Quality Patient Care Requires Quality Clinician Wellbeing

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Disclosures

• Looking for some.
• None at this time.
Objectives

1. Describe the four components of the quadruple aim.
2. Provide examples of how the quadruple aim applies within athletic training settings.
3. Compare athletic training to other health care professions in regards to care team wellbeing.
4. Describe strategies to promote work-life balance, resilience, and job satisfaction.
The Triple Aim of Healthcare Reform

- Measurable quality
- Exceptional patient experience
- Lower total cost of health care

Measurable Quality

Do ATs have an impact on this?

- Established a QI process
- ATs were used to manage all aspects of student-athletes’ health -
  - Triage
  - Care coordination
  - Resource use
- Result -
  - Improved efficiency
  - Improved communication and problem solving
Exceptional Patient Experience

“Providing patient-centered care facilitated by developing good patient–clinician relationships is critical in enabling the best treatment outcomes. ATs portray empathy through advocacy, communication, and approachability. Empathy improves the patient–clinician relationship and is critical for patient-centered care delivered by ATs.”

“Patients wait fewer days for an appointment when seen in ambulatory care practices with ATs compared to patients nationally. The wait time upon arrival to a facility was also generally lower for patients seen in ambulatory care practices with ATs compared to the national average.”

Lower Total Cost of Healthcare

“On average a high school athlete is treated by an athletic trainer for 3 weeks after an ankle sprain with a total cost of $534, which is less than half the cost of an emergency room visit.”

“After the QI process, injury rates decreased and resources were more strategically allocated, which resulted in a decrease in health care costs of more than 50%.”
The Triple Aim of Healthcare Reform

Better health outcomes for the population
Better care for individuals
Lower the per capita cost of care

Quadruple Aim

How do we support care team wellbeing?
What does wellbeing look like in Athletic Training?
What are the obstacles to optimal wellbeing of the Athletic Trainer?
What would make your job more interesting and fulfilling?

What barriers are in place/need to be overcome to do this?
Benefits of Improved Clinician Wellbeing

• Improved patient safety
• Improved quality of care
• Higher patient satisfaction

• Retention of ATs in profession

Association Between Physician Burnout and Patient Safety, Professionalism, and Patient Satisfaction
A Systematic Review and Meta-analysis

Maria Panagioti, PhD; Keith Geraghty, PhD; Judith Johnson, PhD; et al


Work-Family Conflict, Part II: Job and Life Satisfaction in National Collegiate Athletic Association Division I-A Certified Athletic Trainers

Stephanie M. Mazerolle, PhD, LAT, ATC; Jennifer E. Bruening, PhD; Douglas J. Casa, PhD, ATC, FNATA, FACSM; Laura J. Burton, PhD

Retention and Attrition Factors for Female Certified Athletic Trainers in the National Collegiate Athletic Association Division I Football Bowl Subdivision Setting

Ashley Goodman, PhD, LAT, ATC, CPed†; James M. Mensch, PhD, ATC†; Michelle Jay, PhD†; Karen E. French, PhD†; Murray F. Mitchell, PhD†; Stacy L. Fritz, PhD, PT†
How can we improve care team wellbeing?

• Work-life balance
• Resilience
• Satisfaction in the workplace

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Work-Life Balance

• “The ability of people to accomplish what they consider most important”

• Represents the prioritization between work and lifestyle and should be interpreted as a positive concept

Mazerolle et al, 2018. NATA Position Statement
Care Delivery Model

- **Athletic Model**
  - Potential conflict of interest

- **Academic Model**
  - Role as an instructor and AT and their supervisor and the department in which their program was housed aligned well.
  - Multiple overlapping roles - instructors, preceptors, scholars, administrators, and ATs to the patients they served.
  - The many roles created difficulty with work-life balance as they were being pulled in different directions.

- **Medical Model**
  - Athletic trainers had role congruency because they could perform their jobs without the pressures associated with meeting the expectations of a nonmedical supervisor, which allowed them to focus on the wellbeing of the student athlete.
  - Structured schedules, valuing a balanced lifestyle, and contract length facilitated the attainment of work-life balance
  - Supports better alignment for both patient care and the wellbeing of athletic trainers.
Facilitating Work-Life Balance: Recommended Practices for the Individual

- Protect your time.
  - Make co-workers aware of your downtime (e.g., 8 pm – 6 am)
  - Define an emergency for your co-workers, coaches, etc.

- Create your schedule and work your schedule.
  - Determine your priorities
  - Schedule appointments
  - Include personal responsibilities
    - Fitness/relaxation
    - Important family obligations/opportunities

Mazerolle et al, 2018. NATA Position Statement
• Create a plan. Get agreement. Communicate the plan.
  • Explain medical-coverage expectations
  • “Scheduling is often cited as a barrier to work-life balance, and establishing formal policies would potentially alleviate the burdens on ATs employed in the collegiate setting.” (Mazerolle)

• Set Goals – personal and work-related
  • Include time in your schedule to work on these goals
  • Prepare for your role to evolve over time and renegotiate when appropriate.
  • Develop a personal policy to help you determine when to use “No” or to delegate to someone else.

