HEALING HEALTHCARE

A Conversation between
Dr. Vivek Murthy, U.S. Surgeon General
and
Dr. Lili Powell, Associate Professor
Darden School of Business and School of Nursing
Director of the Compassionate Care Initiative
University of Virginia (UVA)

Reflection and Discussion Guide

Compassionate Care Initiative

UVA SCHOOL of NURSING

DR. LORNA BREEN HEROES' FOUNDATION

ABOUT THIS GUIDE

"Healing Healthcare" is a video featuring a conversation between Dr. Vivek Murthy, U.S. Surgeon General, and Dr. Lili Powell, Director of the University of Virginia's Compassionate Care Initiative, about the national imperative to address health workers' mental health and well-being. The video was produced by the UVA Compassionate Care Initiative, the UVA Medical Center Hour, and the Dr. Lorna Breen Heroes' Foundation in collaboration with the Office of the U.S. Surgeon General.[1]

What's the purpose?

We want this video and discussion guide to spark inspiration, conversations, and actions aimed at promoting the head and the heart of healthcare. As a result of watching, reflecting on, and talking about this video we hope you will:

- Appreciate why health worker well-being, mental health, and burnout are a national priority
- Embrace the necessity of "me" and "we" solutions for well-being
- Remind colleagues of their intrinsic value and to take the time to let each know they matter
- Inspire colleagues to reconnect with their fundamental humanity and compassion
- Generate concrete action steps you can practice together.

We were given a tremendous opportunity in making this video, an opportunity, we hope, will make a difference in the lives of those who do the vital work of healthcare. Thank you for taking part in this journey with us. We hope that your conversations spark strength, optimism, and even compassion – for yourself and others – as you move through your own journey.

> "When workplace policies and practices support the safety and well-being of health workers, health workers can then focus on providing high-quality, personalized, and respectful care. In contrast, high workloads, administrative burdens, and poorly designed technologies divert health workers' time away from patient care. Health workers and the communities they serve have common goals – for more interaction and equitable access to care, safety, and better outcomes. Each of us can play a role in improving health worker well-being, which in turn benefits every patient, every caregiver, every person that will require health care in their lifetime."
>
> -- National Academies of Medicine

[1] This conversation was recorded on February 14, 2024, at the headquarters for Health and Human Services in Washington, DC. The video premiered on March 18, 2024, at the University of Virginia in recognition of the first Health Workforce Well-Being Day. This guide was written by Lili Powell, PhD, Natalie May, PhD, and Hannah Crosby, all with the UVA Compassionate Care Initiative.

SUGGESTIONS FOR VIEWING

We recommend using the "Healing Healthcare" video as a starting point for reflection, conversation, and action about the challenges and possibilities we face with health worker well-being today.

The video runs at just over 32 minutes and can be played from the UVA Medical Center Hour's YouTube channel. https://www.youtube.com/user/UVAMCH

On Your Own

If you want to watch the video in one sitting, set aside about 35 minutes. Afterwards go for a walk to reflect on what the conversation brought up for you. Or use prompts in the discussion guide below to write in your journal. If you don't have an extended period of time, the video is well-suited for stopping and starting in increments that are easier to fit into a busy day.

With a Group

In the conversation with Dr. Murthy, you will learn about the power of connection. In that spirit, we encourage you to watch the video with a group. Since the video is a little over 30 minutes long, we recommend that you schedule 1-1.5 hours for viewing and discussion. Beyond that, you have choices, each with their own benefits:

- Colleagues or family. Viewing with work colleagues may prompt conversations that you have been wanting to have but have not known how to get started. Or you may like to watch with your family so they can appreciate your challenges and support you.
- Like-role or multi-disciplinary. Consider whether you would prefer to discuss the video with people who are in a similar health worker role, in a mixed group of clinicians, or a mixed group of clinicians, staff, and administrators.
- Smaller group. Consider keeping the group size manageable, small enough to allow everyone to participate. 6-10 people, or fewer, is great. If people don't know each other, allow time for everyone to introduce themselves. Select the discussion questions suggested below that fit your group's interests.
- Larger group. Alternatively, organize a "watch party" with a larger group. Afterwards you could serve food and pass around slips of paper like hors d'oeuvres. On each slip of paper can be one question from the list below. Ask people to mix and mingle, trade questions, and talk about them.

