



University of California
San Francisco

Improving Learner Well-Being Through Organizational Assessment and Change

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<https://meded21.ucsf.edu>



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Disclosures

- None

Learning Objectives

At the end of this workshop, you will be able to

- List factors beneficial and detrimental to achieving system and culture change in promoting learner well-being in medical education
- Identify strategies for organizational change directed at improving learner well-being
- Apply strategies for organizational change using case scenarios

Introduction and Background

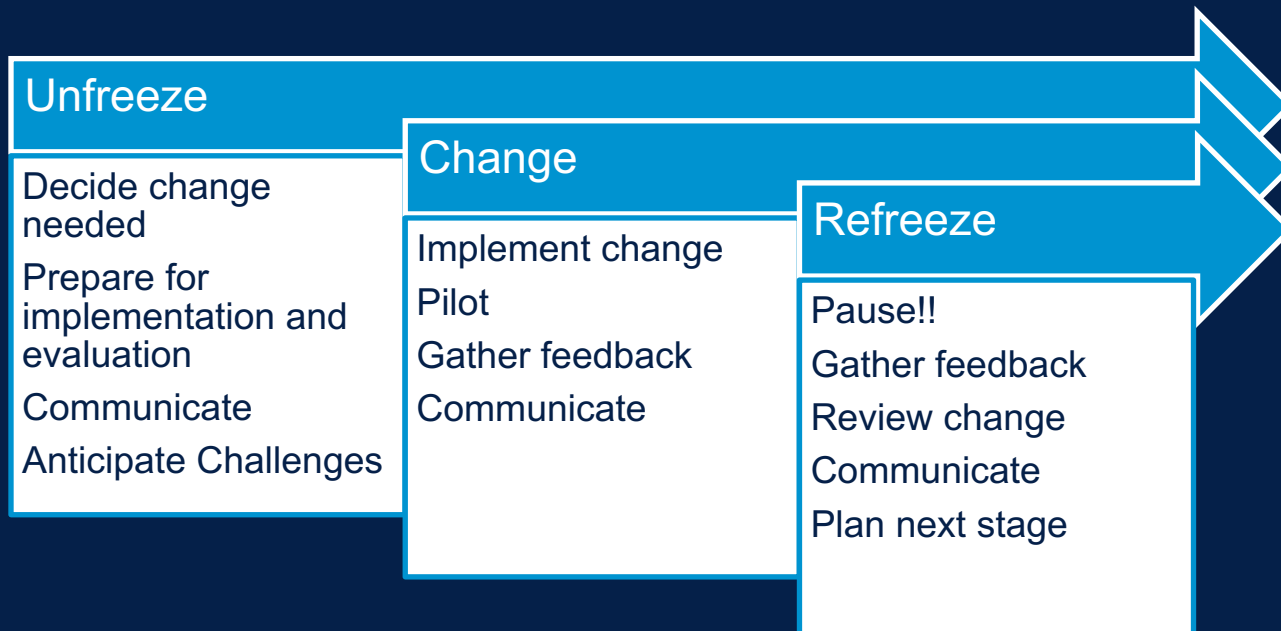
- Humans crave stability → wired against change (even when it's good!)
- Change management strategies help changes go more smoothly and maximize success
- Well-being is a complex problem → requires comprehensive approach to change structures



Harrison R, Fischer S, Walpola RL, et al. J Healthc Leadersh. 2021;13:85–108.

Sterman JD. Am J Public Health. 2006;96(3):505–514. doi:10.2105/AJPH.2005.066043

Managing Change: Lewin's Theory



Shirey MR. *J Nurs Adm.* 2013;43(2):69–72

Cummings S, Bridgman T, Brown KG. *Hum Relat.* 2016;69(1):33–60.

A Competency for Well-being: Where Is Your Organization?

