

Interprofessional Solutions to Stress and Burnout in Nutrition and Dietetics

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Overview

- Identify the prevalence and impacts of stress and burnout across health care professions, including nutrition and dietetics students, interns and practitioners.
- Describe interprofessional efforts to decrease stress and burnout across health professions education and practice.
- Implement specific behaviors within interprofessional education and practice to manage stress and burnout in professionals and students.

Stress and Burnout

If you want to stop feeling burned out, then stop running around like you are on fire

Which statement best describes your current work-related stress?

- I'm on fire and I honestly don't even care anymore
- I'm on fire but I can see that this might change
- I'm not quite on fire but I sure can feel the heat
- I'm a little warm from time to time, but that is to be expected
- I am totally chill, cool as a cucumber most of the time

Stress Defined

- Normal human reaction to physical, mental or emotional factors
 - Feeling of emotional or physical tension
- Acute stress is short term and goes away quickly
- Chronic stress lasts for long periods of time
 - Can become so used to stress that you don't realize it is a problem
 - Chronic stress engages the body's alert systems

Impact of Stress on Work

- Stress may look like procrastination, apathy, tiredness
- Acute and chronic stress can have great impacts in the workplace
 - Decreased productivity
 - Decreased efficiency
 - Reduced quality

Burnout Defined

- Syndrome that arises from chronic negative workplace experiences
- Loss of idealism, energy and purpose for work
- Depletion of mental and physical resources
- May progress slowly without being realized

Contributing Factors to Burnout

- Lack of control in the workplace
- Insufficient recognition and/or reward
 - Could be financial, institutional or social
- Work relationships lack support and trust
- Perception of fairness from leadership
- Gap between individual and organizational values

Source: Maslach C, Leiter MP. Understanding the burnout experience: recent research and its implications for psychiatry. *World Psychiatry*. 2016;15(2):103-111.

Identifying Burnout

- Obsession with problems
- Pessimistic outlook
- Self doubt
- Chronic headaches
- Neglect of personal needs
- Depression

Do dietitians feel stress and
suffer from burnout?

Stressors in Dietetics Professionals

- Feelings of lack of respect
- Challenge to meet unrealistic expectations of providers and patients
- Dietitians are often seen as the “food police”
- Lack of recognition for preceptor work
- Confusing educational system with high debt load
- Relationship between weight and credibility
- Moral distress related to food environment

Stressors in Dietetics Students

- Dietetic students experience stress similar to that of the university student population
- A small subset of dietetic students experience stress symptoms ranging from mild to severe
- Most significant stressors include post-graduation plans and managing time for coursework
 - Least significant source of stress seen as “faculty relationships”

Disordered Eating and Stress

- Disordered eating occurs during times of stress in all health professions
 - Food may become the source of comfort and stress relief
 - High female prevalence in professions such as nursing, dietetics, occupational therapy
 - Impact of COVID-19 pandemic greatly increased eating disorder prevalence
 - Number of healthcare professionals seeking treatment **quadrupled**
 - Collective trauma contributes to the link between eating disorders and trauma

Stress and Burnout Across Health Professions

- System-wide challenges for learners, educators, providers and leadership
 - Mismatch of demands and pressures to knowledge, abilities and needs
 - Insufficient support from supervisors and colleagues
 - Unreasonable workload, pace, hours
 - Negative work environment and culture

This is clearly a problem not unique to
nutrition and dietetics

Interprofessional Collaboration as a Solution to Stress and Burnout

Interprofessional Collaboration

Interprofessional collaboration

Type of interprofessional work involving various health and social care professionals who come together regularly to solve problems, provide services, and enhance health outcomes.

Interprofessional teamwork

Work involving different health or social care professionals who share a team identity and work together closely in an integrated and interdependent manner to solve problems, deliver services, and enhance health outcomes.

Multidisciplinary v. Interprofessional





How can they work together
if they don't learn together?

