Improving Workplace Health and Physician Health and Wellness: The Online Learning Solution

Colla J. MacDonald, Ed.D; Derek Puddester, M.D.; Rong Sun, Ph.D; Doug Archibald, Ph.D; Emma Stodel, Ph.D; Robert Walton, Ph.D
Information related to physician health and wellness is often sought in an urgent, context-specific manner.

All healthcare professionals are seeking access to resources and services related to health and wellness, and workplace health.

There is a need for all healthcare professionals to have immediate access to cutting-edge information related to health and wellness, and workplace health issues, regardless of stage of training or geographic location.
Purpose

- To design, develop, deliver and evaluate an online Physician Health Program
- To design, develop, deliver and evaluate an online Workplace Health Program
Goals

- to allow healthcare professionals access to cutting-edge information related to physician health and wellness, and workplace health respectively
- to enable physicians to evaluate their current health status
- to enable healthcare professionals access to online and face-to-face resources and supports
The Physician Health program is aimed primarily at Ontario’s physicians and medical students.

The Workplace Health eLearning program targets all regulated health professionals working within the Champlain Health Integration Network.
Theoretical Framework

Learning Environment

Outcomes
1. Satisfied learner
2. Change in attitude and acquired new skills
3. Knowledge translation
4. Improved patient well-being and organisational change

Emergent Design
Ongoing Evaluation

Social Constructivist Theories

professionalism

Content
- Inclusive
- Authentic
- Evidence-based
- Responsive to stakeholders

Media
- delivery mode
- usability
- technology
- eLearning skills

Service
- organization
- technical support
- accessibility
- responsiveness

Structure
- learner and context analysis
- ethical considerations
- facilitation strategies
- learner assessment
- Pedagogical strategies
- interactivity
- community
- reusability
• W(e)Learn states that designing an effective online program begins with a needs analysis involving end-users.

• The process of planning the needs assessment and designing interview questions involved:
  • members of the Faculty Wellness program
  • subject matter experts in healthcare and workplace learning
  • the research team
Interviews

• The same interview protocol was used with both programs except for one additional question for workplace health on factors influencing mental and physical health

• A total of 12 interviews (four focus group and eight individual interviews) were held for both the Physician Health and the Workplace Health programs on nine different days over a four month period
## Physician Health Needs Assessment Participants (N=13)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>Family Physician</td>
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<tr>
<td>Medical Scientist</td>
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<td>1</td>
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<tr>
<td>Medical Student</td>
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<tr>
<td>Medical Resident</td>
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### Workplace Health Needs Assessment Participants (N=16)

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Female</th>
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<tbody>
<tr>
<td>Dietician</td>
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<tr>
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<tr>
<td>Hospital Management</td>
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<tr>
<td>Medical Administrator</td>
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<tr>
<td>Nurse</td>
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<tr>
<td>Occupational Therapist</td>
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<td>Pharmacist</td>
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<td>Medical Specialists</td>
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<td>Physiotherapist</td>
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<td>Psychologist</td>
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<td>Recreational Therapist</td>
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<tr>
<td>Social Worker</td>
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<tr>
<td>Union Leader</td>
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</table>
The findings for the two programs are organized under the five constructs of W(e)Learn: **Structure, Content, Media, Service** and **Outcomes**. Under each construct, several themes emerged.
Findings – Physician Health

Structure:
- Characteristics of the program
- Interactivity
- Characteristics of the Target Audiences
- Language
- Learner Assessment