For a Class or Extracurricular Event

A good portion of the conversation with Dr. Murthy addresses healthy learning environments and the special roles that faculty, staff, mentors, and students can play. If you are a teacher, you could assign the video for a healthcare related course, a session in a nurse residency program, or for an interprofessional education session. If you are a student, you could screen the video and host a watch party for a club or student interest group.

DISCUSSION GUIDE

Begin the discussion with general questions, such as, "What did you think of the conversation?" "Was there a topic or part of the conversation that was especially interesting to you?" Once everyone is warmed up a bit, move to the discussion questions that follow.

Suggested questions for reflection and discussion

1. Dr. Murthy states early in the conversation that health worker health and well-being have not been enough of a priority at the national level, and in some healthcare institutions. Do you agree with either of these statements? Disagree? If you agree that it has not been a priority, why do you think that is the case?

2. Dr. Murthy discusses several barriers to health worker well-being, including poor access to mental health services and systemic challenges such as preauthorization battles with insurance companies. What other barriers exist, in your own experience or that you know about?

3. Drs. Powell and Murthy talk about this notion of "me" and "we" solutions. In this context, "me" solutions mean actions that individuals can take, while "we" solutions are collective or systemic. What are examples of "me" solutions that you already practice? Name a few examples of "we" solutions that you know about. Which type of solutions do you think is more important?

4. Healthcare culture is often blamed for many of the challenges health workers face: for example, cultures that tell workers they are "weak" if they seek help. This can be the culture of your team or unit or the broader institutional culture. In your own experience, what ways does culture *support* your and your peers' well-being? Are there any ways you could act individually or with others to improve the culture?

5. Dr. Murthy shares his passion for social connection and friendship at work. If you are comfortable, share a story of a time when having friends or social support at work helped you get through a difficult time.

6. Dr. Murthy suggests that we need to redefine strength to include empathy and compassion and to recognize "quiet acts of heroism." Who was your "quiet hero" and what did you learn from them that you still do to this day? How could we meaningfully recognize these "quiet heroes" to demonstrate that the 'heart' of medicine is just as important as the 'head'?

7. In answer to 4th Year BSN student Tiana Au's question, Dr. Murthy describes one way he moved through burnout while he was in college – he connected to his passion by starting a nonprofit with his sister to help HIV patients in India. "Connecting to a passion outside of work" is a powerful way of restoring ourselves. It can be music, community or charity work, exercise, cooking. What passion outside of work nourishes you? If you can't think of anything, what might you be willing to try this year?

8. A 3rd Year medical student, Mallika Dammalapati, asks Dr. Murthy about those who tell her not to become a doctor because it will only end in burnout. Dr. Murthy says that he would choose medicine "100 times out of a 100" even though it has been challenging at times. If you, too, would choose your same path, what advice would you give students or those new to the profession about navigating the challenges?

9. In response to Nursing Ph.D. student Katy Hall's question about mattering, Dr. Murthy talks about all the people who make safe patient care possible: housekeepers, cafeteria workers, and IT system experts. Think about the work that you did today. Now brainstorm everyone who made that work possible.

10. The conversation with Dr. Murthy ends with a story in which he recognizes his son's innate sense of compassion. Dr. Murthy remarks that we are born with the ability to heal. How do you stay connected to or renew your own compassion and desire to heal?

> "Health Workforce Well-Being Day (HWWB Day) aims to recognize the importance of protecting health workers' well-being to sustain our health system and ensure quality patient care. HWWB Day is also a day for action—learning from one another on the progress to advance the movement to support health worker well-being and expand evidence-informed solutions to make system-wide changes to improve health worker well-being and transform cultures."
>
> - National Academies of Medicine

DIVE DEEPER

There are many organizations and schools across the United States that are advancing the movement to support health worker and learner well-being, to catalyze change and transform cultures. We invite you to learn more about what they are doing and join the movement where you live, work, and learn.

