

# What Does It Take to Minimize Burnout & Build Resilience of Healthcare Learners?

Healthcare  
Learners'  
Wellbeing

Muhamad Saiful Bahri Yusoff  
Universiti Sains Malaysia  
msaiful\_bahri@usm.my

1

Burnout and resilience of healthcare learners.

2

Factors driving burnout and resilience of healthcare learners.

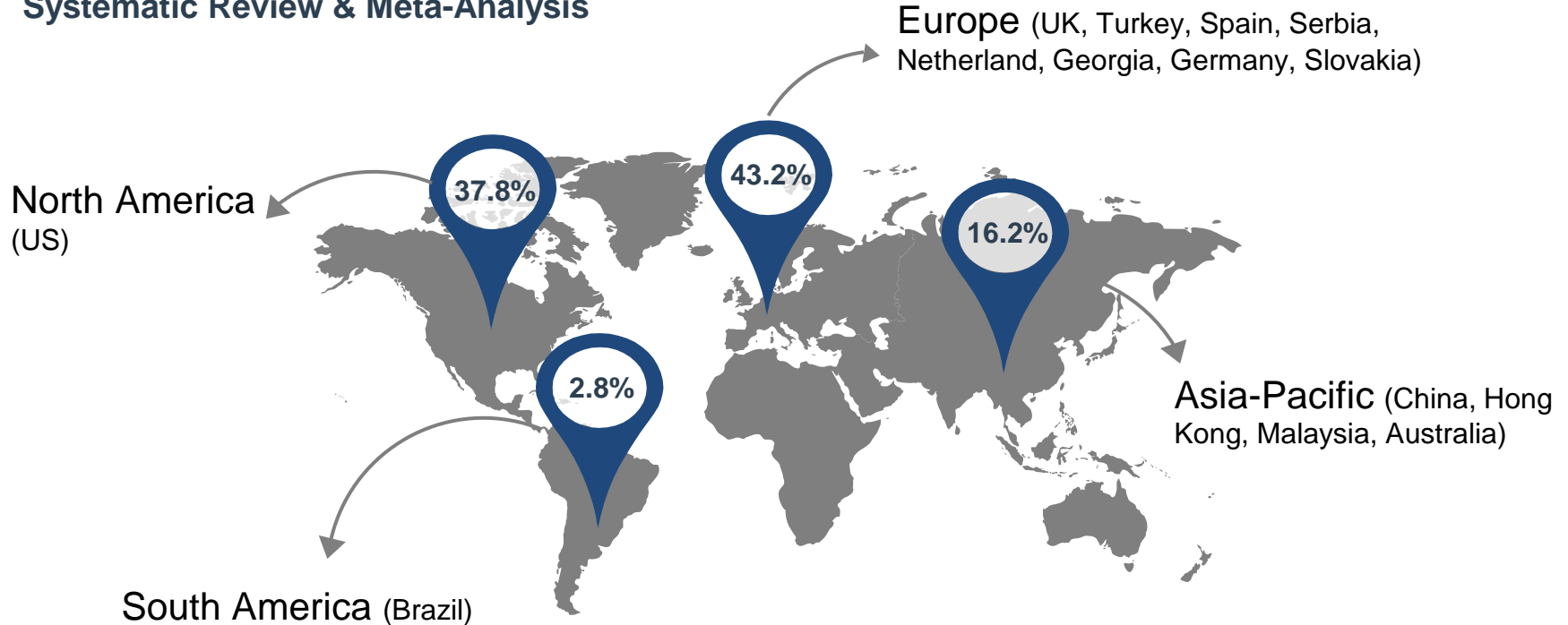
3

Solutions to build resilience of healthcare learners.

