



Moral distress in caring for mental health boarders: a common challenge for pediatric hospitalists and opportunity to intervene.

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Equipping our Colleagues: A Systems of Care Initiative to Support Mental Health Boarders and Care Teams

INTRODUCTION

- Pediatric residents and hospitalists are key stakeholders in the care of mental health boarders.
- Child and Adolescent Psychiatry (CAP) is not a core or required experience in pediatric residency training programs in the United States.⁴
- During the rise in mental health (MH) boarders, colleagues in pediatrics have shown increased measures of moral distress⁶ and concerns for patient care⁵.



METHODS

- After reviewing relevant literature,^{2,3,5,6,7} stakeholders were identified at institution and community levels.
- Needs assessments were conducted to identify concerns, challenges, and opportunities for quality improvement.
 - Discussed *felt needs* of pediatrics resident stakeholders in open forum.
 - Examined *expressed needs* communicated to hospital service stakeholders, including pediatric division leadership and support staff.
 - Elicited *normative needs* for effective intervention from experienced CAP faculty.
- Initial intervention was identified in collaboration with stakeholders: supporting pediatrics trainees with education and skills training in caring for MH boarders.

FIGURE 1. Stakeholders in care of MH boarders.

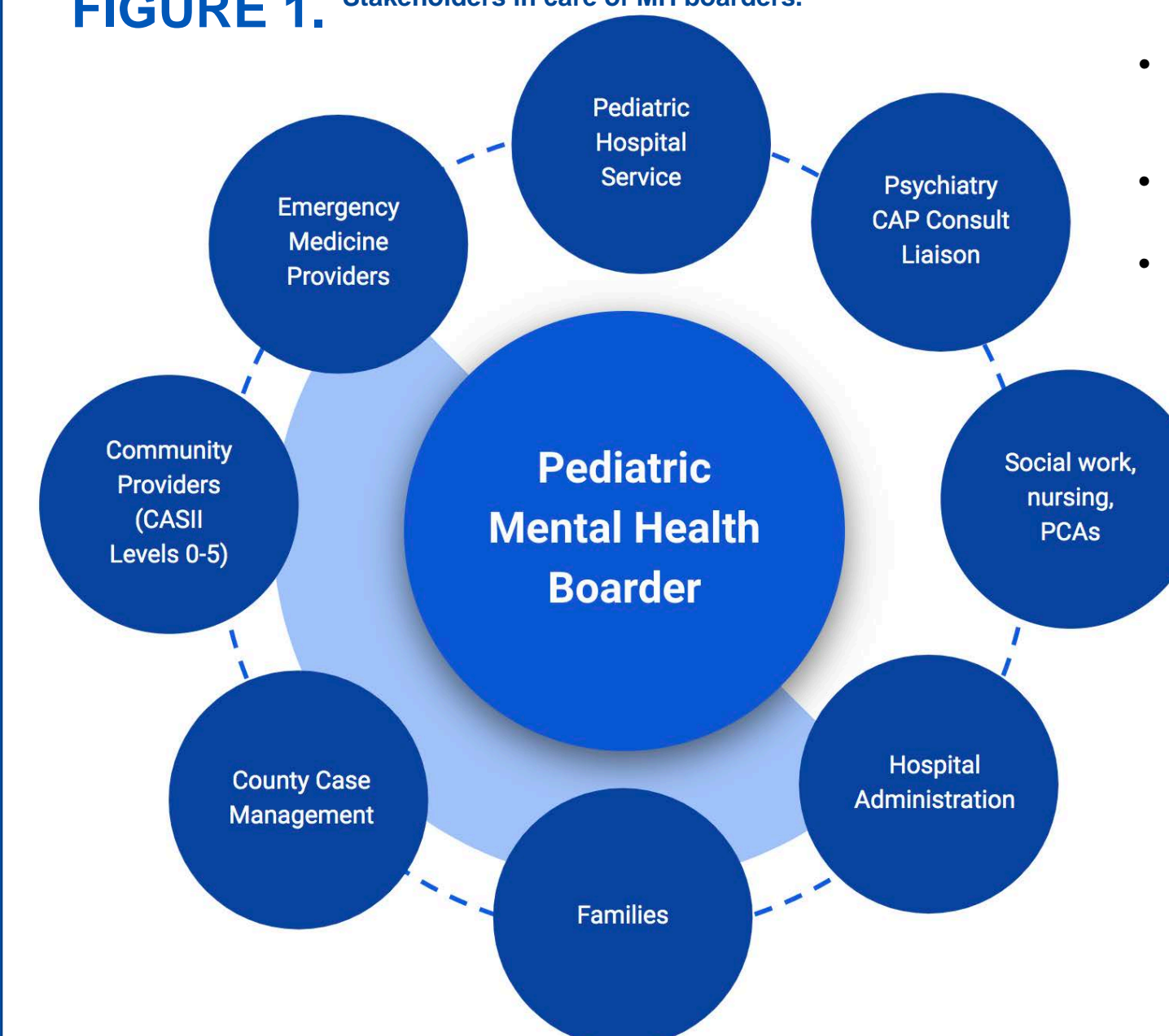


FIGURE 2. Pediatrics trainees "emotions about mental health boarders" (n=16)



RESULTS & CONCLUSIONS

- Polled stakeholders identified support with psychiatric services as a primary determinant of care quality.
- Support foci included: psychotherapy, psychotropic medication management, behavioral de-escalation support, and safety/risk assessment.
- Psychiatry and pediatrics program directors at our institution suggested formalizing pediatrics' access to curated MH content & therapeutic skills practice.
- Residents in Mayo Clinic's pediatrics training program requested collaboration with psychiatry to build knowledge, skills, and a resources base.

FUTURE DIRECTIONS

- Finalize baseline assessment to determine prior knowledge & knowledge gaps among pediatrics residents.
- Develop curriculum with skills and content to target enhancing residents' competence & confidence when caring for MH boarders.
- Complete summative assessments to evaluate intervention strengths and areas for growth.
- Broaden and sustain intervention measures to impact other stakeholders over time.

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