Recommended resources

Office of the Surgeon General

- Addressing Health Worker Burnout
- Workplace Mental Health and Well-Being

National Academy of Medicine

- Action Collaborative on Clinician Well-Being and Resilience
- Health Workforce Well-Being Day

Dr. Lorna Breen Heroes' Foundation

- ALL IN: Caring for Caregivers
- Licensing and Credentialing Reform
- The Dr. Lorna Breen Health Care Provider Protection Act

Schwartz Center for Compassionate Healthcare

- Schwartz Rounds
- Stress First Aid

Compassionate Care Initiative, School of Nursing, University of Virginia

- Compassionate Communities and Curricula

SELECTED BIBLIOGRAPHY

Aiken, L. H., Sloane, D. M., McHugh, M. D., Pogue, C. A., & Lasater, K. B. (2023). A repeated cross-sectional study of nurses immediately before and during the COVID-19 pandemic: Implications for action. *Nursing Outlook, 71*, 1. https://doi.org/10.1016/j.outlook.2022.11.007.

American Association of Critical-Care Nurses. (2005). AACN standards for establishing and sustaining healthy work environments: A journey to excellence. *American Journal of Critical Care, 14,* 187-197.

American Nurses Association. (2017). Executive Summary: American Nurses Association Health Risk Appraisal. https://www.nursingworld.org/~4aeeeb/globalassets/practiceandpolicy/work-environment/health–safety/ana-healthriskappraisalsummary_2013-2016.pdf

Bodenheimer, T., & Sinsky, C. (2014). From triple to quadruple aim: care of the patient requires care of the provider. *Annals of Family Medicine, 12*:573–576.

Dall'Ora, C., Ball, J., Reinius, M., & Griffiths, P. (2020). Burnout in nursing: A theoretical review. *Human Resources for Health, 18,* 41. https://doiorg.proxy01.its.virginia.edu/10.1186/s12960-020-00469-9

Davidson, J. E., Proudfoot, J., Lee, K., Terterian, G., & Zisook, S. (2020). A longitudinal analysis of nurse suicide in the United States (2005–2016) with recommendations for action. *Worldviews on Evidence-Based Nursing*, *17*(1), 6–15. https://doi-org.proxy01.its.virginia.edu/10.1111/wvn.12419

Dyrbye, L., Shanafelt, T. D., Sinsky, C. A., Cipriano, P. F., Bhatt, J., Ommaya, A., & Meyers, S. (2017, July 5). Burnout among health care professionals: A call to explore and address this underrecognized threat to safe, high-quality care. *Perspectives*. Retrieved from https://nam.edu/burnout-among-health- care-professionals-a-call-to-explore-and-address-this- underrecognized-threat-to-safe-high-quality-care/

Epstein, E. G., Haizlip, J., Liaschenko, J., Zhao, D., Bennett, R., & Marshall, M. F. (2020). Moral Distress, Mattering, and Secondary Traumatic Stress in Provider Burnout: A Call for Moral Community. *AACN Advanced Critical Care, 31*(2), 146-157.

Feist, J., C. Feist, and P. Cipriano. (2020). Stigma Compounds the Consequences of Clinician Burnout During COVID-19: A Call to Action to Break the Culture of Silence. NAM Perspectives. Commentary, National Academy of Medicine, Washington, DC. https://doi. org/10.31478/202008b

Fontaine, D.K, Cunningham, T., & May, N.B. (2021). Self-care for new and student nurses. Sigma Publishing: Indianapolis, IN.

