**Background**

- Medical improvisation (improv) is the adaptation of improvisational theater principles and training techniques to the healthcare context.
- The primary goal of theater improv is developing a collaborative story through deep listening and sharing information delivery between the scene partners.
- Similarly, in medicine, collaborative care and shared-decision making amongst healthcare teams and patients is essential for providing good patient care.
- We attended the 5th International Medical Improv Train-The-Trainer Workshop at Northwestern University with the goal of utilizing the skills acquired at the Medical College of Wisconsin (MCW) within medical education.

**Methods**

- The purpose of this study is to assess participants’ feelings and perceptions associated with a medical improv workshop.
- This study is a mixed method, qualitative and quantitative study.
- The voluntary workshop was conducted at the following venues:
  - M2 Foundational Capstone Selective
  - M4 Medical Humanities Elective
  - MCW Pediatric Hospital Medicine Faculty Development
  - Association of American Medical Colleges (AAMC) Central Group on Educational Affairs (CGEA) 2019 meeting
  - MCW Innovations in Healthcare Education Research 2019 conference
- Participants completed voluntary pre- and post-workshop reflection surveys.
- Reflection data was analyzed using qualitative methods. Investigators independently and then collaboratively coded data into themes.

**Results**

![Participant demographics](image1.png)

**Themes:**

1. **Introspection:** Participants reflected on their emotions and character and the way they portray themselves.
2. **Communication:** Using “yes, and” to improve communication in difficult interactions and as a tool for conflict resolution.
3. **Empathy:** Increased awareness of others’ emotions and perspectives.

**Conclusions**

- While some were nervous prior to the workshop, participants overall felt positive emotions post-workshop, suggesting improved wellness.
- Participants expressed overall satisfaction with the medical improv workshop.
- Medical improv can play a role in building character through increased introspection of one’s emotions and actions, enhanced empathy, and communication that reflects practical wisdom.

**Curiosity**

- We were curious whether medical improv exercises and debriefs would promote personal reflection and discussion surrounding character.
- Following the project, we remain curious about how medical improv impacts learners from different backgrounds or levels of training.

**Connections**

- We connected with medical students, course directors and faculty to determine value of a medical improv workshop.
- We have connected with other course directors, residency program directors and faculty leadership to provide future workshops to various audiences.
- We appreciate the mentorship from Dr. Derse and qualitative research guidance from Dr. Kaljo.

**Creating Value**

- Our findings emphasize the benefits of medical improv in promoting wellness, providing skills for communication, and encouraging self-reflection.
- This workshop can transform medical education as an innovative approach to teaching character. Through debriefing of improv exercises, learners without realizing it, reflect on aspects that are all essential to character building.
- Therefore, medical improv serves as a hidden curriculum in itself that brings light to the hidden curriculum character moments found in daily clinical situations. It creates value for our learners as they reflect upon the behaviors they have observed and learned. It creates value for our instructors as they use techniques of medical improv to improve the character they demonstrate.