



Innovative Way to Address Stress and Burnout using Mindfulness

Monday, October 12, 2015 with Dr. Aviad Haramati, Professor of Physiology, Georgetown University School of Medicine.

Description

Recent reports suggest that burnout among physicians is a pervasive problem and a cause for concern. Approximately one-half of all physicians experience burnout, and this can lead to changes in the patient-provider relationship and can adversely impact on the quality of care. In response, various groups are developing interventions with medical students, residents and faculty to address the rise in burnout and the decline in professional resiliency. Keys to this work are themes of self-awareness, mindfulness and exploring domains of control and meaning in the clinical encounter. The goal of this 90-minute workshop is to introduce participants to several mind-body medicine skills (such as autogenic training and mindfulness meditation) as experiential exercises and thereby gain insight to their impact and utility.

Learning Objectives:

- To understand the physiology and pathophysiology of stress and the scientific basis for therapies (such as meditation, breathing and imagery) used to reduce stress and boost resilience
- To participate in “experiential learning” exercises used to teach faculty and students mind-body skills for self-awareness and resilience.
- To discuss the interventional models currently being explored for health professions students, care providers and academic faculty to build resiliency and prevent, limit or reverse burnout.

Selected References

- **Video Link:** NBC News story [“San Francisco Schools Transformed by the Power of Meditation”](#). January 1, 2015.
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Presenter Bio:

Aviad (Adi) Haramati is a tenured Professor of Physiology in the Departments Biochemistry, Molecular & Cellular Biology and Medicine at Georgetown University School of Medicine. A graduate of Brooklyn College at the City University of New York, he received a PhD in Physiology from the University of Cincinnati College of Medicine and came to Georgetown in 1985 after spending 5 years at the Mayo Clinic. For over 25 years, Dr. Haramati's research focus was on regulation of kidney and electrolyte physiology during growth and in pathophysiological states such as heart failure. Currently, his activities are more centered on medical education and rethinking how health professionals are trained.

However, his first love is teaching, and he has been recognized with 9 Golden Apple awards from medical and graduate students at Georgetown University, and selected by faculty and alumni for the Magis Master Teacher Award. He also received the Kaiser-Permanente Excellence in Teaching of the Basic Sciences, the Arthur C. Guyton Teacher of the Year award by the American Physiological Society, and the Alpha Omega Alpha Robert J. Glaser Distinguished Teaching Award from the Association of American Medical Colleges. In July 2010, he received the Master Scholar Award from the International Association of Medical Science Educators (IAMSE). He is the past-president of IAMSE, past Vice-Chair of the Consortium of Academic Health Centers for Integrative Medicine, and President of the USA Chapter of the Israel Medical Association's World Fellowship. He chaired the Organizing Committee for the 2012 International Research Congress on Integrative Medicine and Health held in Portland, Oregon in May 2012, and chairs the Planning Committee for the 2012 International Congress for Educators on Complementary and Integrative Medicine held at Georgetown University in October 2012.

Dr. Haramati received NIH support to fund a broad educational initiative aimed at incorporating complementary, alternative (CAM) and integrative medicine into the medical curriculum at Georgetown University. The goal of the initiative is not to train practitioners of CAM, but rather to educate skillful, knowledgeable physicians who understand the role of CAM in healthcare and are capable of discussing these issues with their patients. Dr. Haramati has a deep interest to improve health professions education across the globe, especially with regard to the intersection of science, mind-body medicine and professionalism. He has been a Visiting Professor at over 50 medical schools around the world, and currently works with a number of deans and educators in North America, Europe and Israel.