AMEA 2017,  
University of Hong  
Kong, 16 Dec 2017

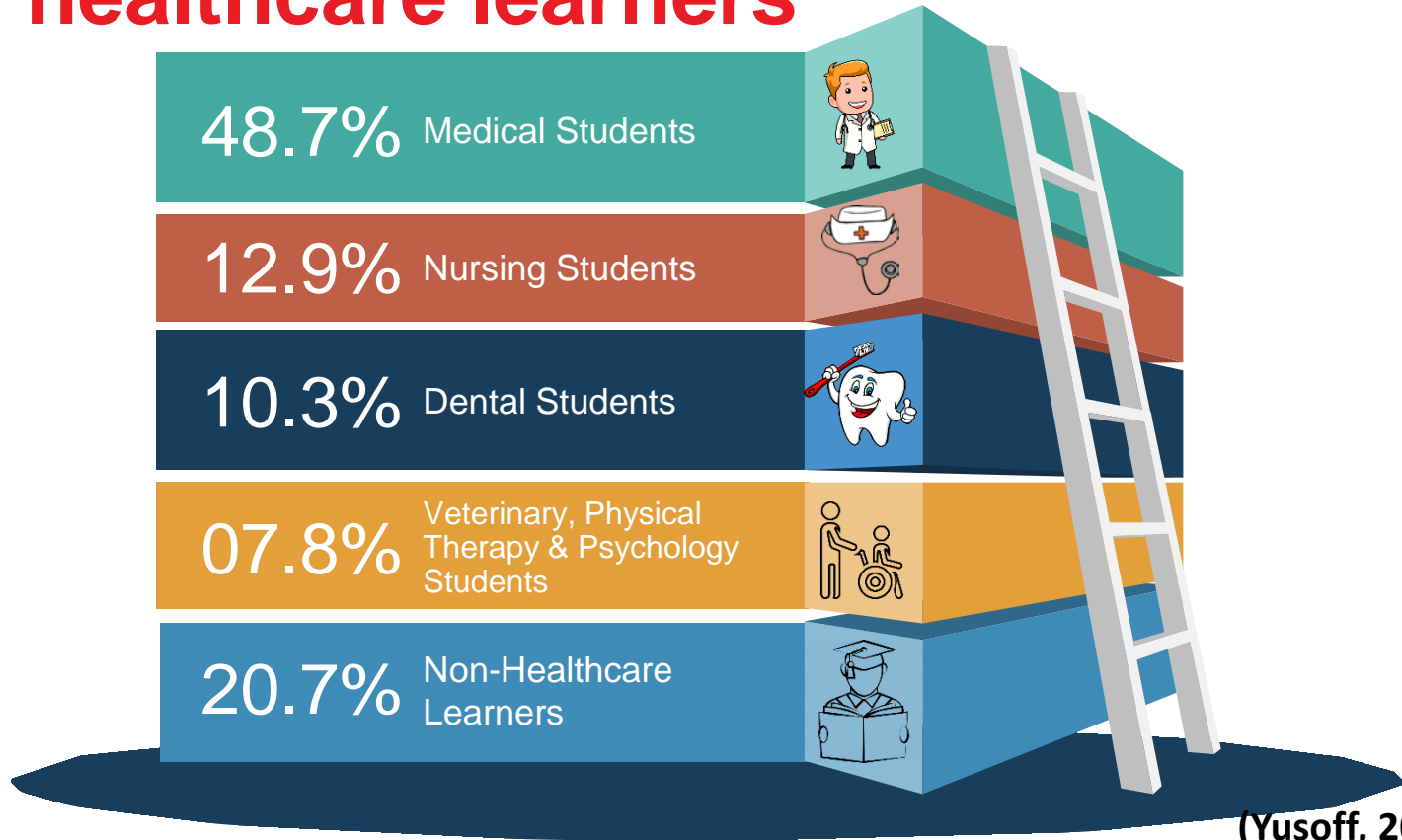
# Majority of burnout reports among learners in higher education were from US & Europe