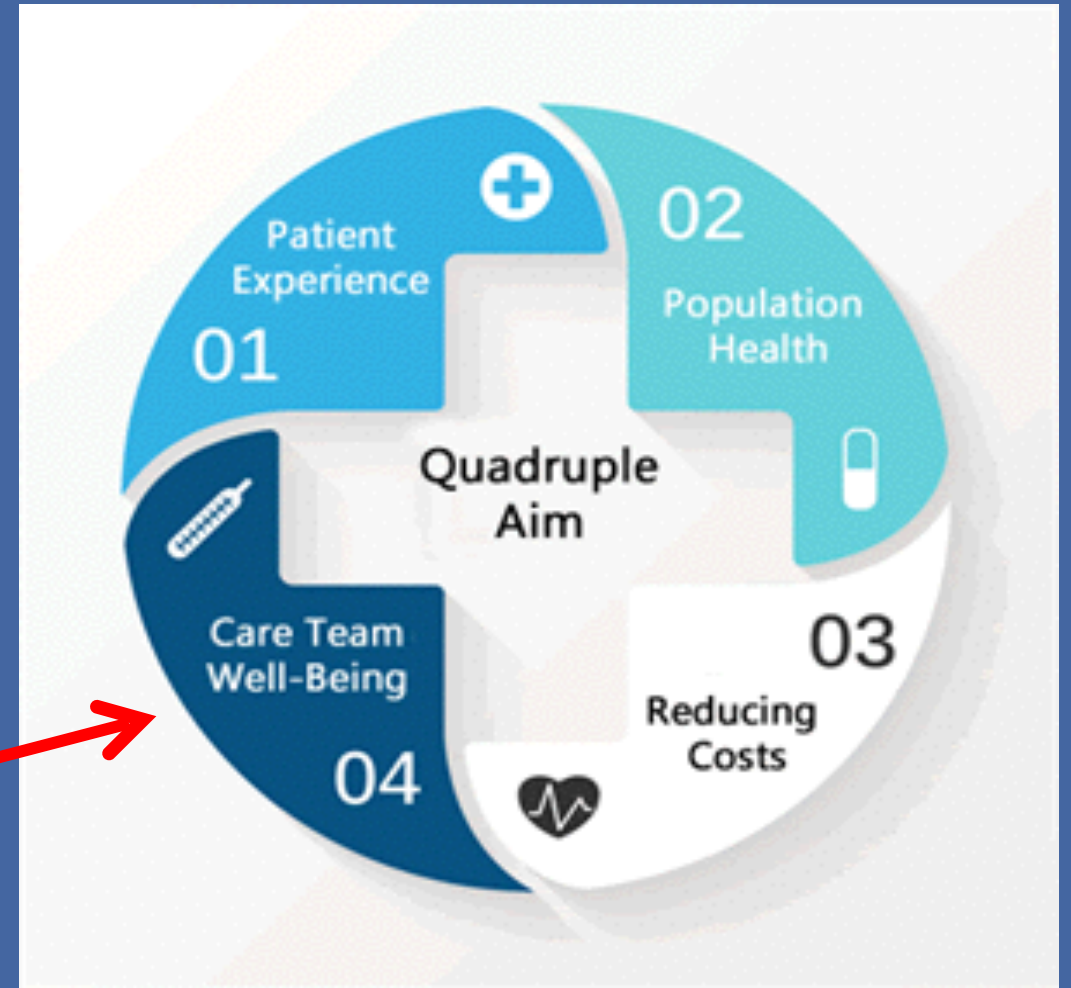
Interprofessional Education

- Occurs when students (learners) from two or more professions learn **about, from, and with** each other to enable effective collaboration and improve health outcomes (WHO, 2010)
- Improves collaboration and communication across professions and disciplines while placing **patients and families at the center** of the education process (IOM, 2013)

