

Mitigators of Burnout: Identifying Institutional and Personal Strategies for a Sustainable Career

Denna Wheeler, PhD

Clinical Associate Professor & Chair, Rural Health
Director of Rural Research & Evaluation



CENTER FOR
RURAL HEALTH
OSU Center for Health Sciences

Photo Courtesy of David Waters

Wellness Coach
Connection



STRESS FREE PT 1

WITH THE
BURNOUT BREAKTHROUGH!
PROGRAM

A HEART CENTERED STRESS
MANAGEMENT PROGRAM
TO KEEP YOU STRESS FREE FOR LIFE

CATHY SCHUTTLER

HEAL EMPLOYEE BURNOUT IN JUST ONE WEEK

New York
Times
BESTSELLING
AUTHOR



1-HOUR
ONLINE
MASTERCLASS



JANUARY 27, 2020 - APRIL 3, 2020

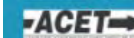
BURNOUT PROOF BOOTCAMP

Online. Self-Paced. Self-Care.
15 GS CEUs

Interpreters are charged with bearing witness to some of life's greatest beauty and deepest pain, all while maintaining a stance of neutrality and flexibility. Over time, this can take a toll on your body, mind and spirit. Join us in this special group as we explore burnout and how it manifests in our lives. You will learn the three areas of your life that must be tended in order to prevent burnout, and create a personalized Burnout Proof plan. Throughout the course you will carry out your plan, hardwiring in new healthy habits, as you give and receive accountability and support in our private online space and monthly live group coaching calls. At the completion of the course you will have lifetime access to the materials that when applied, will leave you Burnout Proof!

To register: www.burnoutproof.me

Breana Cross-Caldwell holds her CI/CT from RID, B.S. in Interpretation from Western Oregon University and is a Certified Life Coach. She has led thousands of interpreters in preventing burnout and finding the passion again in their lives and work through developing habits of self-care.



Interpretek is an approved RID sponsor for Continuing Education Activities. This General Studies program is offered for 15 CEUs at the Little/None Content knowledge level. For accommodation questions or requests email: breana@brighterfocus.com



Theoretical Definitions of Burnout

Exhaustion of physical or emotional strength or motivation, usually as a result of prolonged **stress** or frustration.

Merriam-Webster Dictionary

“syndrome conceptualized as resulting from chronic workplace **stress** that has not been successfully managed,”

World Health Organization

Physical, emotional, or mental exhaustion accompanied by decreased motivation, lowered performance, and negative attitudes toward oneself and others. It results from performing at a high level until **stress and tension**, especially from extreme and prolonged physical or mental exertion or an overburdening workload, take their toll.

American Psychological Association



“State of mental and physical exhaustion caused by one's professional life”

Herbert Freudenberger

Operational Definitions of Burnout

- **Maslach Burnout Inventory** (Maslach & Jackson, 1981)
 - Emotional Exhaustion, Depersonalization, & Personal Accomplishment
 - Multiple forms and translated into 47 languages
 - Burnout defined as high score on EE and/or DP scales
- **Oldenburg Burnout Inventory** (Demerouti, 1999; Demerouti et al., 2002)
 - Exhaustion & Disengagement
- **Copenhagen Burnout Inventory** (Kristensen et al., 2005)
 - Personal burnout (exhaustion)
 - Work-related burnout
 - Client-related burnout

Burnout as a Clinical Diagnosis (Z73.0)

