USING DIGITAL PLATFORMS TO DELIVER RESILIENCE TRAINING TO COUNTER BURNOUT IN HEALTHCARE WORKERS IN RURAL NEPAL

Eva Studer, MD
University of California San Francisco
San Francisco, California

Tula Krishna Gupta, MD

Background: The COVID-19 pandemic has intensified burnout among Primary Care Providers (PCPs) in Low-Middle-Income Countries (LMICs). Unmitigated strain from working in under-resourced settings threatens these providers' physical and mental health. Moreover, PCPs in these countries lack access to culturally relevant resources in resilience-building techniques to cope with stress and effectively counter burnout. Fortunately, the global availability of digital platforms like YouTube enables the dissemination of resilience education to PCPs worldwide, including in LMICs.

Objectives: The goal of this intervention is for UCSF HEAL Global Mental Health Fellows in the US and Nepal to provide burnout support for PCPs in rural Nepal by creating culturally appropriate resilience training using an evidence-based curriculum development framework and digital technology.

Methods: Using Kern's Six-Step Approach to Curriculum Development as a framework, we performed a general needs assessment to identify burnout as a concern among PCPs at a rural hospital in Dolakha, Nepal. Next, we performed a targeted needs assessment by surveying PCPs (n=9) and used the results to formulate goals and objectives. We then created culturally-appropriate animated videos based on the WHO's resources for burnout, including Problem Management Plus for resilience. The cohort will receive the videos via YouTube, and post-intervention surveys will assess burnout symptoms and achievement of learning objectives such as being able to utilize evidence-based exercises to build resilience. We will present the results of both pre and post-intervention surveys.

Potential Outcomes: We expect > 95% of participants to report improved self-recognition of burnout symptoms and increased self-reported use of resilience techniques.

Implications: This project uses a structured approach to curriculum development by incorporating end-user inputs to develop a culturally relevant digital intervention to address burnout in PCPs in rural Nepal. This can provide a generalizable model for burnout support in LMICs during the COVID-19 crisis.

Full List of Authors
Eva Studer, Tula Krishna Gupta, MD., Bibhav Acharya, MD.

Learning Objectives
At the conclusion of this presentation, participants will be able to:
1. Participants will be able to list the 6 steps in Kern's 6-step approach to curriculum development, allowing the development of interventions that are relevant to the targeted learners.
2. Participants will be able to describe the process of remote collaboration and implementation of digital technologies to bridge the gap in access to resilience training for PCPs in LMICs.

References
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2) Thomas, P. A., Kern, D. E., Hughes, M. T., & Chen, B. Y. (2015). Curriculum development for medical education: A six-step approach. Baltimore, MD: Johns Hopkins University Press.