Service:
- Accessibility
- Resources
- Technical Support

Media:
- Usability
- Convenient
- Delivery Mode

Content:
- Responsive to Stakeholders
- Topics
- Inclusive

Outcomes:
- CME Credits
- Increased Awareness
- Learning
<table>
<thead>
<tr>
<th>Mental Health</th>
<th>Emotional health</th>
<th>Professional Health</th>
<th>Physical health</th>
</tr>
</thead>
<tbody>
<tr>
<td>depression</td>
<td>emotional intelligence</td>
<td>disruptive behaviour</td>
<td>fitness</td>
</tr>
<tr>
<td>suicide</td>
<td>family illness</td>
<td>time management</td>
<td>relaxation techniques</td>
</tr>
<tr>
<td>stress</td>
<td>family management</td>
<td>financial</td>
<td>heart disease</td>
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<tr>
<td>anxiety</td>
<td>issues associated</td>
<td>planning/managing</td>
<td>blood pressure</td>
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<tr>
<td>burn out</td>
<td>with different</td>
<td>dept</td>
<td>fatigue</td>
</tr>
<tr>
<td>substance</td>
<td>minorities;</td>
<td>boundary issue</td>
<td>management</td>
</tr>
<tr>
<td>abuse</td>
<td>sexual orientation,</td>
<td>(Physician/Patient)</td>
<td>education</td>
</tr>
<tr>
<td></td>
<td>transgender</td>
<td>choosing a residency</td>
<td>regarding flu</td>
</tr>
<tr>
<td></td>
<td>community; culture</td>
<td>conflict resolution</td>
<td>vaccine</td>
</tr>
<tr>
<td></td>
<td>and gender</td>
<td>physician error</td>
<td>care for the</td>
</tr>
<tr>
<td></td>
<td>relationship</td>
<td>legal Issues</td>
<td>caregiver</td>
</tr>
<tr>
<td></td>
<td>management</td>
<td>manners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>living or working</td>
<td>etiquette for sending</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with chronic</td>
<td>an email</td>
<td></td>
</tr>
<tr>
<td></td>
<td>illness</td>
<td>how to run a</td>
<td></td>
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<tr>
<td></td>
<td>bullying</td>
<td>committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>loss of a patient</td>
<td>pandemic preparedness</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>compassion</td>
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Conclusions

One of the most blatant findings from the needs analysis was how similar the findings for the two programs in terms of **structure**, **content**, **delivery**, and **outcomes**. Three possible explanations for the similarities are:

- the fact that the content in both programs is often similar (time management; stress; anxiety; conflict resolution; substance abuse)
- the audience for both programs is busy adult healthcare professionals
- there were several physicians participating in both sets of interviews
The two characteristics mentioned most frequently and with the strongest conviction for both programs were:

- the information must be presented in a concise style that take no more than 10 minutes to cover with ‘options’ to delve deeper
- the resource must be absolutely anonymous and confidential
Recommendations for the Programs

• present content in a concise style that take no more than 10 minutes to cover
• provide exercises, resources and activities as an option for learners to delve deeper into concepts
• the programs must be absolutely anonymous and confidential
• ensure there is no tracking or way to tell who has logged on the site
• should be conveniently found in one place
• have little scrolling or page turning
• resources should be easy to use
Recommendations Cont’d

- content must be relevant
- make use of videos vignettes
- make links available to support groups and resources
- ensure documents are easy to print for learner and patients
- ensure gender and culture sensitive
- use an URL address that is easy to remember
- use key words that will enable finding the site easily through a Google search
- advertise in renowned journals, professional magazines, online media, and newsletters
- recommend hospital administration view the programs
The Translation Process
(Deliverables)

- The *eCurriculum in Physician Health* will be available in both official languages.

- The *eCurriculum in Physician Health* will be marketed to physicians and medical students across Canada. The Canadian Medical Association has been sub-contracted to develop and deliver a communications and marketing plan for the eCurriculum.

- Both the French and English versions of the *eCurriculum in Physician Health* will be piloted and undergo a comprehensive evaluation using qualitative and quantitative methods. The CMF will receive a copy of the final reports.
Translation Process

- English module finalised
- Identify modifications required
- Recreate audio and video
- Reviewed by Subject Matter Expert
- Programming
- Identify resources
- Translate text

Timeline:
- January 2009
- September 2009
- December 2009

Steps:
1. English module finalised
2. Identify modifications required
3. Recreate audio and video
4. Reviewed by Subject Matter Expert
5. Programming
6. Identify resources
7. Translate text

Approval
Pilot
Final Report
Publications & Presentations


Physician Health eCurriculum
Themes & Modules

Determinants of Physician Health

- Mental Health
  - Substance Abuse
    - Anxiety
  - Depression
    - Boundaries
      - Relationships
    - Exercise & Nutrition
      - Coping/Resilience
<table>
<thead>
<tr>
<th>Name</th>
<th>Module</th>
<th>First draft of content</th>
<th>Story-board</th>
<th>Prog</th>
<th>Done</th>
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</thead>
<tbody>
<tr>
<td>Derek Puddester</td>
<td>Depression</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
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<tr>
<td>Yoni Freedhoff</td>
<td>Weight management, exercise, and nutrition</td>
<td>Y</td>
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<td>Y</td>
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<tr>
<td>Paul Farnan</td>
<td>Substance abuse</td>
<td></td>
<td>Y</td>
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<tr>
<td>Lee Donohue</td>
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<td>Erica Frank</td>
<td>Determinants of physical health</td>
<td></td>
<td>Y</td>
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<tr>
<td>Michael Paré</td>
<td>Boundaries</td>
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<tr>
<td>David Kuhl</td>
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<td>Michael Kaufmann</td>
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<tr>
<td>Joy Albuquerque</td>
<td>Anxiety</td>
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</table>
# Workplace Health