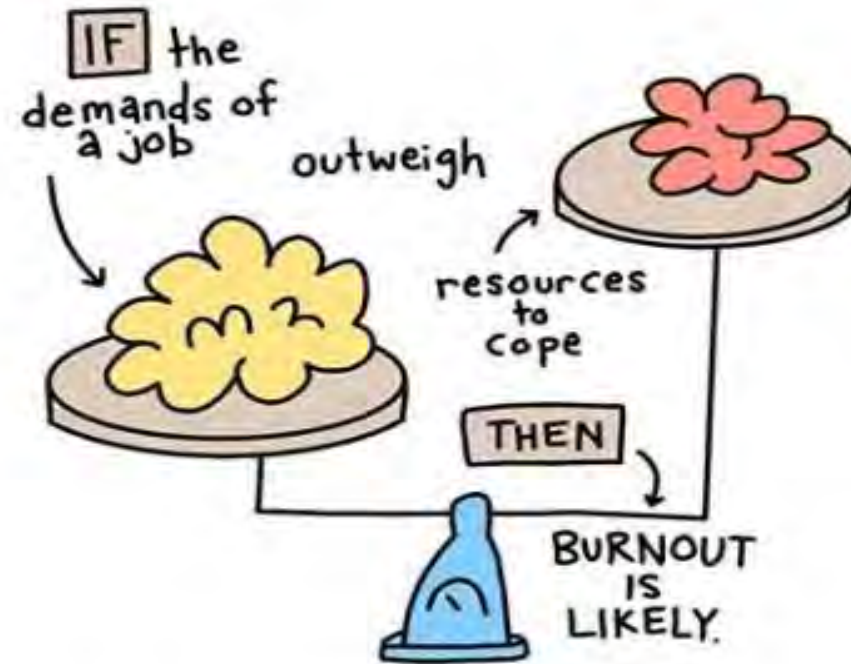
Burnout is defined in the ICD-11 as a syndrome conceptualized as resulting from chronic workplace **stress** that has not been successfully managed. It is characterized by three dimensions:

1. Feelings of energy depletion or exhaustion;
2. Increased mental distance from one's job, or feelings of negativism or cynicism related to one's job; and