Systematic Review & Meta-Analysis

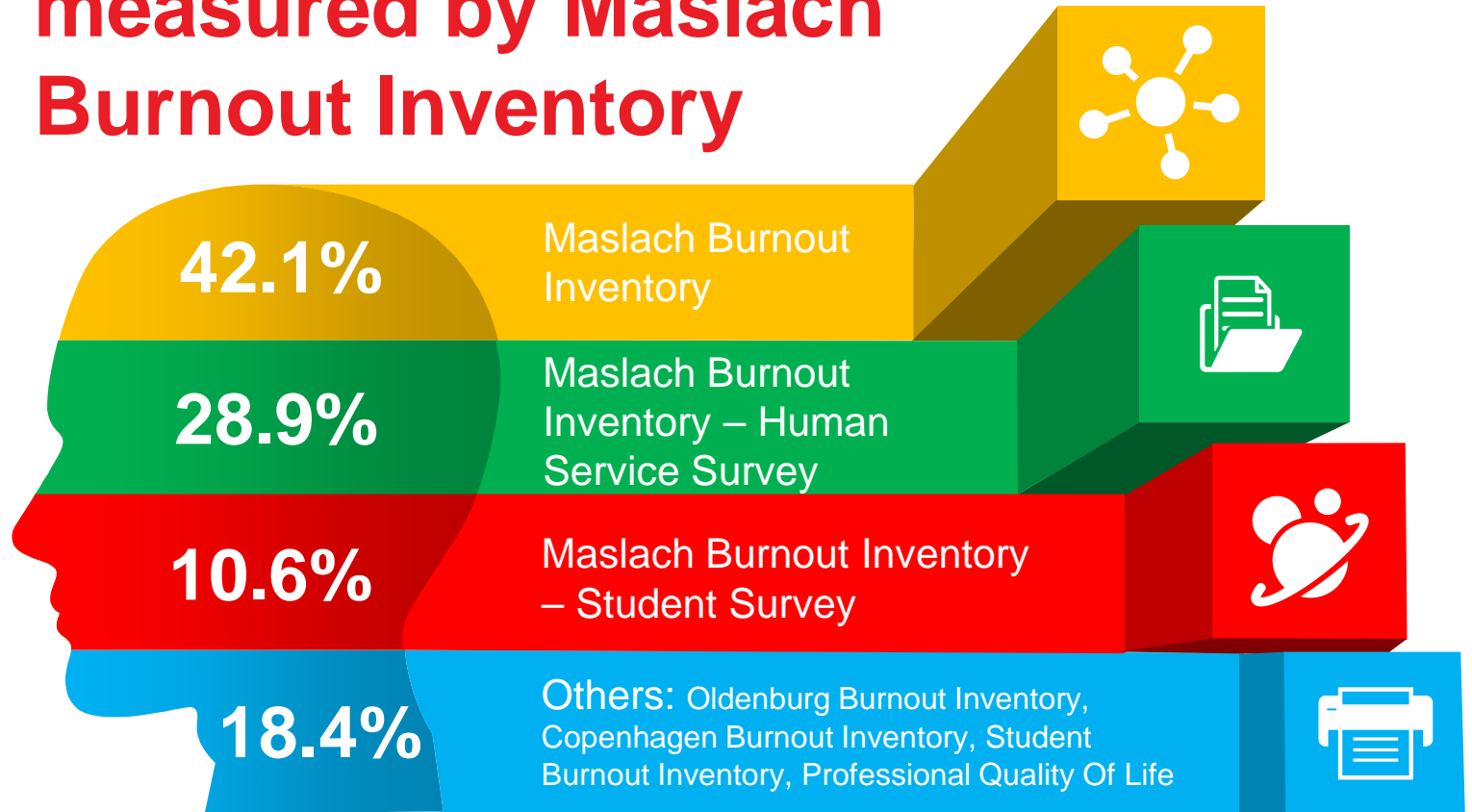


(Yusoff, 2017)