	Novice	Beginner	Competent	Proficient	Expert
Description	Aware of need	Know drivers	Understand business case	Assess impact of well-being on	Integrate well-being into

Novice	Beginner	Competent	Proficient	Expert
Aware of need	Know drivers	Understand business case	Assess impact of well-being on organizational objectives	Integrate well-being into operational decisions

Examples of GME-specific interventions:	Establish a Residency Well-being Committee Name a faculty and Chief Resident GME Well-being Champion Provide departmental funding for social/ morale-building activities	Promote participation in UCSF Resident and Fellow Work Experience Survey Protect resident time for community-building/retreats Offer peer support training, faculty-resident topical discussions, reflection sessions	Develop proactive plans to promote prioritization of personal/family needs, time to attend health appointments Provide individual coaching resources Integrate well-being into protected longitudinal didactics Provide basic training for program leadership in recognizing/ addressing well-being challenges	Fund salary support for GME Well-being Champion Provide training for all faculty to support well-being Include trainee experience metrics as outcome/ balance measures for QI and fiscal initiatives	Integrate well-being into recruitment, retention, and strategic planning Invest in department-specific systems improvements to support well-being
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Competency adapted from Shanafelt *JAMA IM* 2017; 77(12): 1827

Change Management for Well-being Setting the Stage for Success

1

Time it well

2

Identify
stakeholders

3

Define metrics
for success

4

Identify quick
wins

5

Consider zero-
sum traps

Ripp JA and Thomas LR. eds. *Caring for the Caregivers to Be: A Comprehensive Approach to Developing Well-Being Programs for the Health Care Learner*. Oxford University Press (in press).

Step 1: Time It Well



Timing is sometimes everything



Consider contextual factors that have evolved since initial plans developed

Step 2: Identify Stakeholders:

Clinical learning environment

- Learners
- Faculty
- Inter-professional team
- Patients

School of Medicine

- Education leadership
- Dean/ department leadership

Campus/Institution

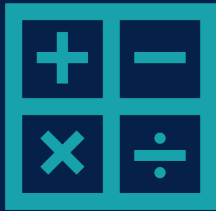
- Campus life
- Health system leaders
- Spiritual care
- Student health/EAP
- HR

National

- Accrediting/ regulatory bodies
- Professional societies
- Advocacy groups/unions

Ripp JA and Thomas LR. eds. *Caring for the Caregivers to Be: A Comprehensive Approach to Developing Well-Being Programs for the Health Care Learner*. Oxford University Press (in press).

Step 3: Define Measure of Success



Quantitative:

