INTRODUCTION

Though studies show that empathetic patient care is associated with higher patient satisfaction, lower malpractice risk and better patient outcomes, physicians’ skills at providing empathetic care are rarely measured or receive support as an area for improvement at the faculty level (most programs focus on educational care development at the student level). In light of this, our proposed I3 intervention was to develop an empathy training curriculum for faculty and medical students that incorporated both didactic and experiential learning. Specific program components were set to include: sessions on the science of empathy in medicine; experiential role-playing focusing on real life scenarios that often pose a challenge to physicians that would be taped and self-assessed; and one-on-one observation and coaching in real patient setting.

PROJECT DESCRIPTION

We proposed allocating resources to develop an empathy enhancement curriculum in a way that increased the quality of empathetic patient care by physicians at MCW. Before piloting anything, we interviewed 21 stakeholders:

- 8 physicians
- 5 medical students
- 6 residents
- 1 MCWAH lead

These interviews forced us to pivot our original idea and dig deeper into the interviewees’ shared sentiment that “how can you treat someone well if you’re not well yourself?”

This led us to formalize our curriculum as one that not only seeks to enhance empathic care, but also one that fosters physician wellness due to the link between the two.

Our final product was a three part series with two hour-and-a-half long sessions split by nearly two weeks of experiential learning. Participation was voluntary and open to residents, fellows, faculty, and APPs.

RESULTS

Self-Reported Participant Ratings

- This workshop increased your awareness of your role as a role model in medicine.
- This workshop increased your tool set to pursue personal wellness.
- This workshop increased your ability to have empathetic interactions with patients.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Would you recommend this workshop to a friend?

- Yes
- No

What were participant comments?

- “The mindfulness “homework” over the two weeks and then discussion.”
- “Thoroughly enjoyed it.”
- “Hearing from colleagues experience and their methods to be well and empathetic.”
- “Lectures were great and discussions were engaging.”
- “Small attendance...while it allowed all to share I wish more people took advantage of this.”
- “Awesome! Maybe we can incorporate this in various house staff training.”
- “This type of workshop is of great value for those interested in developing greater sensitivity to the needs of our patients, students and each other.”

DISCUSSION

Learnings from the process:

- Ability to provide empathetic patient care is tied to personal wellness
- Empathic care in medicine follows no set formula
- Experience and discourse around ideas and events is most beneficial in enhancing a faculty member’s ability to pursue wellbeing and provide empathic medical care
- Future direction needs to be focused on improving access to content and increasing participant pool

ENTREPRENEURIAL MINDSET

C

We experienced Curiosity in our work through...

- Conducting user interviews
- Digging deeper into user feedback and insights
- Discussions with participants in workshops
- Learnings from participant feedback

C

We created Connections and Collaboration in our work through...

- User interviews
- Workshop sessions
- Creating and delivering abridged workshops

C

We Created Value in our work through...

- Providing residents, fellows, and faculty with tools and ideas to enhance their ability to provide empathic care and their personal wellness
- Improving patient care by assisting participants with professional and personal development

KERN INSTITUTE TRIPLE AIM

Of each piece of the Kern Institute’s Triple Aim, we felt our program zeroed in on fostering the Caring aim first and foremost, with the Character and Competence aims consequentially improving due to the nature of our work.