## Modules & Development Status

<table>
<thead>
<tr>
<th>1. How health is made: Personal, interpersonal, and organizational influences on health at work</th>
<th>2. Take care of yourself: A primer on making your own well-being a priority</th>
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<tbody>
<tr>
<td><strong>Content draft completed by SME</strong></td>
<td><strong>Content draft completed by SME</strong></td>
</tr>
<tr>
<td><strong>Initial storyboard draft completed by ID</strong></td>
<td><strong>Initial storyboard draft completed by ID</strong></td>
</tr>
<tr>
<td><strong>Additional content identified</strong></td>
<td><strong>Additional content identified</strong></td>
</tr>
<tr>
<td><strong>Basic interface &amp; graphic design</strong></td>
<td><strong>Basic interface &amp; graphic design</strong></td>
</tr>
<tr>
<td><strong>Content draft completed by SME</strong></td>
<td><strong>Content draft completed by SME</strong></td>
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<tr>
<td><strong>Initial storyboard draft completed by ID</strong></td>
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<td><strong>Additional content identified</strong></td>
</tr>
<tr>
<td><strong>Basic interface &amp; graphic design</strong></td>
<td><strong>Basic interface &amp; graphic design</strong></td>
</tr>
</tbody>
</table>

**Objective:** Designed for managers, in this module learners will learn how to become health-giving leaders.
Basic Interface & Graphic Design – Homepage

ePhysicianHealth.com

eCurriculum on Physician Health

Play Video
Enter
Burnout

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Title:

- Physicians’ Physical Health is Good, and That Matters to Our Patients

Objectives:

- Discover how medical student and physician health affects patients’ health
- Understand several existing national studies of and interventions on medical students and physicians that build on the relationship between physician health and patient counselling

Status:

- SME: Erica Frank
- First draft of content developed
Title:
• *Physicians and Substance Abuse Disorders*

Objectives:
• Gain a general understanding of substance use disorders especially as they relate to physicians, and medical students
• Increase personal knowledge with regard to strategies and approaches aimed at improving early identification, intervention, and appropriate referral for oneself and colleagues
• Learn the important role played by ‘medical monitoring’ in the long term care of colleagues who have completed primary treatment for substance use disorders

Status:
• SME: Paul Farnan
• First draft of content developed
Off My Game: Recognizing and Managing Burnout and Depression

Objectives:
- Differentiate between depression and burnout
- Describe how they can best support a colleague in distress
- Summarize at least 3 sources of support and/or intervention

Status:
- SME: Derek Puddester
- First draft of content developed
- Storyboard developed
Boundaries

Title:
• Keeping Good Doctor-Patient Boundaries in Medical Practice

Objectives:
• Identify the reasons for doctor-patient boundaries and state who is required to maintain (or even enforce) them.
• Distinguish between a “Boundary Crossing”, and a “Boundary Violation”.
• Apply skills to avoid inappropriate and unintentional crossings of boundaries

Status:
• SME: Michael Paré
• First draft of content developed
• Storyboard developed
Title:
- *Thinking Outside the Scale: A New Paradigm for Healthy Living*

Objectives:
- Describe the causes of overweight and obesity.
- Set, reach, and keep a realistic weight loss goal.
- Define evidence-based healthy eating
- Create healthy eating plans that can be implemented quickly at home and at work
- Prolong and improve the quality of your life through fitness without ever setting foot in a gym

Status:
- SME: Yoni Freedhoff
- First draft of content developed
- Storyboard developed
Physician Health eCurriculum
Themes & Modules (no animation)

Determinants of Physician Health

Mental Health

- Substance Abuse
- Depression

Physical Health

Primary Care

Health Promotion

- Boundaries
- Exercise & Nutrition

- Relationships
- Coping/Resilience

Anxiety