3. Reduced professional efficacy

Burnout as an Energy Imbalance

“Enthusiastic employees excel in their work because they maintain the balance between the energy they give and the energy they receive”

Arnold Bakker



**STRESS DOESN'T
CAUSE BURNOUT**

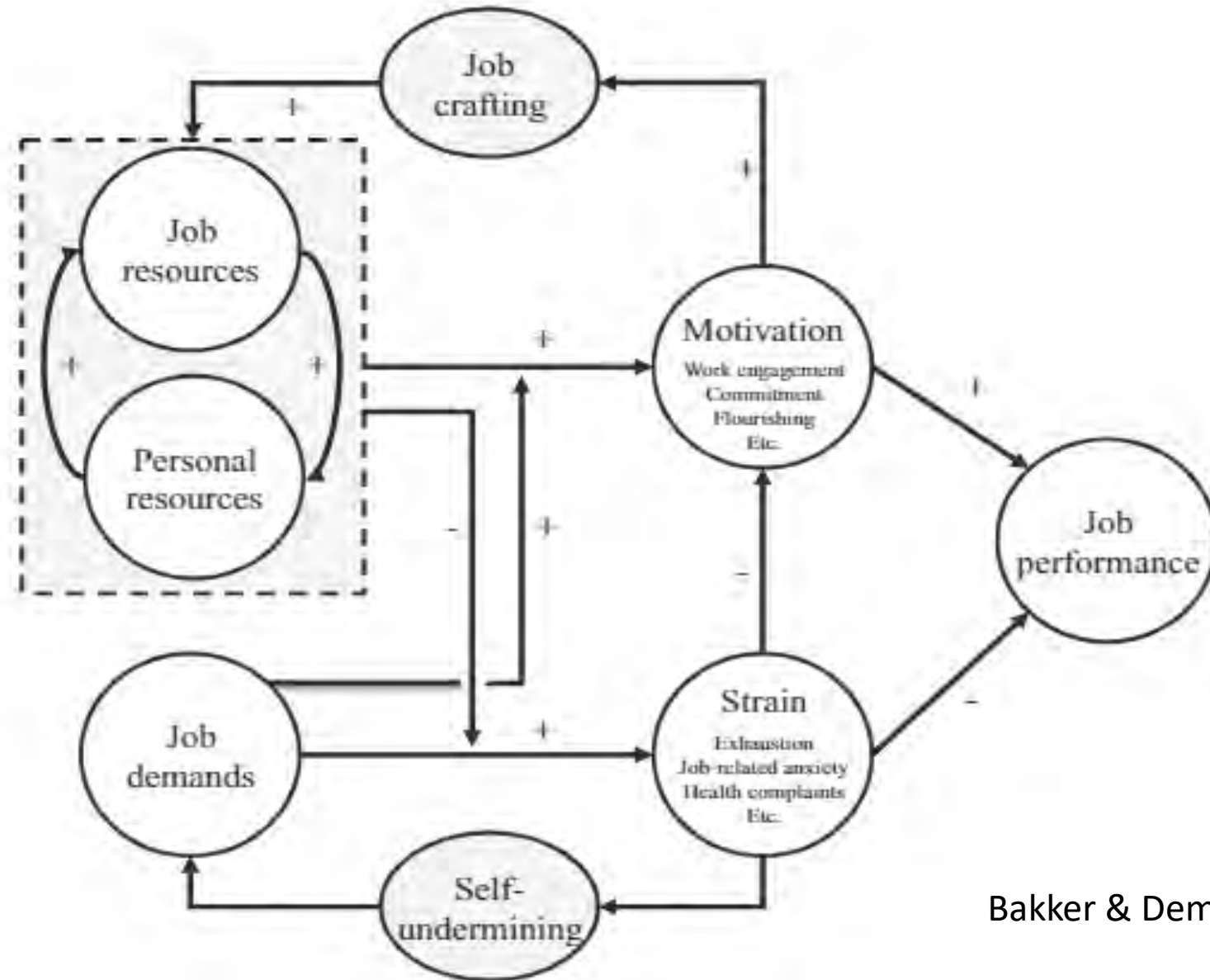
Stress + inadequate support resources does.