# Studies were predominantly carried out on healthcare learners

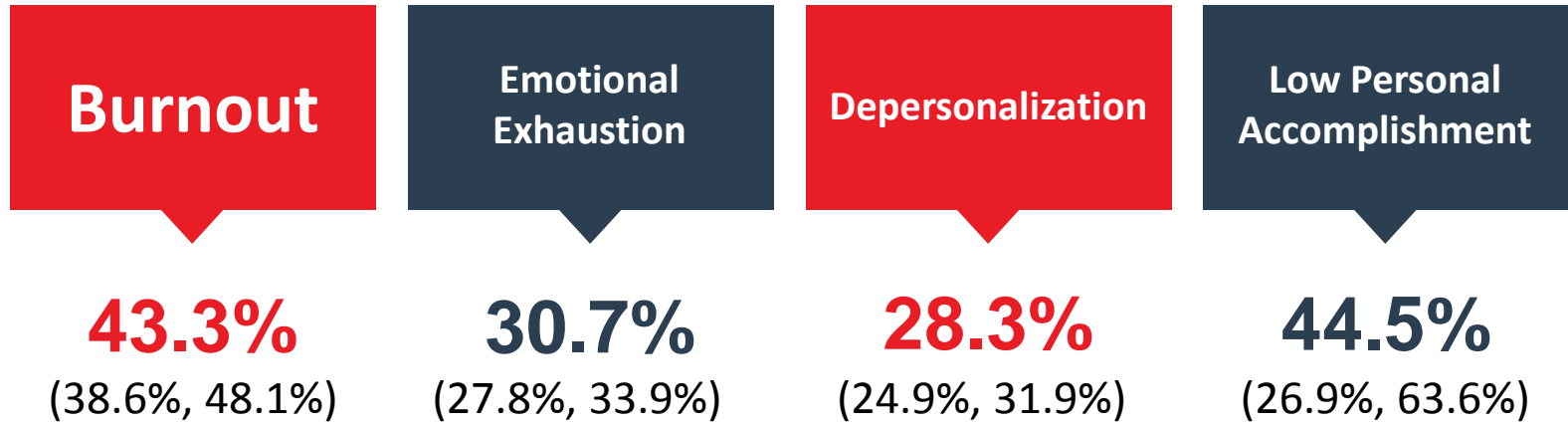


# Burnout was predominantly measured by Maslach Burnout Inventory



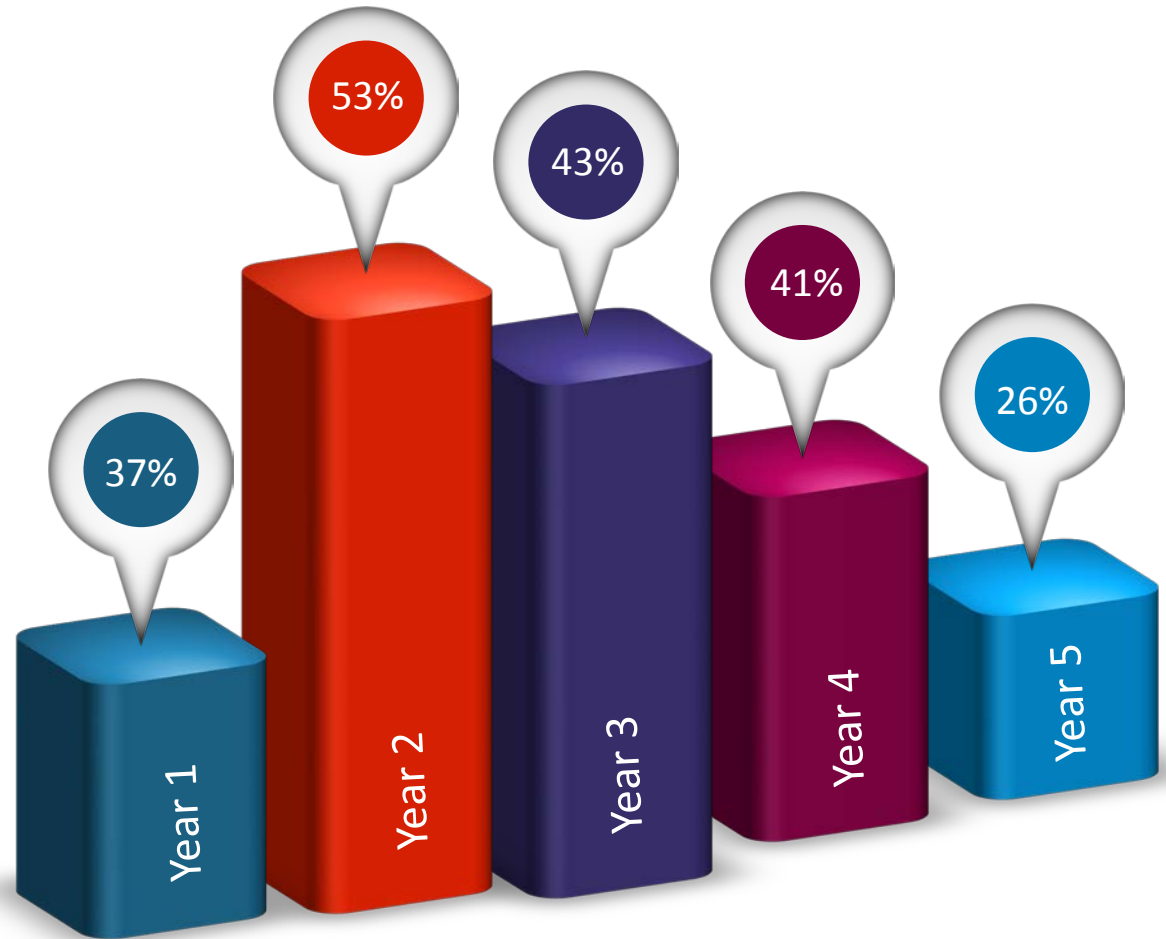
(Yusoff, 2017)

# Burnout mostly relate to the experience of low personal accomplishment



(Yusoff, 2017)

The pattern of burnout peaks at the second year of study, and decreases toward the final year of study.



(Yusoff, 2017)

**60%**

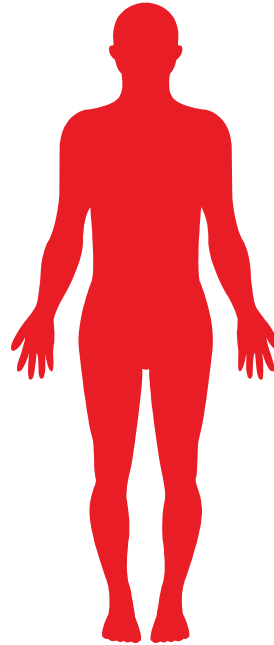


**Low Academic  
Performance**

**40%**



**Decreased Empathy  
& Accountability**



**20%**



**Depression and  
Suicidal Ideation**

**80%**



**Unprofessional  
Behaviors**

**Burnout lead to many negative ramifications**

(Schaufeli, Leiter, & Maslach, 2009; Dyrbye & Shanafelt, 2016; Yusoff, 2017)

# 37% are RESILIENCE

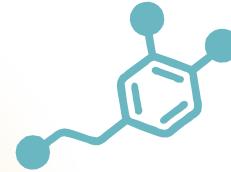
**VULNERABLE  
TO BURNOUT**

**63%**



**EXPERIENCE  
BURNOUT AT  
ANYTIME**

**54%**



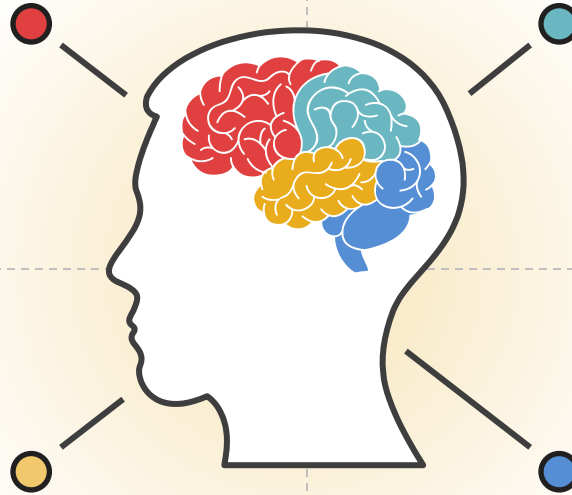
**RECOVERED  
FROM  
BURNOUT**

**20%**



**NEVER  
EXPERIENCE  
BURNOUT**

**37%**



(Dyrbye et al, 2010)

