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## INTRODUCTION

It is well understood that burnout is a contributor to faculty attrition, stress for individuals and teams, can lead to increased rate of errors, lack of enthusiasm for work, and even depression, suicidality and substance abuse. In the long term, burnout can contribute to the development of chronic diseases like coronary artery disease and type 2 diabetes. Burnout can be understood as both an individual and organizational problem and both have been shown to help improve wellness and decrease burnout.

In a 2017 baseline study across departments in the School of Medicine at the University of Utah, the Physician Assistant Faculty, reported baseline high job satisfaction along with higher than institutional average for signs of burnout. In response to this, the PA division wellness champions facilitated staff and faculty development of simple cultural changes that the team believed could improve wellness culture and decrease individual burnout and measured the impact of these two interventions 3 months after implementation.

## Problem Investigation

**2017 University of Utah Wellness Survey:** showed high job satisfaction of 89% of faculty who are overall satisfied with their jobs, however 44% demonstrate signs of burnout (n=9). There was a correlation between hours worked and burnout (Pearson correlation = .587). Additionally, the 2016 University of Wellness Survey found 57% of faculty to show signs of burnout, though a limited sample size of 7.

## METHODS FOR IMPROVEMENT

**Design** Improve Wellness by enacting office hours policy and restrictions on sending and receiving emails to staff and faculty by 15% as measured by standardized wellness scoring after 3 months.

**To communicate** we used an internal ranked survey given to faculty and staff in which they ranked top choices, generated from the group, for cultural changes. These changes were brought back to the group at a division meeting and implementation was agreed on and a technological support tool for scheduling office hours was also developed.

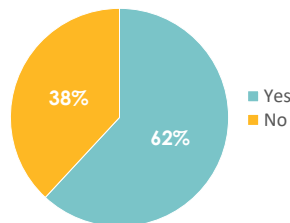
**To support the improved process:** google calendar for posting office hours, including location and virtual access, was created, access give to faculty and students could view this calendar.



**To track progress** we are checking in at division meetings, every 1-2 months.

## POST IMPLEMENTATION SURVEY FINDINGS

Implemented office hours and/or modified email behavior in last 3 months



“ I really like this... If I do find myself working on email after hours- this initiative actually helps me to think about how urgent it is that I send something and I am more mindful about this. ”

## Barriers to Implementations

### Office Hours

- Other meetings
- Students not attending
- Location of office hours

### Email Culture

- Urgent responses required
- No time to catch up on email during standard work hours
- Stress that comes from not checking

## RESULTS

- 1 62% of PA faculty implemented office hours in the last 3 months.
- 2 62% of PA faculty modified specifically sending/receiving emails only between 7am and 6pm.
- 3 Post intervention survey results demonstrated a burnout rate of 33% with a sample size of 21, a decrease from 44% in 2017.

## NEXT STEP

- 1 Review survey feedback regarding barriers to implement, attempt to remove barriers and reassess in three months.

## PROJECT INSIGHTS

### PROGRESS

- In progress. Interventions were decided upon, implemented and short-term data (3-month impact) has been collected.

### LIMITATIONS & BARRIERS

- Culture change, in general, is difficult. A 3 month follow up interval may not show actual change.

### VALUABLE LESSONS LEARNED

- Engage all stakeholders from the onset of developing sustainable cultural change.