<https://lindsaybraman.com/burnout/>

Common Interventions

- Interventions are typically individual or group cognitive behavioral therapy (Ahola et al., 2017)
 - Very few interventions include an **organizational** component
- A systematic review interventions for physicians found small improvement for individual-focused programs but larger improvement for **organization** directed interventions (Panagioti et al., 2017)
- The WHO is developing evidence-based guidelines on mental well-being in the workplace (WHO, 2019)

Job-Demands-Resources Theory

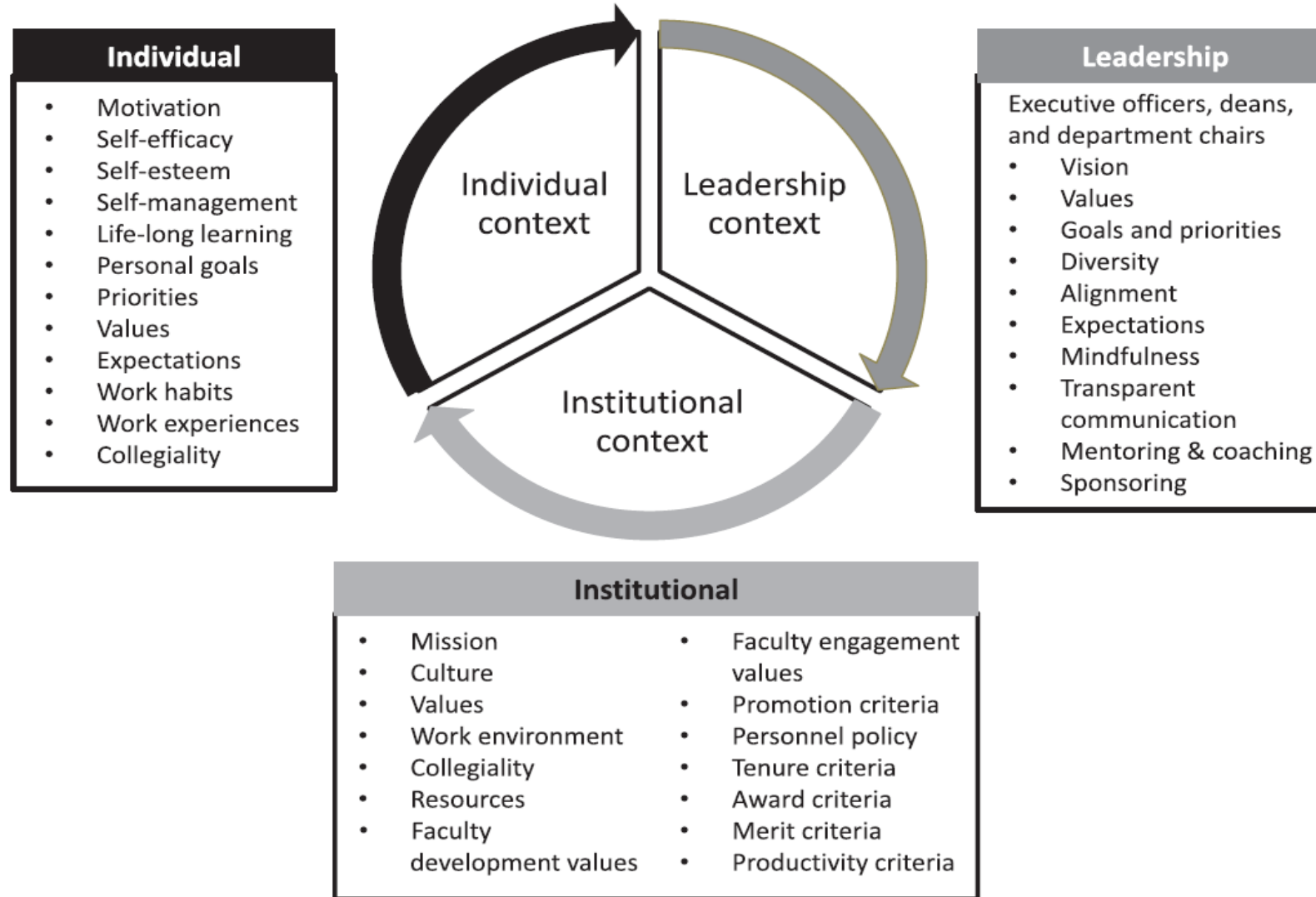


Bakker & Demerouti, 2017

JD-R Organizational Programs