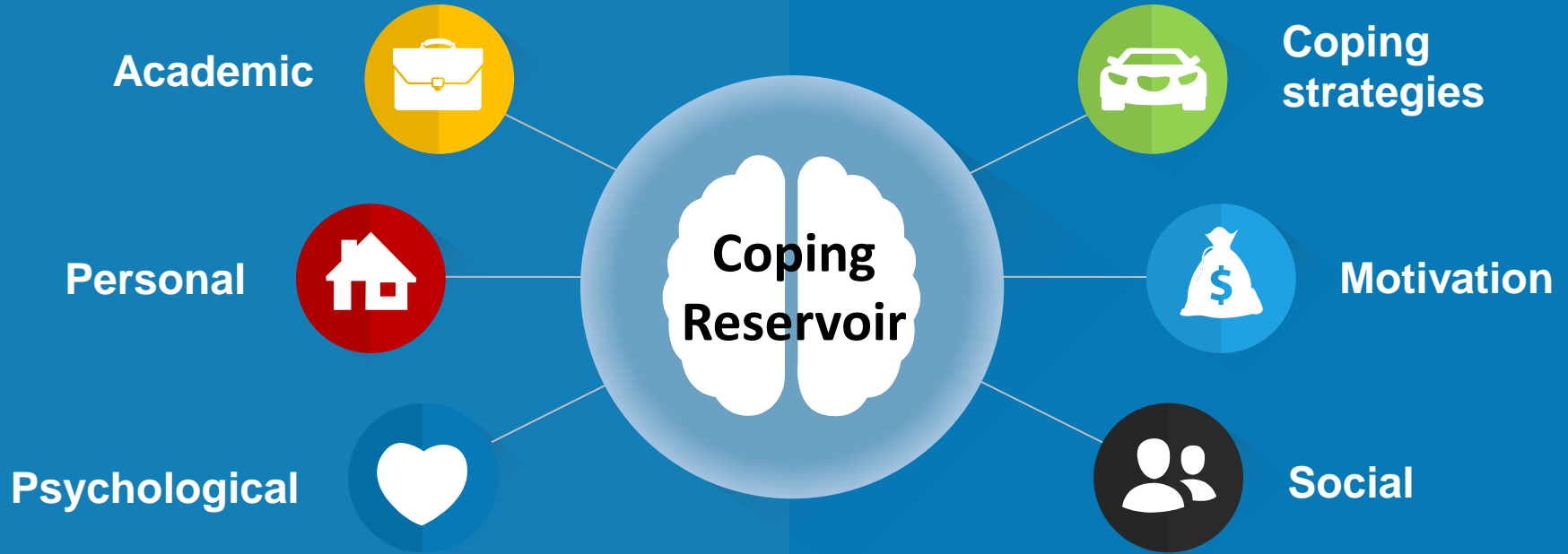


# What drive burnout and resilience?



(Dyrbye et al, 2010; Yusoff, 2017)

# Six Main Drivers of Burnout and Resilience



(Yusoff, 2017)



# Academic

**Positive Input** (replenish the coping reservoir to handle challenges)

Flexibility & student involvement  
(Neumann et al., 1990)

Positive attitude & feeling  
toward study (Cazan, 2015)

Support uplifts (Gibbon, 2010)

Academic satisfaction  
(Atalayin et al., 2015)

Positive learning climate  
(Dyrbye et al., 2009)



**Negative Input** (deplete the coping reservoir to handle challenges)

Course load (Yang, 2004;  
Pohlmann, 2005)

Hospital ward rotation, overnight  
call & placement hassles (Dyrbye et  
al., 2009; Gibbons, 2010)

Workload (Atalayin et al., 2015;  
Pohlmann, 2005)

Dissatisfaction with learning  
support (Dyrbye et al., 2009;  
Chang et al., 2015)

Course organization, teaching &  
learning hassles (Gibbons, 2010)

**Resilience**

**Burnout**



# Personal

**Positive Input** (replenish the coping reservoir to handle challenges)

Positive life events (Dyrbye et al., 2009, 2010; Capri et al., 2012)

Self-efficacy (Neumann, 1990; Yang, 2004; Gibbons, 2004; Yang et al., 2005, Cazan, 2015)

Commitment & compassion (Neumann, 1990; Kyeong, 2013)

Dispositional control, self-esteem & self-oriented perfectionism (Gibbons, 2010; Skodova, 2013; Chang et al, 2015)

Vacation days (Howard-Hamilton et al., 1998)

**Negative Input** (deplete the coping reservoir to handle challenges)

Negative life events (Dyrbye et al., 2006; Dyrbye et al, 2009)

Intention to leave the course or profession (Dyrbye et al., 2009; Moneta, 2011)

Lack of confidence in skills (Chang et al., 2015)

The choice of a specialty with a high income (Enoch et al., 2013)

Negative self-judgment – being harsh to self in time of suffering (Beaumont, 2016)



**Resilience**      **Burnout**



# Psychological

**Positive Input** (replenish the coping reservoir to handle challenges)

**Negative Input** (deplete the coping reservoir to handle challenges)

Psychological wellbeing - less stress (Dyrbye et al., 2010; Kyeong, 2013)

