

Fourth National Summit on Promoting Well-Being and Resilience in Healthcare Professionals: Abstracts from the Poster Winners

Nearly half of all healthcare providers experience burnout. The mental and physical well-being of providers can impact the quality, safety, and cost of patient care in addition to the well-being of the residents and students they mentor. To address these significant issues, The Ohio State University brought together clinicians, leaders, influencers, students, and agents of change for the Fourth National Summit on Promoting Well-Being and Resilience in Healthcare Professionals. The summit took place October 23-24, 2024, in Columbus, Ohio, and included presentations from some of the nation's best minds, expert practitioners, and prominent motivational speakers. Presentations reviewed factors contributing to burnout and resilience, effective interventions to reduce burnout and promote healthy lifestyle behaviors, and changes to the systems and cultures of healthcare that improve employee well-being and resilience. Lastly, the Summit included judged poster sessions. BHAC is pleased to present the following abstracts from the winning posters.

More information about the National Summit on Promoting Well-Being and Resilience in Healthcare Professionals is available at: <https://clinicianwellbeing.osu.edu/2024-summit>



An Emotional Intelligence Educational Intervention to Reduce Burnout in Healthcare Profession Students: Qualitative Findings of a Mixed Methods Pilot Study

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Winning Category: Most Innovative

Significance: Graduate Healthcare Profession (HCP) students suffer with higher rates of perceived stress and burnout than their age matched peers with correlations to diminished academic performance, mental health, and quality of life. Emotional Intelligence (EI), a learnable skillset demonstrated to protect against burnout in medical residents, is associated with improved stress management, increased happiness, and lower burnout scores in HCP students. However, little is known about the potential impact of EI education embedded within HCP program curricula on student burnout, and limited research exists evaluating strategies designed to enhance clinical translation of emotional or social skills.

Purpose: The purpose of this study was to develop and implement a novel educational intervention and reflection practice designed to promote EI, mitigate burnout, and improve well-being, and determine its effectiveness in HCP students. This included exploring student experiences through qualitative descriptive analysis of student reflections and survey responses.

Methods: Data were collected and managed at three timepoints using REDCap. Participants were graduate HCP students enrolled in any professional healthcare degree program at the University of Kentucky ($n = 28$, age = 23.9 ± 3.1 years). Following consent and baseline assessments, participants engaged in a 3-hour in-person workshop intervention developed by the principal investigator. Content was tailored for HCP students and highlighted underlying physiology supporting the recommended EI-enhancing practices. Affect labeling and other evidence-based practices promoting self-awareness, social connectivity, and mindfulness were emphasized. Participants engaged in 4-weeks of post-workshop reflection via guided prompts to enhance learning and application. Responses were reviewed, coded, and themed by the principal investigator and two other researchers for interrater reliability.

Results: Preliminary themes include student reports of improved self-awareness, strategy adaptations, emotional re-evaluation, and emotion management and recognition of the impact of empathy, quality of social support, and perceived isolation.

Implications: Findings can guide continued intervention development and implementation and advance research regarding HCP curricular modifications for burnout mitigation.

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Give Me a Break: Incorporating Wellness Breaks into Learning Activities

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Winning Category: Most Impactful

Background: A recent study demonstrated that intense cognitive activity causes a buildup of byproducts in the brain making it harder to access the part of the brain that influences cognitive flexibility and attention. Cognitive fatigue impacts the ability to focus, impeding synthesis of content and retention of the information. For nurses learning to perform specialized high-risk procedures, such as antineoplastic medication administration, the volume and complexity of the content can be difficult to process with lengthy periods of uninterrupted focus. Taking short breaks shifts attention from the current task allowing the brain to rest, thereby improving the ability to learn.

Purpose: The purpose of this pilot study was to incorporate immersive mindfulness-based wellness breaks into an antineoplastic administration training course to examine if engagement in wellness breaks would encourage the learner to relax and refocus to continue the learning activity with renewed energy.

Methods: Immersive wellness breaks were incorporated into an online self-paced learning activity. The breaks were short mindfulness activities, such as nature videos, a breathing exercise, and a reminder to get up and move. They were incorporated into a course that was four hours in length and contained critical information related to administering high-risk anti-cancer drugs. Learners were able to choose one or more activities to engage with for as long as they wished. The learners were informed that the breaks were available, but optional, and had no impact on successful completion of the course. Following completion of the activity, learners were required to complete an evaluation to measure if and how the wellness breaks enhanced their learning experience.