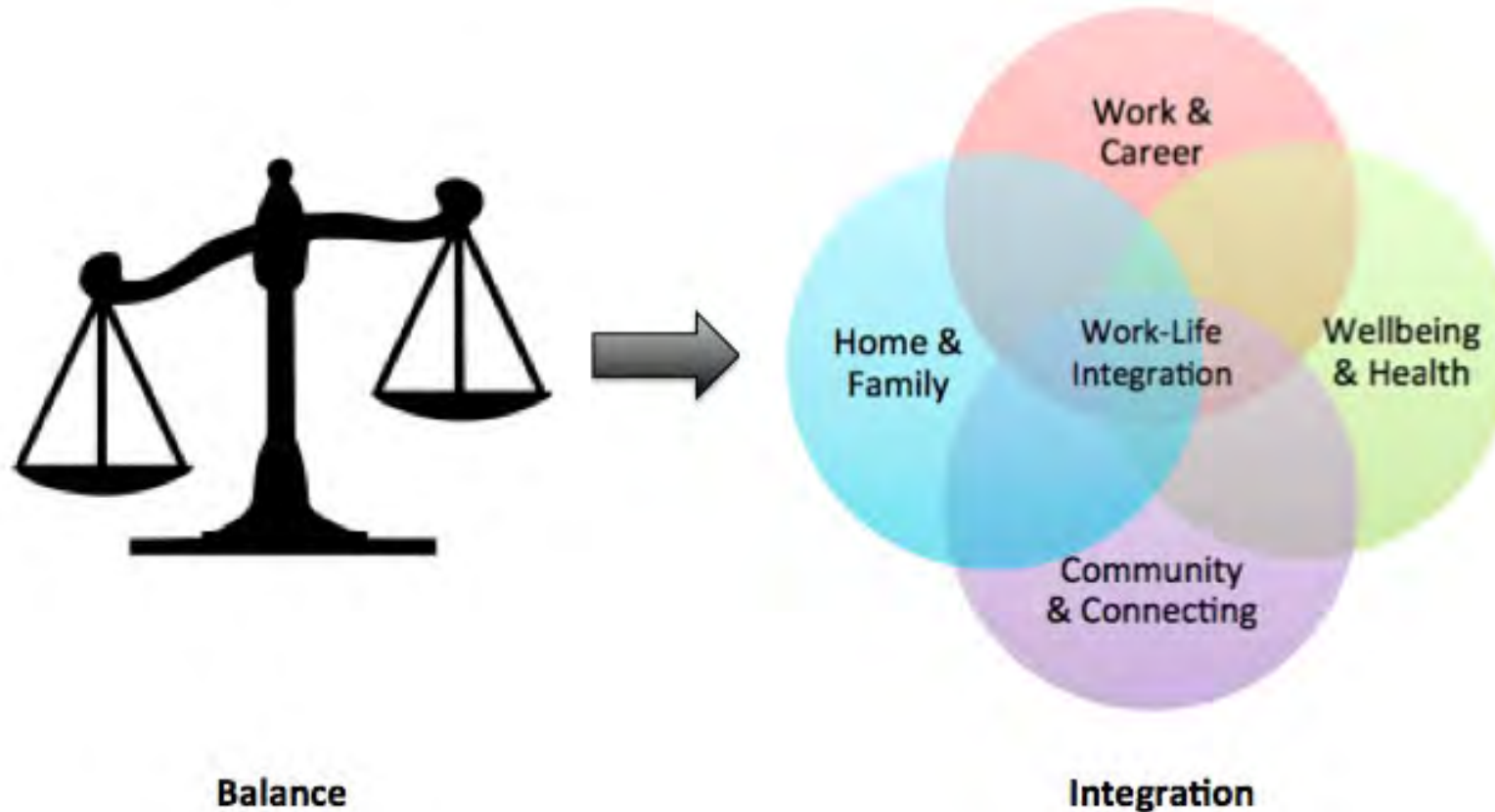
- **Job Demand-Resource (JD-R) Monitor**
 - Job demands, resources, well-being, and behaviors assessed via electronic survey and participants receive immediate personalized feedback and benchmark comparisons
- **Job Crafting Workshops**
 - Participants learn about job demands, resources, and modification strategies
- **BOIT Training for managers and team leaders** (Borza et al., 2012)
 - Training for organization leadership, 4 F2F workshops over a flexible time period of 7 to 17 weeks
- **Organizational Assessment**
 - Job demands and resources are measured, aggregated, and compared to benchmarks