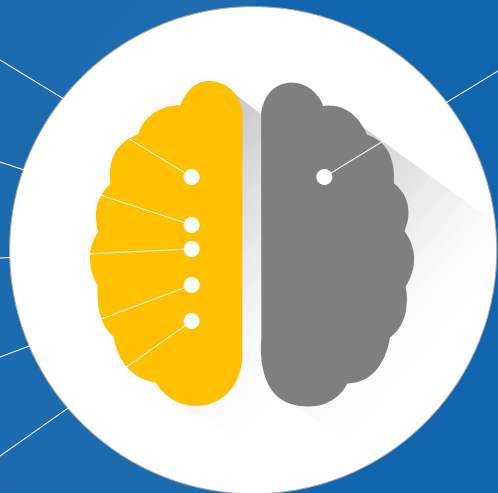
Less fatigue (Dyrbye et al., 2010)

Emotional intelligence (Cazan, 2015)

Psychological need satisfaction – autonomy, competence & relatedness (Sulea et al., 2015)

High sleep quality (Rella et al., 2008)

Unfavorable stress (Watson et al., 2008)



**Resilience**

**Burnout**



# Social

**Positive Input** (replenish the coping reservoir to handle challenges)

Social support (Dyrbye et al., 2010; Yeang, 2004; Yang & Farn, 2005)

Engage with social activities (Fares et al., 2016)

Music-related activities (Fares et al., 2016)

Femininity – sex-role socialization (Atalayin et al., 2015)

**Negative Input** (deplete the coping reservoir to handle challenges)

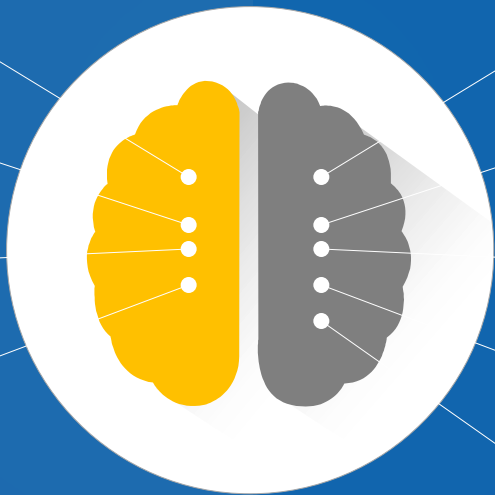
Lack of social integration & competence (Pohlmann et al., 2005)

In an unhealthy relationship (Fares et al., 2016)

Living with relative (Fares et al., 2016)

Socially prescribed perfectionism (Chang et al., 2015)

Living away from family (Atalayin et al., 2015)



**Resilience**

**Burnout**

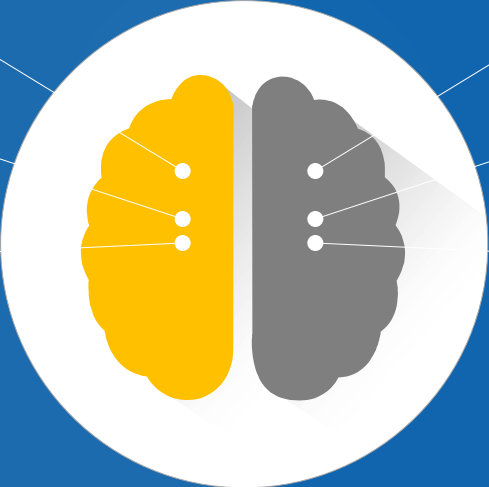


# Motivation

**Positive Input** (replenish the coping reservoir to handle challenges)

**Negative Input** (deplete the coping reservoir to handle challenges)

- Intrinsic motivation (Pisarik, 2009)
- Need for achievement (Moneta, 2011)
- Learning motivation (Cazan, 2015)



- Amotivation & external regulation (Pisarik, 2009)
- Low motivation to learning (Tukaev et al., 2013)
- Extrinsic motivation (Chang et al., 2015)

**Resilience**

**Burnout**



# Coping Strategies

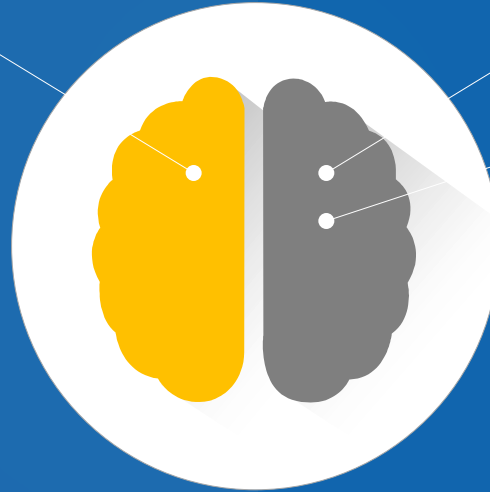
**Positive Input** (replenish the coping reservoir to handle challenges)

**Negative Input** (deplete the coping reservoir to handle challenges)

Task-oriented coping  
(Watson et al., 2008)

Emotion-oriented coping  
(Watson et al., 2008)

Avoidance coping (Gibbons, 2010)

