National Academies of Sciences, Engineering, and Medicine

A Crisis in Medicine: Time for Reflection

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Kelley M. Skeff, M.D., Ph.D
Stanford University
No disclosures
Honor to talk to you

Professionals with experience and background that gives you a special perspective

Professionals who have been given a wonderful opportunity to address one of the greatest challenges in medical history
**Goals:** Those of us who are stewards of our profession become more effective advocates for the health care team

**Subjects:** Physicians, health care team, patients, and administrators

**My role:** Share my experience, thoughts, and observations that may help us in addressing this challenge
Five Areas for my talk:

1. Lessons from our faculty development work and education school
2. Lessons from my life as a program director
3. My observation of the crisis
4. Thoughts on understanding the crisis
5. Potential for future work
Areas for my talk:

1. Lessons from our faculty development work
   - Generation of analytical schemes for understanding teaching
     - The Teaching Triangle
Important Interactions in Teaching and Learning

Context

Teacher

Content

Learner
Teaching Triangle
Importance of the Learning Climate

Teacher

Learner

Content

Context
Areas for my talk:

1. Lessons from our faculty development work and education school
   • Faculty Development
     – Generation of analytical schemes for understanding teaching
       – The Teaching Triangle
       – The Importance of the Learning Climate
     – The Health Care Triangle - 1988
From Process to the Content of Clinical Teaching

Context

Teacher

Learner

Content
Curriculum of Medicine:
Physician-Patient Triangle

Environment

Physician

Patient

Disease
Expanded Health Care Scheme

Continued Importance of the Learning Climate

Kelley M. Skeff, MD, PhD, Stanford University
Expanded Health Care Scheme
Physician as Contributor

Physician/Team

System/Environment

Patients/Families

Disease/Wellness

Kelley M. Skeff, MD, PhD, Stanford University
Areas for my talk:

1. Lessons from our faculty development work and education school
   • Faculty Development
     – Generation of an analytical scheme for understanding teaching
       – The Teaching Triangle
         – The Importance of the Learning Climate
           – The Health Care Triangle
   • Lessons from the Stanford School of Education
     – Aptitude-Treatment Interactions  Cronbach and Snow
       – Purpose of Education: Make of you what you are, or what you are not.
Five Areas for my talk:

1. Lessons from our faculty development work and education school
2. Lessons from my life as a program director – 20 years
  Wonderfulness of those entering the profession

The Making of a Doctor
Five Areas for my talk:

1. Lessons from our faculty development work and education school
2. Lessons from my life as a program director – wonderfulness of those entering the profession
3. Recent observations of a crisis
   Trainees-Faculty-Practicing Physicians
   Crisis of Joy
   Crisis of Learning
   Crisis of Caring
Five Areas for my talk:

1. Lessons from our faculty development work and education school
2. Lessons from my life as a program director – wonderfulness of those entering the profession
3. Recent observations of a crisis
4. Understanding the crisis: theorists and physicians
Concrete Experience
(doing / having an experience)

Active Experimentation
(planning / trying out what you have learned)

Reflective Observation
(reviewing / reflecting on the experience)

Abstract Conceptualisation
(concluding / learning from the experience)

David Kolb’s Experiential Learning
Crisis in Medicine:
Interruptions in the Physician-Patient Triangle

Laura Mumford, MD
1988
Motivation and Purpose

Daniel Pink – Motivation for Autonomy, Mastery, Purpose

Simon Sinek – From What and How to Why
Motivation, Rewards, and Purpose

Daniel Pink – Motivation for Autonomy, Mastery, Purpose

Simon Sinek – From What and How to Why
What does all this mean?

SOCIAL SCIENCE THEORIES

Professional Values Conflict
Thus, the issue faced is not choosing between professional values and business values. Rather, it is balancing that ever-competing pair in a way that places the best interests of consumers and clients above our own corporate and personal interests.
Balancing Professional Values and Business Values

Thus, the issue faced is not choosing between professional values and business values. Rather, it is balancing that ever-competing pair in a way that places the best interests of consumers and clients above our own corporate and personal interests.