Faculty Vitality in Academic Medicine



Shah et al., 2018

Work-life balance to Work-life Integration



Logghe et al., 2018

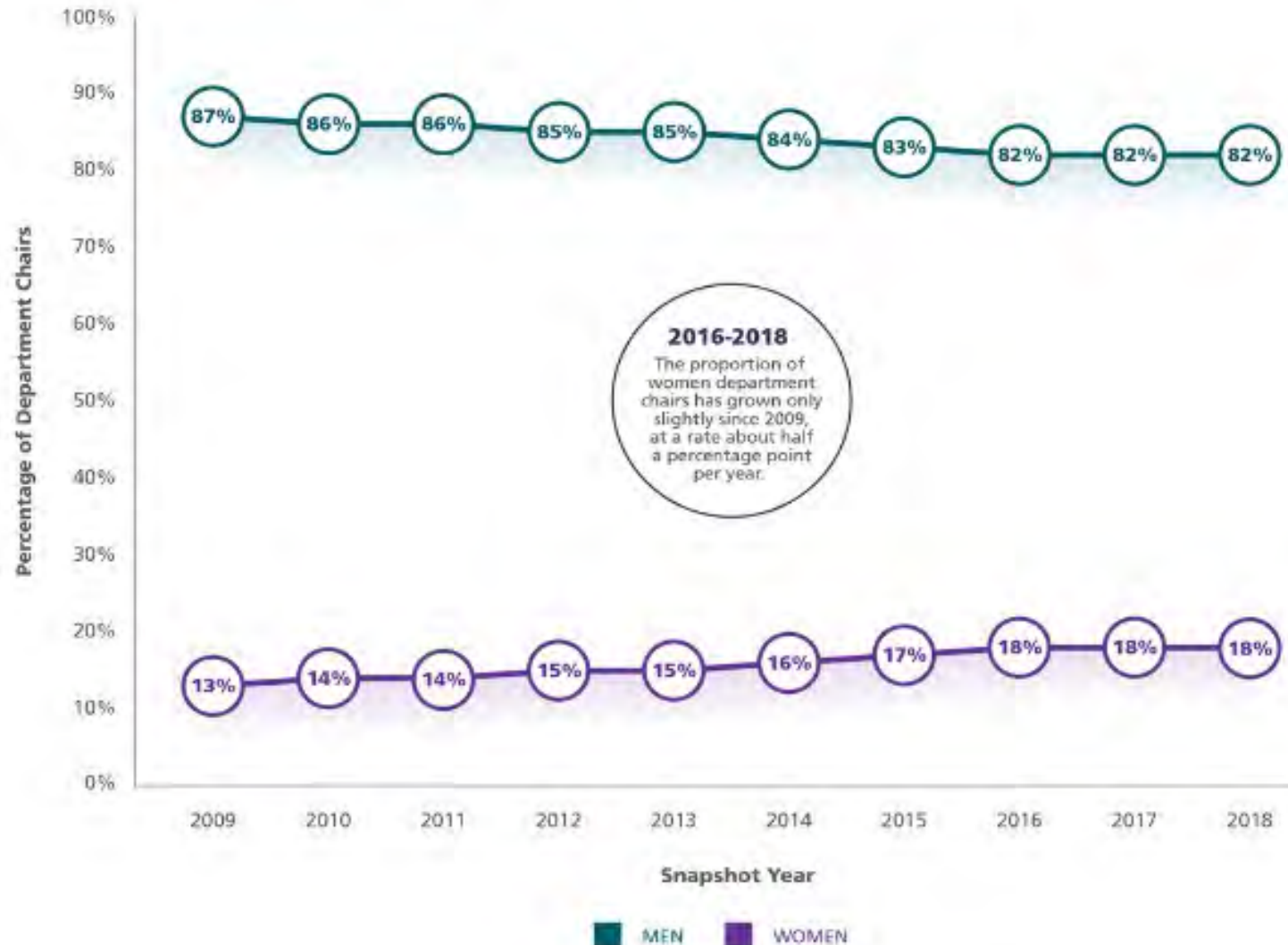
Work-Life Integration

- The most supportive work cultures were associated with the lowest levels of work-family conflict after controlling for workload (Cassidy-Vu et al., 2017)
- Work life conflict strongly predicted burnout and mediated the relationship between work demands and burnout (Zabrodska et al., 2018)
- Age, gender, children's age, specialty choice and burnout all significantly associated with work life integration satisfaction (Marshall et al., 2020)
- A supportive culture can buffer women from the negative effects of work-family conflict (Cassidy-Vu et al., 2017)

