar of Wellness

Scale
- Strategic Partnership with Physician Well-Being Program
- Department Well-Being Committee Chair, Regional Well-Being Council Member

Lead and Contribute
- Strategic Leadership, Vision, and Tactical Initiative Implementation
- Director of Physician Well-Being
- Director of P2P (Peer Support)
## SOW Quantitative Data

### Pre and Post Knowledge

Rate your understanding with the following (1 being not knowledgeable at all and 5 being very knowledgeable):

<table>
<thead>
<tr>
<th>Area</th>
<th>Pre</th>
<th>Post</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project management/process and quality improvement</td>
<td>3.2</td>
<td>4.6</td>
<td>44%</td>
</tr>
<tr>
<td>The science of wellness</td>
<td>3</td>
<td>4.4</td>
<td>47%</td>
</tr>
<tr>
<td>Change management and driving collaboration among team members</td>
<td>3.7</td>
<td>4.6</td>
<td>24%</td>
</tr>
<tr>
<td>Using system resources to help lead projects</td>
<td>2.9</td>
<td>4.3</td>
<td>48%</td>
</tr>
</tbody>
</table>
**Post-Program Reflection**

After participating in SOW...

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel my level of burnout has decreased</td>
<td>0% 0% 40%</td>
<td>40% 20%</td>
<td></td>
</tr>
<tr>
<td>I feel more comfortable working with my department leadership and administration to complete project tasks and influence change</td>
<td>0% 0% 0%</td>
<td>40% 60%</td>
<td></td>
</tr>
<tr>
<td>Do you feel more confident in recommending Northwestern as a place to work?</td>
<td>Less confident 0% 0% 30%</td>
<td>The same 30%</td>
<td>More confident 40%</td>
</tr>
<tr>
<td>Do you feel more appreciated in your role?</td>
<td>Less appreciated 0% 0% 40%</td>
<td>The same 30%</td>
<td>More appreciated 30%</td>
</tr>
</tbody>
</table>
“Participation in this program has enhanced my own sense of well-being by allowing me to be more engaged with my health system and feel that I can positively impact the work environment for my colleagues.”

“One of the greatest things about this project was normalizing many of the things that we either feel ourselves or hear daily from our colleagues. Realizing that these challenges are not unique to our own practice environment or department and most importantly that there are leaders eager to listen and help us collectively try to solve burnout problems was empowering.”

“My participation in SOW gave me the skills I needed to work with my administrative peers toward a common goal. I learned how to apply DMAIC tools and how to choose and interpret wellness surveys to address burnout. I truly enjoyed the camaraderie of my peers across different specialties during the weekly lunch sessions. The curriculum was rigorous and thorough and I am thrilled to have the materials to refer back to and I look forward to participating in SOW as inaugural class alumni going forward.”
“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead