

MINI LESSON PLAN PROPOSAL

Introduction: This mini lesson plan is intended to be eventually used by a physician executive leader to engage physicians in better understanding health care executive demands and alternatives for burnout.

I. Document Identification: Mini lesson plan created by Luis Almeida for review on July 30, 2019, by the American Association for Physician Leadership (AAPL) on the topic of Collaborative Action Planning for physician executive leaders.

II. Activity Title: Engaging Physicians In Collaborative Action Planning Alongside Health Career Executives.

III. Concepts And Content To Be Discussed: Physician well-being, participatory management, collaborative action planning, engagement and burnout.

The intent of the training program is to make it clear to the physician that the physician executive leader understands physicians' challenges, hears them and is willing to put into practice a solution in conjunction with them.

1. Challenges Facing Healthcare Administrators

1. Increase in price competition in the health care industry.
2. Greater proportion of patients with non-commercial insurance like Medicare or Medicaid.
3. Clerical burden on the current system of healthcare on staff.
4. How the shortages of nurses and physicians impact internal operation.
5. Physician burnout and the lack of systems to help them cope with stress.

2. Challenges Physicians Face

1. Impact of Professional Burnout

1. Decreased quality of care for patients.
2. Increased medical errors.
3. Decrease patient satisfaction.
4. Decrease productivity and professional effort.
5. Physician turnover.

2. Personal Burnout

1. Broken relationships.
2. Alcohol and substance abuse.
3. Depression.
4. Suicide.

3. Collaborative Action Planning (CAP) between physicians and health care organizations

1. Physician turnover and the impact on the organization.
2. The need to measure physician well-being.
3. The 20% rule that prevents physician's burnout.
4. Productivity, revenue generation, physician well-being and how it impacts organizational health.
5. The need to design dialogue between physicians and executive leaders to articulate shared values.
6. The use of resources and how it relates to CAP.

IV. Learner Objective(s)/Learning Target(s): Given an e-learning mini lesson, physician executive leaders will be able to create a Collaborative Action Planning document addressing the needs of physicians and the organization in four hours.

Knowledge and skills to be acquired: A review of the realities of the health care industry from an administrative standpoint, challenges physicians face, and strategies to have physician buy-in when creating a CAP document.

The importance of this training: This training is important for physician executive leaders because it can assist them with keeping physicians from burning out which consequently helps them to have a better well-being resulting in more revenue for the organization and less turnover.

At the completion of this lesson, physician executive leaders will be able to:

1. Recall five challenges facing healthcare administrators 100% of the time.
2. Explain five consequences of professional burnout among physicians in four hours.
3. Identify five professional burnout consequences among physicians in four hours.
4. Explain five consequences of personal burnout among physicians in four hours.
5. Identify five personal burnout consequences among physicians in four hours.
6. Link revenue generation and physician's productivity to physician's well-being and organizational health 90% of the time.

7. Explain the need to develop spaces for dialogues between physicians and administration in four hours.
8. Differentiate between a Collaborative Action Plan and a Non-Collaborative Action Plan in four hours.

V. Resources: The resources to be used in this mini lesson include text, video and interaction used within a self-contained, self-paced online module. Content for this lesson will be taken from the article, “Executive Leadership and Physician Well-Being: Nine Organizational Strategies To Promote Engagement and Reduce Burnout.”

VI. Materials Needed For This Lesson: Learners will need to have access to a computer and internet. Since the self-contained instructional module will be produced in Adobe Captivate, learners will be able to complete the training program using either a Mac or PC.

VII. Teaching The Lesson/Instructional Methods: The instruction will be delivered via a self-contained e-learning instructional module produced in Adobe Captivate. Instruction will be delivered in textual format along with videos explaining the content to be learned on the side. Occasional game interactions will be used to reinforce content. Before moving from one topic to another, the learner will have to take a behavioral test containing the content found in the instructional module up to that moment. If a sufficient grade is attained, the learner will then be able to move to the next section of the training module. If the learner fails to attain a passing grade, the learner will be prompted to read the content and watch the video again in order to master the concepts of the instructional module.

- *Engagement/Anticipatory Set/Motivation:* Learners will be motivated to learn the content by experiencing an e-learning module that is interactive and contains important knowledge that can advance their careers as a leader. In order to capture the learner’s attention, the instructional module will contain up-to-date knowledge that is easy to be applied. Prior knowledge will be

accessed by incorporating content that is familiar to the learners, e.g., the realities of burnout among physicians, yet introducing applicable knowledge that could transform the operation of a health care practice. Each section of the module will start with an objective, followed by content relating to the objective and an assessment (quiz).

- *Assessment/Evaluation:* Learners will be assessed by a final test at the end of the module. Throughout the instructional system, learners will be quizzed for knowledge acquisition in each section in order to assist learners to score high in the final test.

VIII. Closure: At the end of each lesson, learners will be asked to take a short quiz about the content. At the end of the instructional module, learners will take a final comprehensive test.

IX. Strategies for Learning and Management: Since the instructional module will be designed, developed, and delivered in an e-learning format, proximity, calling on students or any other face-to-face classroom management won't be used. A self-paced, guided instructional system will be produced to keep learners on task until the completion of the instruction.

X. Reflection: In order to revise the training program, learners will be asked for feedback after the module is completed (optional). Some of the questions will be:

- 1) What went well in this training module?
- 2) What did not work the way you hoped?
- 3) What would you do to improve this instructional module?