As Gardner and Shulman warned in their *Daedalus* essay, “Pursuing such a noble mission can often be painful, and is possible only for those who truly believe in the mission and have enough self-perspective to remain wary of dangers such as arrogance, megalomania, misguided beliefs, and distorted judgments.”

Howard Gardner and Lee S. Shulman noted that “it was a mere 40 years ago that *Daedalus* proudly declared: ‘Everywhere in American life, the professions are triumphant. . . .’ Since then, however, the professions have gradually been subjected to a whole new set of pressures, from the growing reach of new technologies to the growing importance of making money.”
Employee Voice and Silence

Annual Review of Organizational Psychology and Organizational Behavior
Vol. 1:173-197 (Volume publication date March 2014)

Elizabeth W. Morrison
Department of Management and Organizations, Leonard N. Stern School of Business,
New York University, New York, NY 10012
What does all this mean?

SOCIAL SCIENCE THEORIES

Professional Values Conflict

Climate of Silence
Reasons for Optimism
WHO

What
How
Why

Kelley M. Skeff, MD, PhD
Stanford University
Who are these smiling people?
Who are these smiling people and what are their stories?

Cream of the crop
Gifted learners who love science
Humanists who want to help people
Inventive people who want to help society
Professionals who want to implement professional values.
Who are these smiling people and what is happening to them?
The language of science did not begin to capture this phenomenon.

Abraham Verghese, My Own Country
Wisdom from Learners and Graduates

• During the first few days on the rotation, I was really worried you would “slow me down”
  • “learning on the back burner”
  • “sad that I was happy that they cancelled the teaching conference
    • Student – joy of talking about patients
    • Stanford Entreprenuer - former resident
• Grand Rounds: Challenge of patient admissions: Dread of the documentation work
  • Soul sucking of the “sepsis alert”-repetitive QI reminders
• Distress of the email that you have only achieved 93.4% on your exams when the goal was 94
Professional burnout is the sum total of hundreds and thousands of tiny betrayals of purpose, each one so minute that it hardly attracts notice

from
Richard Gunderman, MD, PhD
The Atlantic, Feb 21, 2014
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Reasons for Optimism
Revealing and Addressing the Challenges:
A focus on the Physician-EMR
And Physician-Institution Relationship
Preventing Distress from Becoming Burnout: The EMR as a Case-Study

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David Entwistle, CEO, for ongoing funding
Preventing Distress from Becoming Burnout: The Physician as Guide

Kelley Skeff, MD, PhD
Cati Brown-Johnson, PhD
Dani Zionts, MScPH
Karina Soboleva, MD
Yaniv Kerem, MD
Stanford Collaborative Groups

- Faculty and residents
- Medical Informatics (Sharp/Chen/Pageler)
- Wellness group (Trockel/Bohman/Murphy/Shanafelt)
- Clinical Documentation Committee (Frank, McCormack)
- QI (Chinn/Hopkins/Shieh)
- GME (Katzenelson)
- Hospitalists (Chi/Ahuja)
- Ombudsman (Jim Laflin)
- Population Medicine Leaders (Asch/Mahoney)
- Hospital Administration (Entwistle/Rizk/Weinacker/Damrose/Mahoney)
- National and Stanford initiative (Morioka-Douglas)
- Risk Authority/Design Thinking (Welle)
- Patient-Physician Communication Experts – Verghese/Thadaney
- Library – Chris Stave, Colleen Cuddy, Tony Christopher
“ .......... the secret of the care of the patient is in caring for the patient.”
The secret of the care of the patients is in caring for the those who care for the patients.

Thus, we can no longer accept burnout or depression as an expected consequence of our education and profession. We must reexamine our efforts as institutional leaders, teachers, and learners to have joy be the expected outcome of this noble profession.

This will require more effective caring, not only for the sick, but for each other.

And the time for more effective caring is now.

Kelley M. Skeff, MD, PhD
Stanford University - 2017