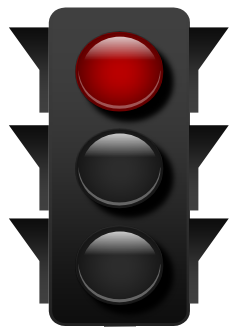


**Resilience**

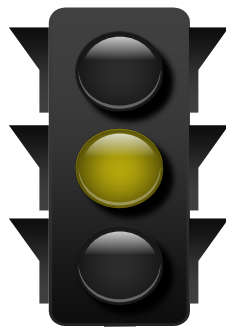
**Burnout**



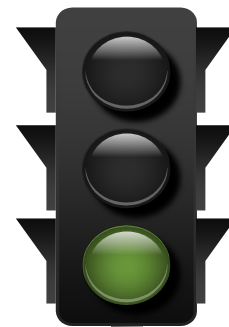
# How to build resilience & minimize burnout?



Break



Ready



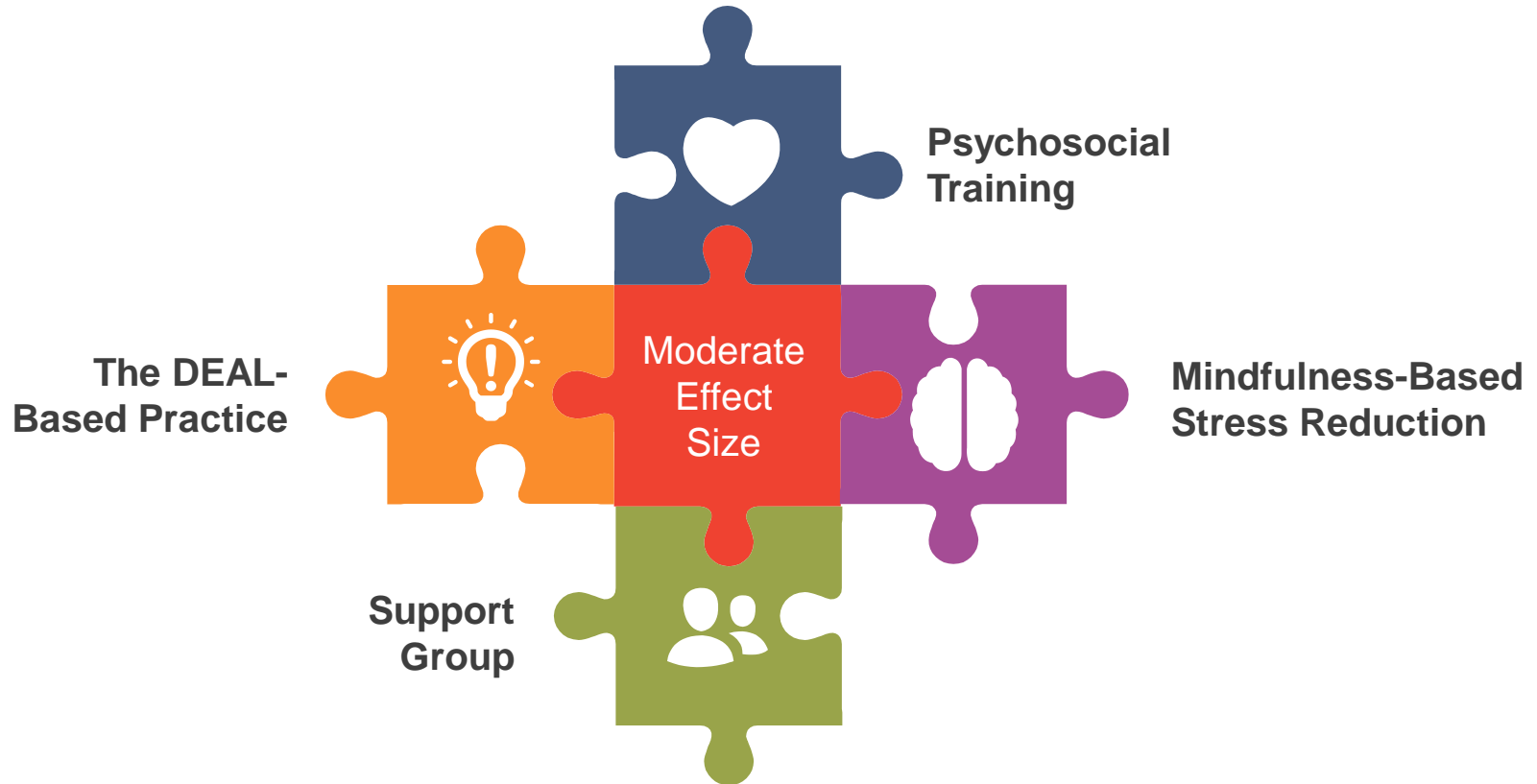
Action

# Student Development Strategies to Build Resilience



(Bugaj et al, 2016; Skodova & Lajciakova, 2013; Yusoff, 2014)

# Special interventions improve psychological health



(Bugaj et al, 2016; Skodova & Lajciakova, 2013; Yusoff, 2014)