Mazerolle et al, 2018. NATA Position Statement
Facilitating Work-Life Balance: Recommended Practices for the Supervisor

- Formal mentoring program for newly hired ATs
- Modified job sharing
- Host employee gatherings and celebrations
- Support employee disengagement
- Professional development (socialization)

Mazerolle et al, 2018. NATA Position Statement
Patient Centered Care in a University Setting: A Case Study

R. Mark Laursen MS, ATC
Clinical Associate Professor of Athletic Training
Director of Athletic Training Services
Burnout

- Direct link between Work-Life conflict and Burnout
- “Emotional and physical exhaustion due to chronic stress”
- Can occur in any clinical or academic setting
- Recognized by ICD-11 as an occupational phenomenon (not medical condition)

Mazerolle et al, 2018. NATA Position Statement; WHO, 2019
Signs of Burnout

• Feelings of energy depletion or exhaustion
• Increased mental distance, or feelings of negativity or cynicism related to one’s job
• Reduced professional efficacy
• Lack of motivation
• Disengagement
• Loss of interest in previously rewarding activities
• Fatigue

WHO, 2019; Mazerolle et al, 2018. NATA Position Statement
Why do we experience burnout?

- Chronic workplace stress that has not been successfully managed (WHO, 2019)
- Work-Life conflict (Mazerolle, 2008)
- Workload
- Organizational demands – responsibilities, hours worked, lack of resources
- Lack of resources or coping mechanisms
- Feeling undervalued and under appreciated

Mazerolle et al, 2018. NATA Position Statement
Burnout & Resilience

- ATs generally exhibit less burn out compared to other health care professions
- Strategies for avoiding & overcoming burnout
  - Increase resilience!
Resilience

• “The ability to maintain personal and professional wellbeing in the face of on-going work stress and adversity” (McCann, 2013)

• Resilience is about how you recharge, not how you endure – overwork and exhaustion are the opposite of resilience
  • “We believe that the longer we tough it out, the tougher we are, and therefore the more successful we will be”
  • “The key to resilience is trying really hard, then stopping, recovering, and then trying again” (Achor & Gielan, 2016)
What can increase resilience in health professions?

- Maintaining a work-life balance
- Laughter/humor
- Self-reflection/insight
- Beliefs/spirituality
- Professional identity
Job Satisfaction

- The degree to which an individual likes or dislikes his or her job
- Engagement and Joy in the Workplace
- Passion for work can increase risk of Burnout (Vallerand, 2010)
- Job dissatisfaction primary predictor of intention to leave a profession or organization
  - Higher job satisfaction = less likely to leave a profession
Attrition in the Profession

• 3/4 of athletic trainers who had either left the profession or considered quitting, were in their first ten years on the job (Pinto, 2011)

• Decline in NATA membership after age 30 (Kahanov & Eberman, 2011)

• Two primary reasons for departure from the profession
  • Decreased recognition of value
  • Work-life conflict
Lack of Perceived Value among ATs

• Contributors to feeling undervalued
  • Low salaries
  • Work schedule affected by admin, coaches
  • Inadequate number of staff employed by the organization

• NATA Resources
  • College-University Value Model
  • Recommendations and Guidelines for Appropriate Medical Coverage of Intercollegiate Athletics
  • Secondary School Value Model
  • Secondary School Position Improvement Guide

Mazerolle et al, 2018. NATA Position Statement
Factors affecting perception of satisfaction in work and personal life

- Gender ideology
- Cultural norms and expectations

Organizational and Structural Factors
- Job demands
- Autonomy, flexibility
- Role strain, conflict, overload
- Lack of value, compensation, advancement

Sociocultural Factors

Individual Factors
- Personality
- Gender
- Practice setting

Mazerolle et al, 2018. NATA Position Statement
“Remember that work and life coexist. Wellness at work follows you home and vice-versa. The same goes for when you’re not well, fuelled, or fulfilled. Work and life aren’t opposing forces to balance; they go hand-in-hand and are intertwined as different elements of the same person: you.”

- Melissa Steginus, Self Care at Work
Work Team Engagement

www.bit.ly/2V9KCVU

Strengths Based Leadership
Strategies to take with you

• Individual strategies to facilitate work-life balance
• Supervisor strategies to facilitate work-life balance
• Strategies to improve resiliency
• NATA resources to demonstrate value
Am I treated with dignity and respect by everyone, every day, by everyone I encounter, without regard to race, ethnicity, nationality, gender, religious belief, sexual orientation, title, pay grade or number of degrees?

Do I have the things I need: education, training, tools, financial support, encouragement, so I can make a contribution this organization that gives meaning to my life?

Am I recognized and thanked for what I do?
Questions?

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