Results: Course evaluations demonstrated that 91% of learners ($n = 7419$) engaged in the wellness breaks, and over 80% of those learners stated that participating in the wellness breaks throughout the course enhanced their learning experience by being able to refresh and refocus.

Implications: Nurse well-being continues to be a predominant focus of research and discussion in the literature, as demonstrated by numerous national initiatives that have been created to help improve the personal and professional well-being of the nursing workforce. According to the Future of Nursing 2020-2030 report, well-being may affect meaning in nurses' work and engagement with their job and that subjective well-being encompasses the need for support to flourish. Providing wellness breaks within learning activities acknowledges and supports the importance of well-being during the learning of critical concepts required for practice. Data from the course evaluations demonstrates that integrated wellness breaks are a welcomed option for learners to promote rest and refocus their brain to enhance their learning experience.

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Interventions to Reduce Risks for Burnout or Promote Healthy Lifestyle Behaviors in the Healthcare Workforce

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Winning Category: Most Sustainable

Background: Clinical nurses play a vital role in health care delivery. However, numerous studies indicate that their job is extremely stressful. Unresolved stress can build up overtime, and the symptoms escalate and intensify compromising clarity and focus, leading to burnout. Pranayama or breathing exercises is the second limb of yoga which focus on conscious prolongation of inhalation, breath retention, and exhalation. The researchers believe that this practice may be useful to clinical nurses to relieve the stress that occurs during delivery of patient care.

Purpose: The purpose of this study was to explore the effects of daily practice of pranayama on overall stress and well-being of clinical nurses.

Methods: A descriptive cross-sectional pilot study was performed at an academic medical hospital in the southeastern United States. Acute care clinical nurses were trained in the use of three different breathing exercises. Assessment of participant's ($n = 20$) current well-being was performed before implementation of training and monthly post-intervention for two months via surveys assessing well-being and stress.

Results: A modified version of the Secondary Traumatic Stress Scale and World Health Organization-5 Well-being index surveys were used. The results of the surveys indicated that nurse's well-being improved. The participants' well-being index scores showed a significant increase from baseline to one month by an average of 12.4 +/- 11.5 points and from baseline to two months by an average of 7.6 +/- 8.1 points, while the traumatic stress scale had minor improvement.

Implications: These breathing exercises can be practiced anywhere, do not need any equipment, and do not cost any money. Consistent practice enhances emotional intelligence, improves communication, patient outcomes, and job satisfaction. Nurses will be able to communicate mindfully with patients and their families which alleviates miscommunication, improves patient outcomes, and patient satisfaction scores. This cost-effective practice improves nurses' well-being, resulting in improved productivity, and potentially less call outs.

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LEADWELL: A Wellness-Centered Pilot Program for Healthcare Leaders

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Winning Category: Most Scalable

Background: Healthcare leaders are at risk for work-related distress due to multiple demands and barriers in work-life balance and self-care; many are concerned about their own well-being and that of their reports. Well-being training, work-life integration, and organizational and peer support may improve leaders' effectiveness, professional fulfillment, and ability to support wellbeing for their reports.

Purpose: LEADWell was designed to support the well-being of healthcare leaders and their teams and to promote psychological safety, professional fulfillment, and belonging.

Methods: Participants ($n = 4$) were in-patient service line nurse leaders. This 12-month pilot of LEADWell included six in-person workshop sessions (90 minutes) and six virtual individual coaching sessions (60 minutes) provided by members of our organizational well-being team. Topics included identifying your "why," self-care, building resilient teams, and overcoming adversity. Post-program semi-structured interviews reviewed via thematic analysis were used to understand the participants' experiences in the program.

Results: Interviews with the four participants indicated overwhelmingly positive feedback: participants wanted to both continue and to expand it to their entire leadership teams, and they recommended the program for other leaders. They positively endorsed the program structure and topics. Peer support from other leaders was a positive aspect, and participants reported improved self-care, better ability to "turn off" after work, and role modeling/sharing well-being strategies with reports. Support from senior leadership was a factor in program participation and incorporation of new approaches in their workflow. Suggestions for future iterations of the program included providing a repository of informational materials. Two of four participants went on to join hospital well-being committees and one received a promotion.

Implications: A leader well-being program incorporating workshops and individual coaching shows promise to improve the well-being and effectiveness of healthcare leaders. Future work will include evaluating a more compressed timeline, expanding to larger participant groups, and other leadership roles in healthcare.

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