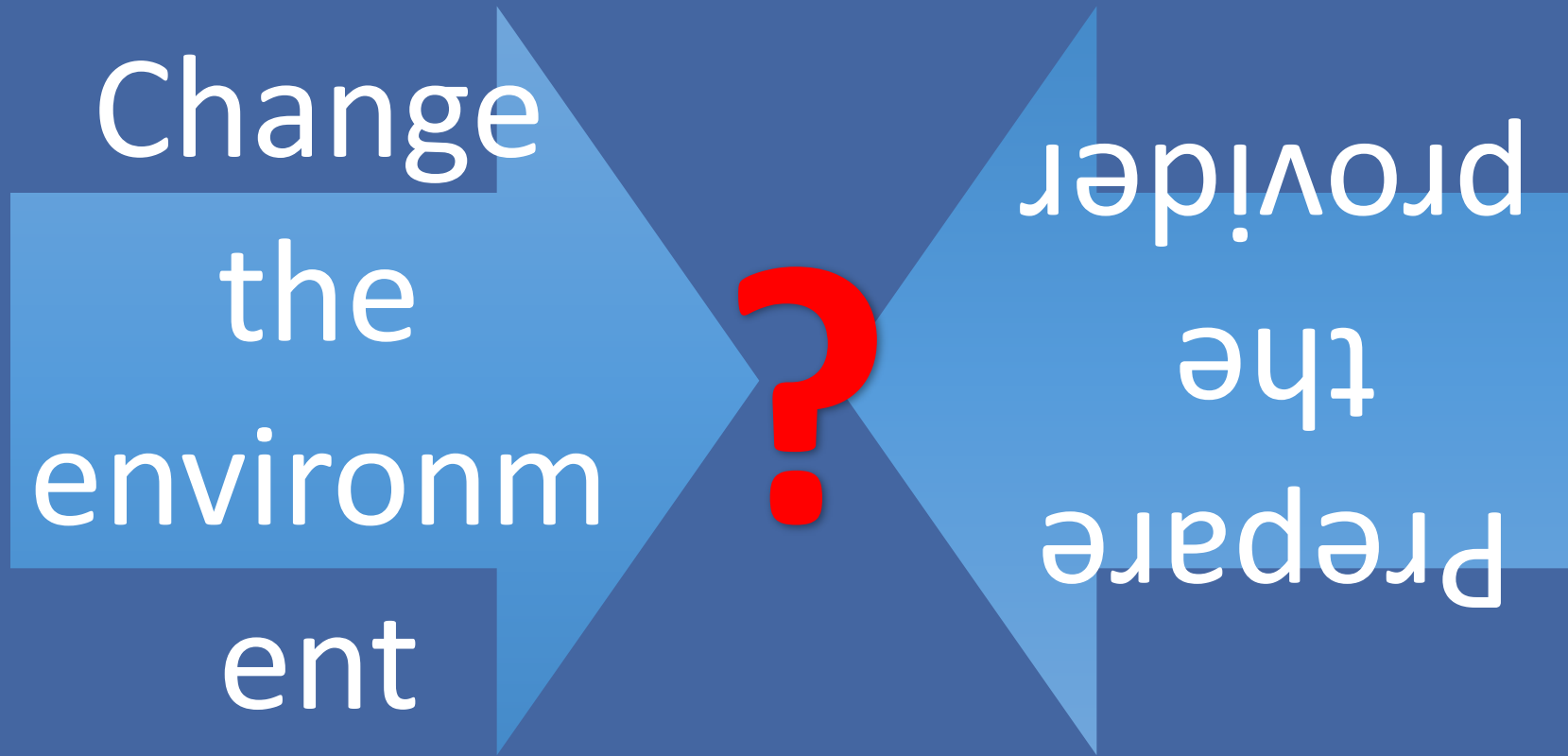
Quadruple Aim

“Care of the patient requires care of the provider”

-T. Bodenheimer and C. Sinsky



Approaches to Addressing Stress and Burnout



“You can teach [providers] mindfulness and meditation techniques, but if you throw them back to the war zone it’s not going to work” – U.S. News and World Report, 2016

Changing the Environment



Preparing the Provider



Benefits of Interprofessional Collaboration

- Correlation between interprofessional work and positive personal outcomes
 - Increased self-evaluation of quality of one's own work/care provided
 - Increased feeling of autonomy
 - Decreased emotional exhaustion
 - Increased resilience