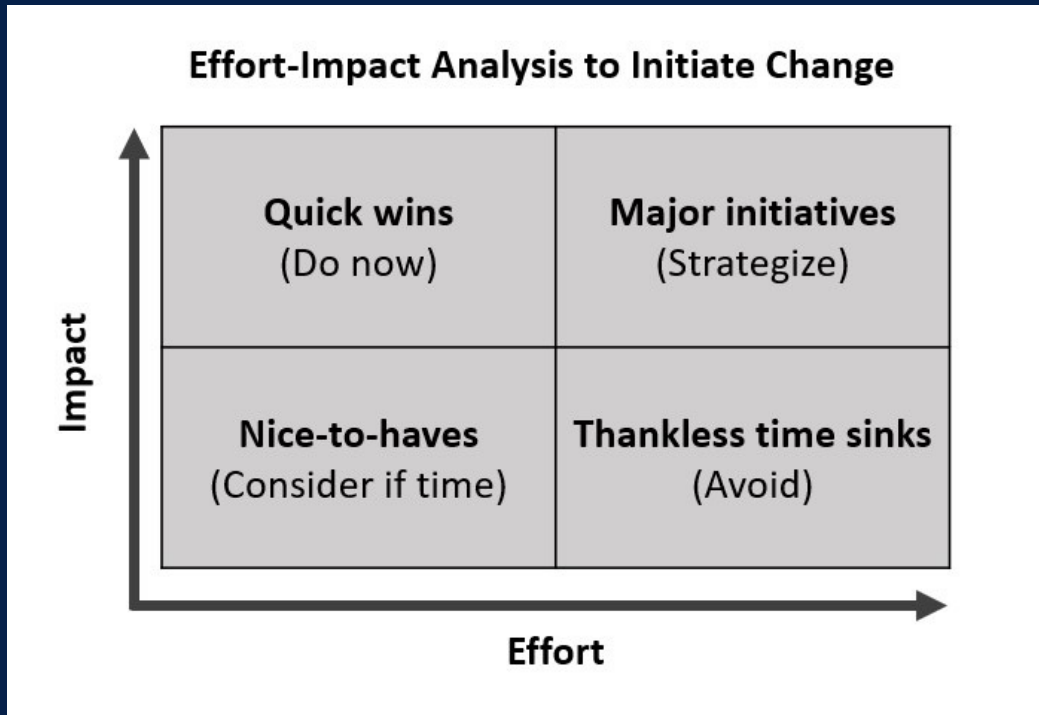
Surveys
EHR data



Qualitative

Observations
Feedback/anecdotes

Step 4: Identify quick wins



Identify potential quick wins from a larger intervention →

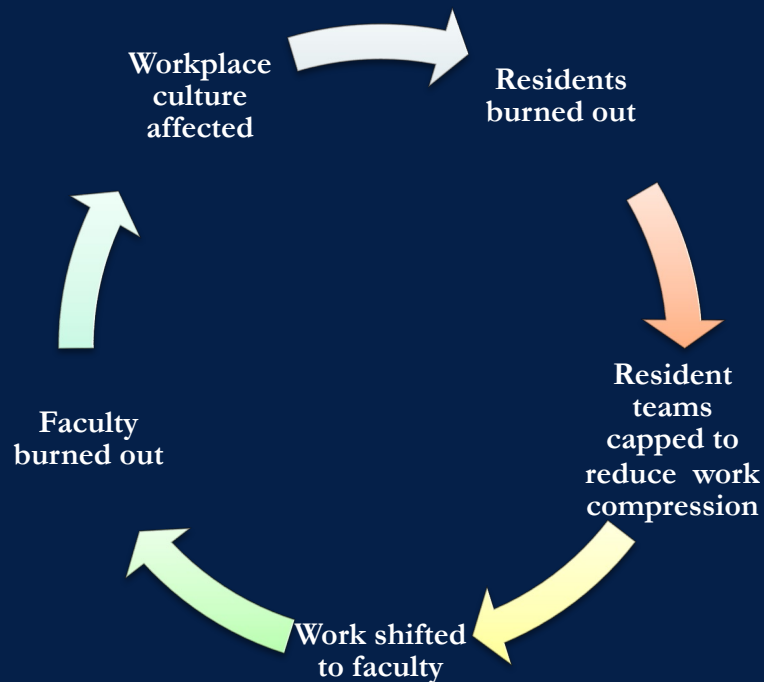
Builds momentum for more intensive projects

Ripp JA and Thomas LR. eds. *Caring for the Caregivers to Be: A Comprehensive Approach to Developing Well-Being Programs for the Health Care Learner*. Oxford University Press (in press).

ASQ . Impact effort matrix. 2022. Accessed May 18, 2022. <https://asq.org/quality-resources/impact-effort-matrix>.

Step 5: Consider Zero-Sum Traps

Example zero-sum trap in GME



Zero-sum trap:

- Improving well-being for one group results in worse well-being for another group
- Results from real or perceived resource limitations (squeaky-wheel phenomenon)
- Address through strategic planning to center well-being of multiple groups

Ripp JA and Thomas LR. eds. *Caring for the Caregivers to Be: A Comprehensive Approach to Developing Well-Being Programs for the Health Care Learner*. Oxford University Press (in press).
Shanafelt T. *JAMA Intern Med*. 2017;177(12):1826–1832

Implementing the Change



Communicate more than you think you need to



Involve end users in implementation and feedback



Pilot and scale



Gather data



Expect setbacks!

Refreeze



Stop changing things, at least briefly



Review data



Be open to change

New priorities

Unexpected consequences



Communicate more than
you think you need to!

Results

Next steps

Examples of Changes to Improve Well-being

Ticket drop!

A tale of two dinners



A tale of two dinners

- "Anything but medicine" dinners with Program Director and DOM Chair
- Family dinners

Your Turn!

Case Study: Wellness Days

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Thank you!

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