Fox, S., McAllum, K., & Ginoux, L. (2023). Team Care for the Care Team: A Scoping Review of the Relational Dimensions of Collaboration in Healthcare Contexts. *Health Communication.*

Haizlip, J., McCluney, C. Hernandez, M., Quatrara, B., & Brashers, V. (2020). Mattering: How organizations, patients, and peers can affect nurse burnout and engagement. *JONA: The Journal of Nursing Administration*, *50*(5), 267–273. https://doi.org/10.1097/NNA.0000000000000882

Health Policy Institute of Ohio. (2020, February 11). A call to action: Improving clinician wellbeing and patient care and safety. www.hpio.net/a-call-to-action/

Melnyk, B. M., Orsolini, L., Tan, A., Arslanian-Engoren, C., Melkus, G. D., Dunbar-Jacob, J., Rice, V. H., Millan, A., Dunbar, S., Braun, L. T., Wilbur, J., Chyun, D. A., Gawlik, K., & Lewis, L. M. (2018). A national study links nurses' physical and mental health to medical errors and perceived worksite wellness. *Journal of Occupational and Environmental Medicine, 60*(2), 126–131. https://doi.org/10.1097/JOM.0000000000001198

Melnyk, B. M., Kelly, S. A., Stephens, J., Dhakal, K., McGovern, C., Tucker, S., ... & Bird, S. B. (2020). Interventions to improve mental health, well-being, physical health, and lifestyle behaviors in physicians and nurses: a systematic review. American Journal of Health Promotion, 34(8), 929-941.

Muir, K. J., Wanchek, T. N., Lobo, J. M., & Keim-Malpass, J. (2021). Evaluating the Costs of Nurse Burnout-Attributed Turnover: A Markov Modeling Approach. Journal of Patient Safety.

Murthy, V. H. (2020). Together: The healing power of human connection in a sometimes lonely world. HarperCollins: New York, NY.

National Academies of Sciences, Engineering, and Medicine. (2019). *Taking action against clinician burnout: A systems approach to professional well-being*. The National Academies Press. https://doi.org/10.17226/25521

Olson K. D. (2017). Physician Burnout-A Leading Indicator of Health System Performance?. Mayo Clinic proceedings, 92(11), 1608–1611. https://doi.org/10.1016/j.mayocp.2017.09.008

Pearman, A., Hughes, M. L., Smith, E. L., Neupert, S. D. (2020). Mental health challenges of United States healthcare professionals during COVID-19. *Frontiers in Psychology,* 11, pp. 2065. DOI=10.3389/fpsyg.2020.02065

Prasad, K., McLoughlin, C., Stillman,M., Poplau, S., Goelz, E., Taylor, S., Nankivil, N., Brown, R., Linzer, M., Cappelucci, K., Barbouche, M., & Sinsky, C.A. (2021). Prevalence and correlates of stress and burnout among U.S. healthcare workers during the COVID-19 pandemic: A national cross-sectional survey study, *E Clinical Medicine, 35*. https://doi.org/10.1016/j.eclinm.2021.100879.

Shanafelt, T. D., Ripp, J., Brown, M. & Sinsky, C. A. (2020). Caring for healthcare workers during a crisis: Creating a resilient organization. AMA. https://www.ama-assn.org/system/files/2020-05/caring-for-health-care-workers-covid-19.pdf

Shanafelt, T.D., Schein, E., Minor, L.B., Trockel, M., Schein, P., & Kirch, D. (2019). Healing the professional culture of medicine. *Mayo Clinic Proceedings, 94*, (8):1556-1566. https://doi.org/10.1016/j.mayocp.2019.03.026.

Simmons, S., Feist, C. J., & Segres, A. (2024). Changing licensing and credentialing applications to promote health workers' mental health, Virginia, December 2022–September 2023. *American Journal of Public Health, 114*, 152-155. https://doi.org/10.2105/AJPH.2023.307506

Stevens, L.A., DiAngi, Y.T., Schremp, J.D., Martorana, M.J., Miller, R.E., Lee, T.C., & Pageler, N.M. (2017). Designing an individualized EHR learning plan for providers. *Applied Clinical Informatics, 8*:924-935.

Velana, M., & Rinkenauer, G. (2021). Individual-level interventions for decreasing job-related stress and enhancing coping strategies among nurses: A systematic review. *Frontiers in Psychology, 12*, 708696. https://doi.org/10.3389/fpsyg.2021.708696)

Virginia Department of Health Professions (VDHP). (2020, May). Virginia Healthcare Workforce Briefs. Healthcare Workforce Data Center. Series 1, Issue 98.