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Emotional Exhaustion, Depersonalization, and Feelings of Decreased Personal Accomplishment Oh My: What Message Are We Sending To Our Students?

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Emotional Exhaustion, Depersonalization, and Feelings of Decreased Personal Accomplishment
Oh My! What Message Are We Sending To Our Students?



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Disclosures

None




Objectives

1. Define burnout.
2. Summarize the prevalence of burnout amongst physical therapists.
3. Describe the impact of clinician burnout on the atmosphere of the work environment, individual well-being, student instruction and patient care.
4. Discuss the factors contributing to burnout in physical therapists.
5. Outline solutions to alleviate burnout and promote well-being in physical therapists.



What is the definition of Burnout?




Oh My!


Burnout

A psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity


Maslach, Jackson, Leiter (1996)




EMOTIONAL EXHAUSTION (EE)



DEPERSONALIZATION (D)



LOW FEELINGS OF PERSONAL ACCOMPLISHMENT (LPA)



EMOTIONAL EXHAUSTION (EE)

tiredness, lack of vigor or drive
higher irritability
psychosomatic symptoms
overextended
fatigued due to work


Maslach, Schaufeli, Leiter (2001), Pustulka-Piwnik et al. (2014), Berry, Hosford (2014)



DEPERSONALIZATION (DP)

distancing oneself during interpersonal contact
negative, cynical attitudes and feelings about one's clients

Maslach, Jackson, Leiter (1996), Pustulka-Piwnik et al. (2014)




LOW FEELINGS OF PERSONAL ACCOMPLISHMENT (LPA)

feeling of ↓ competence ↓ efficiency
difficult to gain a sense of accomplishment
low effectiveness

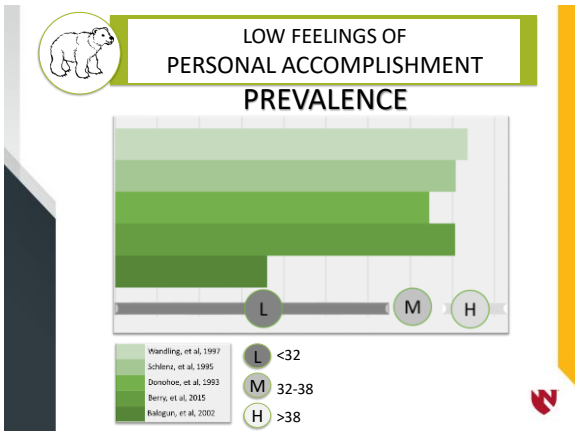
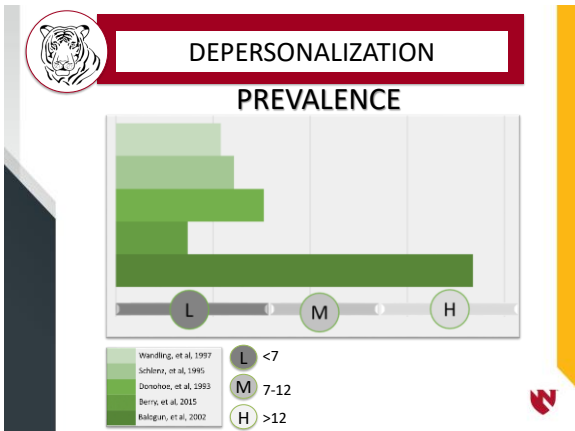
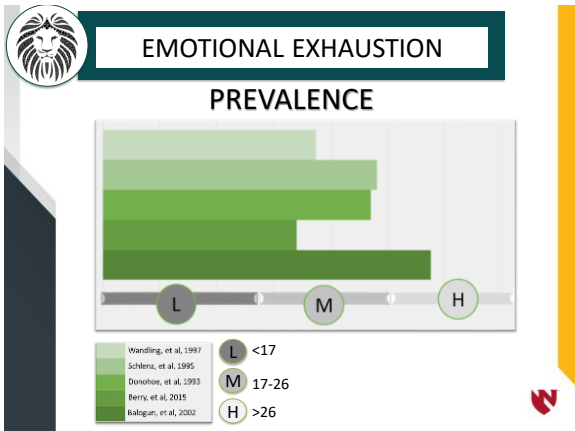
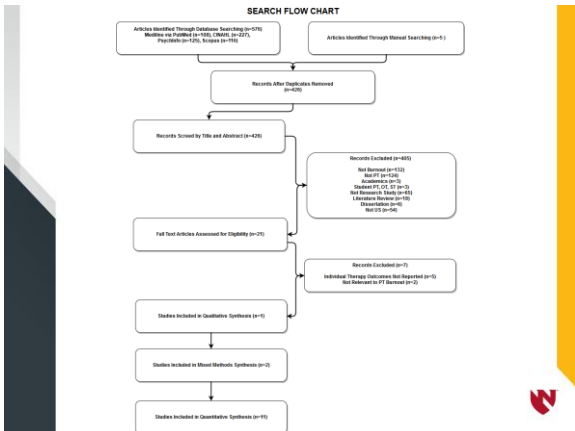
Maslach, Schaufeli, Leiter (2001), Pustulka-Piwnik et al. (2014)

State of the Science



What was the purpose of the Integrative Review?

The purpose of the review was to synthesize literature published in peer-reviewed journals (in English) from January 1981 through June 2018 that were related to the issue of professional burnout among PTs working in the United States.