Organizational Climate and Women Faculty

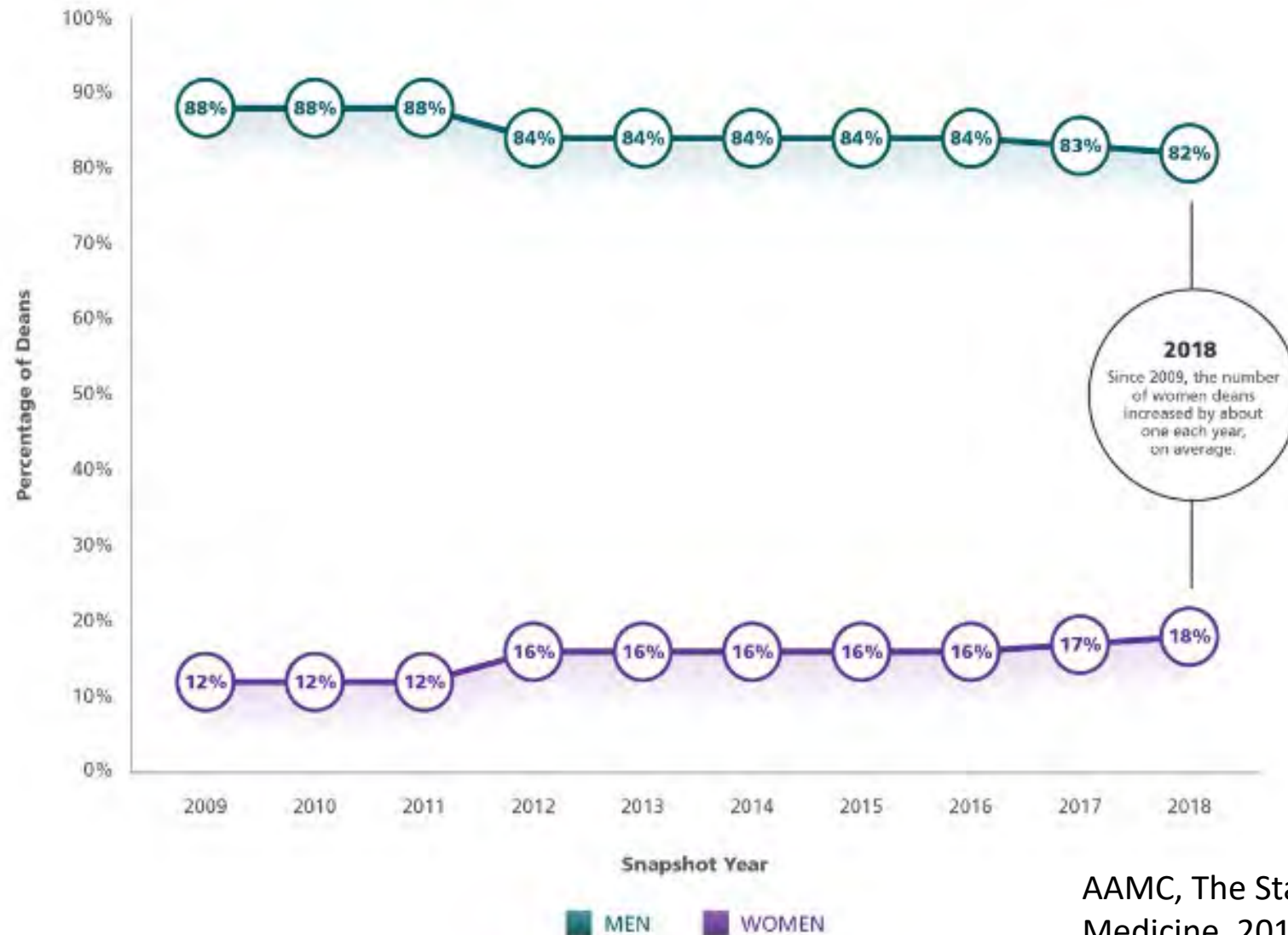
- Women physicians in academic practice report significantly less satisfaction with work-life integration (30%) compared to men (40%) and report higher rates of burnout (51% vs. 38%) (Marshall et al., 2020)
- Departmental leadership is a predictor of faculty satisfaction and is an important element in perceived support for women assistant professors. (Westring et al., 2012)
- AAMC (2019) reports that women represent 42% of faculty promotions from Asst. to Assoc. and 36% of promotions to full professor
- AAMC (2019) reports that women hold 24% of dept. chair positions in the basic sciences and 17% in the clinical sciences.

Percentage of Department Chairs by Gender, 2009-2018



AAMC, The State of Women in Academic Medicine, 2018-2019

Percentage of Med School Deans by Gender, 2009-2018



AAMC, The State of Women in Academic Medicine, 2018-2019

Interventions Tailored for Women Faculty

- **Grisso et al. (2017)** conducted an RCT with 3 tiers of intervention that improved academic productivity and work self-efficacy
 - Professional Development
 - Dept change using faculty-led task force
 - Institutional leader engagement
- **Women in Medicine and Science Program (WIMHS)**
 - Established at UC Davis School of Medicine in 2000 to ensure the full participation and success of women in all roles in academic medicine (Bauman et al., 2014)

Conclusions

- “It is currently not clear if burnout is actually more common among women, or if gender-based differences in its expression—such as emotional exhaustion—make it easier to identify among women” (Templeton et al., 2019, p.2)
- Contributing factors disproportionately affect women
 - e.g., Work life conflict, low representation in leadership, etc.
- “. . .institutions should allocate resources that can help women be successful at work, including career development, mentoring, and peer support programs” (Templeton et al., 2019 p. 11)