Engaging in Interprofessional Strategies

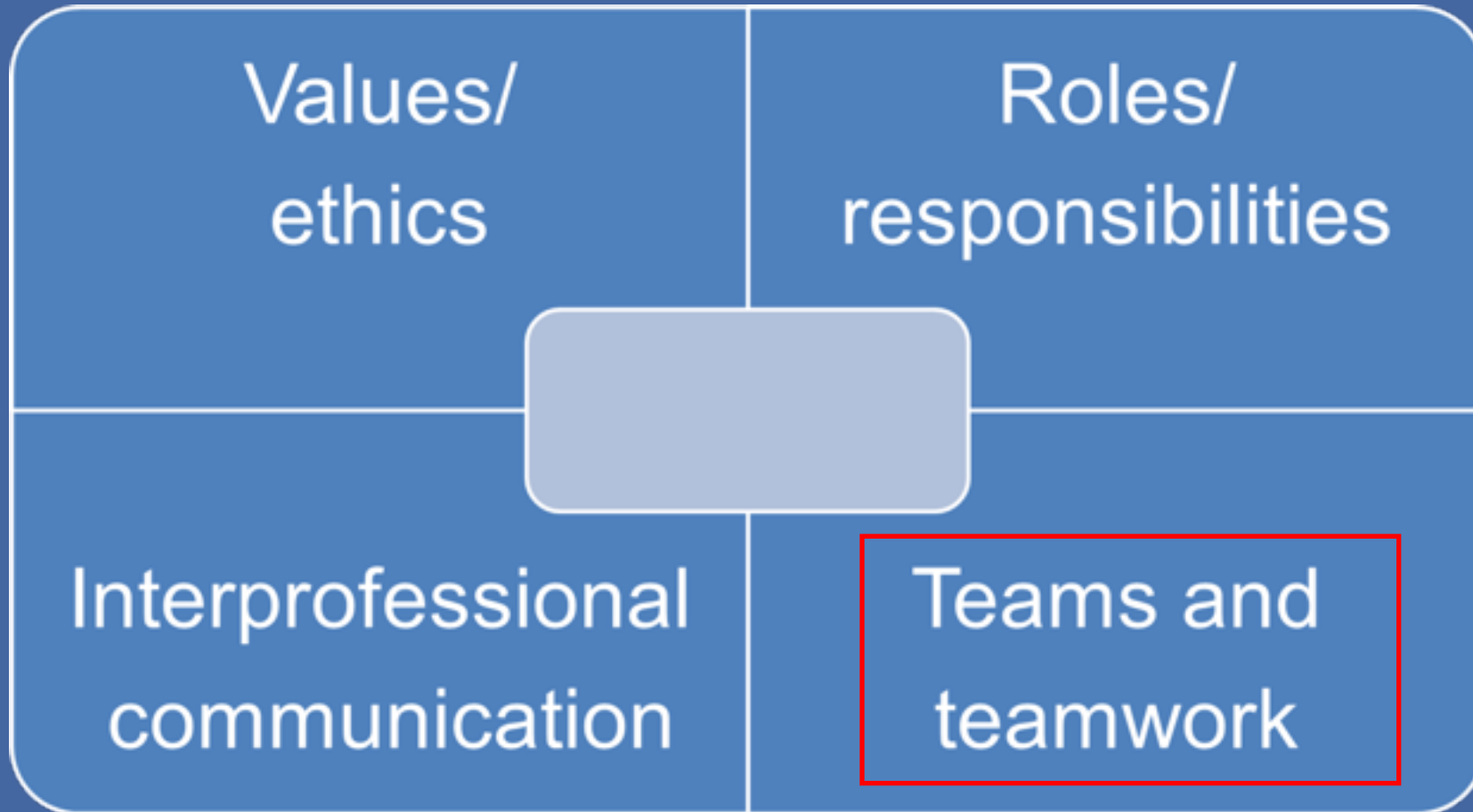
Interprofessional Education Collaborative (IPEC)

Vision: Interprofessional collaborative practice drives **safe, high-quality, accessible, person-centered care** and improved population health outcomes

Mission: To **prepare the health professions workforce for interprofessional collaborative practice** that helps to ensure the health of individuals and populations



IPEC Core Competencies for Collaboration



SOURCE: Interprofessional Education Collaborative (IPEC) Expert Panel. Core competencies for interprofessional collaborative practice: Report of an expert panel. Washington DC: Interprofessional Education Collaborative; 2016.

Team Building for Resilience

Three Good Things

- Begin each team

meeting with 3 good things “round



Equity and Communication

- No hierarchy

in teams; use common language.



Recognition

- Create a shared space for

accomplishments, awards and commendati

IPEC Resources

- Archived webinar: **Promoting Health and Wellness Through Collaboration**
 - Highlight health promotion strategies to manage stress, reduce burnout, and foster **professional identity formation** in students and practitioners across the health professions
 - Share lessons learned and tips for wellness services and exercises
 - Reference resources and tools to support integration efforts

<https://ipeccollaborative.wufoo.com/forms/052418-ipec-archived-webinar-registration/>

