**Background**

Empathy is defined as the ability to match another’s emotions, having genuine care for others with a desire to help, and putting aside differences to have a mutual understanding of another's condition.

Greater empathy in physicians and students has also been shown to increase resilience. However, despite these apparent advantages multiple studies have shown that today's medical education and residency training ultimately leave graduates with less empathy than when they started.

There is limited data about perception of medical students about empathy training in medical school and ways to improve the training to create next generation of compassionate and empathetic physicians.

This survey based project assessed current medical students' perspectives on the importance of empathy and compassion.

**Methods**

Subjects:

Third and fourth year medical students at the Medical College of Wisconsin

IRB approval obtained

Data collection:

A Qualtrics survey will be emailed to third and fourth year medical students enrolled at the Medical College of Wisconsin. Their responses served as our primary data.

Analysis:

- We analyzed the surveys using conventional quantitative analysis.
- The number of residents who addressed each theme of the survey was reported as simple percentage.
- Responses to 5-point Likert scales were dichotomized and analyzed as proportions. T-test, w2, and Wilcoxon Ranksum tests

**Results**

Fig 1. The role of empathy and compassion in positive patient outcomes.

Fig 2. The role of empathy and compassion in patient satisfaction.

Fig 3. The most effective methods to teach empathy and compassion in medical school.

Fig 4. The barriers to incorporating empathy and compassion in patient care.

**Conclusions**

- Majority of the students believed that empathy plays a role in patient clinical outcomes and increase in patient satisfaction.
- Half of the students experienced increase in empathy and compassion after entering medical school.
- Half reported no change to decline in compassion and empathy.
- 100% of females believed empathy plays a role in both patient clinical outcomes and increase in patient satisfaction.

**My Entrepreneurial Mindset**

- To identify medical students’ perceived benefits, challenges and barriers to learning empathy and compassion during medical school.
- To identify medical students’ ideas about the best ways to implement training on empathy and compassion into an impactful component of the medical school curriculum.
- Our students perceive benefits and barriers to empathy training at MCW.
- There is a need for innovation in the curriculum to promote empathy among medical students.
- Direct patient encounter and working with attending is perceived as the best way to learn empathy.

**Connections**

We should have connected with medical school curriculum department and clinical clerkship directors.

**Creating Value**

- Opportunity to design curriculum to address the barriers and capitalize on the best perceived methods to teach empathy and compassion among medical students.
- Train physicians to educate students on empathy and create a favorable environment to help them apply.
- Help to produce future generation of empathetic doctors.