# Faculty Strategies to Improve Resilience

## Curriculum Design



- A wellness curriculum
- Learning activities
- Assessment for learning
- Learning support system
- Effective feedback for learning
- Flexibility & engagement

## Learning Milieu



- Promote group & social support through small group learning
- Healthy & positive learning environment
- Improve Access to personal care and help-seeking

## Student Support



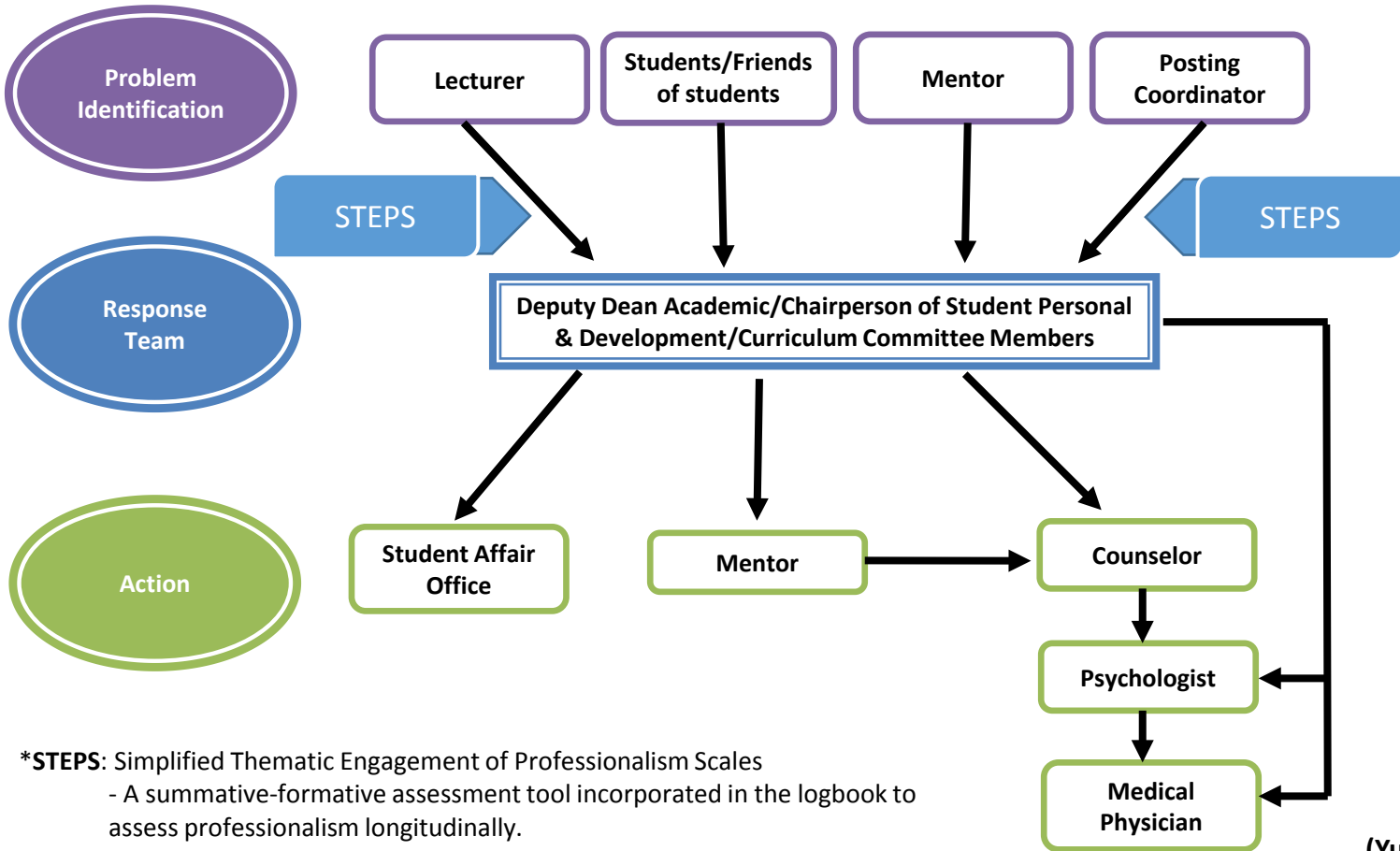
- Peer-mentoring
- Faculty-learner mentoring
- Reduce stigma toward mental health problems
- Minimize barriers to help-seeking

## Teaching & Supervision



- Effective teaching & supervisory skills

# The Student Medical & Academic Response Team (SMART)



# Final Thoughts



01

A high prevalence of burnout among healthcare learners



02

Healthcare learners predominantly experienced sense of low personal accomplishment



03

Academic, personal & psycho-social are the main drivers of resilience & burnout



04

Building resilience should be done collaboratively via individual-institutional strategies



# THANK YOU

This presentation can be downloaded from  
<https://tinyurl.com/y7wlbkho>

Muhamad Saiful Bahri Yusoff, MD, MMed, PhD  
Department of Medical Education, School of Medical Sciences,  
Universiti Sains Malaysia, msaiful\_bahri@usm.my