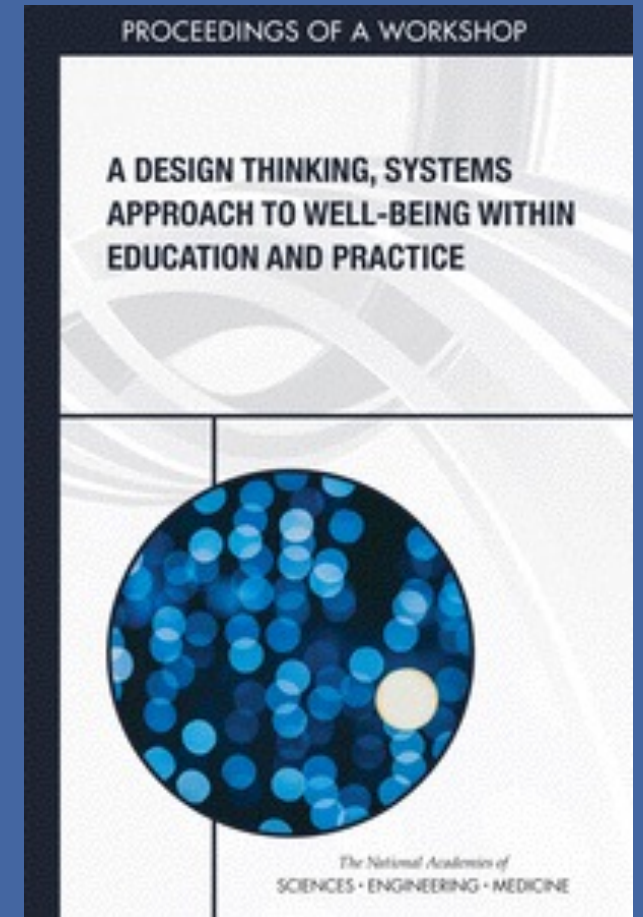
Global Forum on Innovation in Health Professional Education

- Sponsored by the National Academies of Sciences, Engineering and Medicine
- Diverse network of stakeholders discuss and illuminate issues for the benefit and promotion of health professional education
- 37 member sponsors
 - 17 disciplines/professions (serving as AND representative since 2014)
 - Academic experts and health professionals
 - Developed and developing countries

The Academy of Nutrition and Dietetics is the **only** nutrition group with representation

Global Forum on IPE Activities

- **A Design Thinking, Systems Approach to Well-Being within Education and Practice**
 - Explores systems-level causes and downstream effects of job-related stress affecting all health professions working in learning environments, both in clinical and classroom settings.
- Other recent activities
 - Educating Health Professionals to Address the Social Determinants of Mental Health
 - Exploring the Role of Health Professional Students and Trainees as Members of the Healthcare Workforce



National Academies of Practice

- Distinguished professionals advancing interprofessional healthcare by fostering collaboration and advocating for policies in the best interest of individuals and communities”
- Registered Dietitian Nutritionists may join as Associate Members



Academy House of Delegates

- January House of Delegates (HOD) meeting theme: “**Developing Collaborative-Ready Practitioners**”
- Subject matter experts from IPE provided recommendations to HOD Delegates to vote on moving forward to Academy leadership
 - Increased opportunities for member engagement in IPE
 - Incorporate IPE into Academy leadership
 - Curate resources for members to develop IPE skills

Nutrition and Dietetics Educators and Preceptors (NDEP)

- Interprofessional Education committee
 - Offers quarterly webinars
 - Submits IPE-themed publications to JAND and the NDEP newsletter
 - Collaborates with the NDEP Resources committee to identify IPE resources for educators

Practice Applications

As educators

- **Evaluate** systems at your institution and **identify** practical ways that you can help students manage stress

As practitioners

- **Evaluate** the effectiveness of your contribution to the teams in which you work and **identify** opportunities to further develop teamwork skills

As humans

- **Evaluate** your current level of stress and **identify** opportunities to engage in self-care

Summary

- Stress and burnout impact all health professionals, including RDNs and NDTRs regardless of practice area
- Interprofessional education and collaborative practice are emerging areas of learning and continuing education
- Several interprofessional groups are currently addressing stress and burnout and provide opportunities for Academy members to plug in

Resources

- National Academy of Medicine Global Forum on Innovation in Health Professional Education (<http://www.nationalacademies.org/hmd/Activities/Global/InnovationHealthProfEducation.aspx>)
- Action Collaborative on Clinician Well-being and Resilience (<https://nam.edu/initiatives/clinician-resilience-and-well-being/>)
- Interprofessional Education Collaborative (www.ipecollaborative.org)
- MedEd Portal (www.meded.org)

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