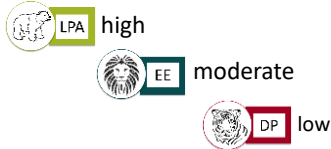


Academic PT Faculty PREVALENCE

39.2%

PT and PTA ACCEs
 Self-perceived report of
 occupational burnout

PTA Program Directors



Harris, Fogel, Blacconiere (1987), Berry, Hosford (2014)

Results Common Factors Associated with Burnout



Results continued

PTs minimally to moderately satisfied with their job



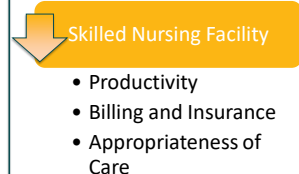
Speakman, Pleasant, Sutton (1996), Mawdsley, Yanuskavich, Elwood, Mullen, Cummings (1998)

Turnover

- High job demands
- Low job control
- Younger age
- Female

Speakman, Pleasant, Sutton (1996), Mawdsley, Yanuskavich, Elwood, Mullen, Cummings (1998)

Overall, perception of ethical environment where PTs are employed was positive



Whitehead, Herbertson, Hamric, Epstein, Fisher (2015), Cantu (2018), Mawdsley, Yanuskavich, Elwood, Mullen, Cummings (1998)

Themes associated with changing environment

- Loss of control
- Discontentment
- Disheartenment
- Stress

Despite negative feelings...
able to find a silver lining

Blau, et al. (2002)


Summary

- Moderate to high EE, low to high DP and low to high PA
- Potential effects on well-being
- Many factors influenced at the organizational level
- Lack of recent published studies in the United States



Impact




Impact: Individual Well-Being

- Decrease in cognitive, psychological and physical function
- Psychosomatic complaints
- Somatic and physiologic arousal
- Compromised immunity
- Alcohol and drug abuse
- Negative self-concept


Schaufeli, Bakker, Hoogduin, Schaa, Kladler (2001), Patrick, (1984), Freudenberger (1975), Wolfe (1981)



Impact: Work Environment

- Absenteeism
- Increased job turnover
- Decreased morale
- Decreased productivity
- Negative attitude towards job
- Decreased job performance and quality of care
- Increased risk for error

Schaufeli, Bakker, Hoogduin, Schaa, Kladler (2001), Bahrer-Kohler (2013), Maslach (1982), Freudenberger (1975), Cherniss (1980), Maslach (1976)





Impact: Patient Care

- Loss of concern for patients
- Decreased quality of care provided
- Increased risk for error

Pines, Maslach (1978), Cherniss (1980), Maslach (1976), Zhang, Feng (2011), Scanlan, Still (2013)



Impact: Student



“Stress among academic and general staff of universities significantly affects both teaching and research, and results in feelings of detachment, low job satisfaction, and low job commitment, which may be contagious for students and colleagues”

Gillespie, Walsh, Winefield, Dua, Stough (2001)



Impact: Student



“Increasing workloads and work-related stress resulted in less academic time spent on research, publishing and professional development, decreasing teaching and research standards, and increasing interpersonal conflict in academic staff relationships.”

Gillespie, Walsh, Winefield, Dua, Stough (2001)



Impact: Student



“Recognized that faculty wellness and motivation were intimately tied to resident and student wellness and incorporated faculty wellness into their resident wellness program.”

Eckleberry-Hunt, Van Dyke, Lick, Tucciarone (2009)

Impact: Student



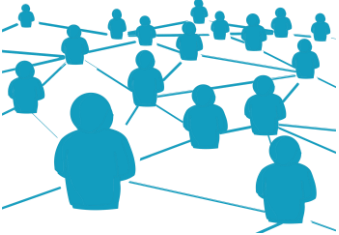
“Residency is a formative time in physician development, when schemata of patient relationships, work habits, and self-care are developed”

Eckleberry-Hunt, Van Dyke, Lick, Tucciarone (2009)

Solutions



Network Analysis



Promoting Engagement

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Shanafelt, Noseworthy (2017)

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

1

Acknowledge
and Address
the Problem

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

2

Harness the
Power of
Leadership

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

3

Develop and
Implement
Targeted
Interventions

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

4

Cultivate
Community at
Work

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

5

Use of
Rewards and
Incentives
Wisely

1 2 3 4 5 6 7 8 9

6

Align Values and Strengthen Culture

1 2 3 4 5 6 7 8 9

7

Promote Flexibility and Work-Life Integration

1 2 3 4 5 6 7 8 9

8

Provide Resources to Promote Resilience and Self-Care

1 2 3 4 5 6 7 8 9

9

Facilitate and Fund Organizational Science

Promoting Resilience

Promoting Resilience

- Self-awareness
- Change conversation
- Exercise
- Sleep
- Reflective writing
- Breathe
- Mindfulness
- Meditation

Wengel (2018) Khan (2018), Sapolsky (1998), Waddill-goad (2016) Finkelstein (2017), Walda, Haramatib, Bachner, Urkind (2016)

the Relaxation Response



Benson, 1975

Relaxation Response Method

1. Sit in comfortable position
2. Close eyes
3. Relax muscles
4. Say mantra with breath out
5. Practice for 10-20 minutes

Benson, 1975



Summary

Burnout Defined
State of the Science
Impact
Solutions

Other Resources

1. [Andrew Weil 4-7-8 breathing strategy](#)
2. [Guided Mindfulness Sitting Meditation by Jon Kabat Zinn](#)
3. [Sara Lazar's Ted Talk](#)