

Impact of Compassion Science Curriculum at the Preprofessional Level

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Mission of the Center for Compassionate Care in Medicine

• The Hillebrand Center at Notre Dame works to restore the spirit of compassion in healthcare by advancing the application of the science of compassion at every level of medical education and practice to transform clinician well-being and patient care.



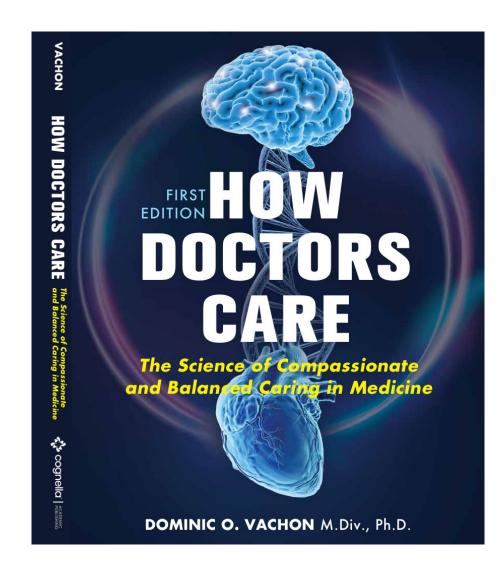


Science of Compassion/Caring

- Compassion studied as an empirical scientific phenomenon having central importance in the medical professions
 - Biology, Evolutionary Biology, Physiology, Neuroscience, Psychology, Anthropology, Sociology, etc.







Implications for medical training and practice

- Neuroscience of connecting with patients
- Neuroscience of empathy/myth of emotional detachment
- Role of emotions for both the patients and the clinicians
- Distinction between empathy and compassion
- Mind-training practices for cultivating and sustaining compassion mindset
- Compassion for patient is intimately related to clinician well-being
- Model of balanced compassionate caring





Vision

• Training the physician/clinician mind for optimal compassionate and competent clinical performance using the new science of compassion.





Programs being implemented at each level of practice and training

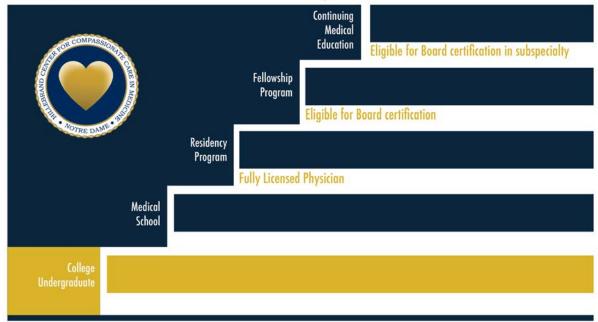
- Systems/organizational level
- Actual clinical practice/Continuing medical education
- Residency
- Medical School
- Pre-medical training
- Programs for physicians/clinicians who are experiencing burnout (i.e., recovery of personal well-being and compassion mindset)







STEPS TO TRAINING THE PHYSICIAN MIND



NOTRE DAME | RUTH M. HILLEBRAND CENTER FOR COMPASSIONATE CARE IN MEDICINE

Science Pre-Professional Dept. Courses (SCPP)

- Compassionate Care in Medicine (3 credit hours)
- Medical Counseling Skills and Patient-Centered Medicine (3 credit hours)
- Spiritualities of Caring in the Helping Professions (3 credit hours)
- Introduction to Personalism in Medicine: The Pathos Project (1.5 credit hours)
- Introduction to Hospice and Palliative Care (1 credit hours)
- Introduction to Clinical Ethics (3 credit hours)
- Film & the Physician (3 credit hours)
- Psychology and Medicine (3 credit hours)
- Community-Based Directed Readings course (Medical Observers) (1 credit hour)





Compassionate Care and the Medical Professions

- Science of Compassion (i.e., biology, neuroscience, psychology, etc.)
- Empirical studies on relationship between communication, caring and outcomes
- Physician/clinician well-being, emotional toll, stress, and burnout
- Balanced compassionate caring model





Characteristics of Balanced Compassionate Caring

- Attitudes Underlying and Supporting the Compassion Mindset
- <u>Practices and Skills</u> that Make the Clinician Compassion Mindset Sustainable
- <u>Organizational & Systemic Factors</u> that can Make or Break the Individual Clinician's Compassion Mindset
- Underlying <u>Philosophy or Spirituality of Caring in Helping that</u> Helps the Clinician Survive and Thrive Over the Course of a Healthcare Career





Medical Counseling Skills and Patient-Centered Medicine

- Preparation for medical school training on patient communication skills
- Emphasis on skills not covered well in medical school, dental school, etc.
- Frequent role-plays with patient actors
- Pre-test and post-test role-play exams





The Pathos Project: Introduction to Personalism in Medicine

- Begun by Notre Dame graduates while in medical school and piloted at Notre Dame
- Patient-centered clinical practice
- Develop skill of "Being-With"/Therapeutic Presence
- 9 sessions facilitated by 7 physicians, Marcus Engel M.S., & D. Vachon
- Volunteer component





Spiritualities of Caring in the Helping Professions

- Spiritual and existential risks and rewards of working with people who are suffering and/or difficult
- Studies how helping professionals cultivate and maintain compassion
- 12 physicians/clinicians from variety of spiritual backgrounds present personal experience of their own Spirituality of Caring or Philosophy of Caring





Introduction to Hospice and Palliative Care

- In-depth introduction to hospice and palliative care
- Taught by hospice nurses, physicians, pastoral care, social worker, grief therapists, CEO, COO, palliative care physician, etc.
- 1.5 day course with on-line component
- Offered every 3 semesters





Research Program

- Good Doc, Bad News Research Study
- Impact of Undergraduate Training Study
- Currently measuring the Clinician Compassion Mindset with the Clinical Mental Steps Inventory
- Mental Performance in High-Stress Clinical Specialties (Intensive Care, Emergency, Surgery, COVID Patient Care)



Minor in Compassionate Care in Medicine

• To provide interdisciplinary training in the science and sustainable practice of compassionate care for future health professionals.





Minor in Compassionate Care in Medicine

- Gateway Course: Compassionate Care in Medicine (3 credit hours)
- 2 Electives connecting compassion to a particular discipline or population (6 credit hours)
- 1 Experiential/Skills-Based Course (3 credit hours)
- Capstone Project (3 credit hours)





Minor in Compassionate Care in Medicine: Electives from Various Departments

- Africana Studies
- Anthropology
- Biology
- Global Health
- History
- Politics
- Psychology
- Sociology
- Science-Preprofessional





Survey on Program Impact of Hillebrand Center Courses for graduates from 2012 through 2019 currently enrolled in graduate Health Professions Training (Survey conducting Summer 2019)





Survey on Program Impact of Hillebrand Center Courses for graduates from 2012 through 2019 currently enrolled in graduate Health Professions Training

Demographics

N = 199 Female 80 64 unspecified Male 55

Mean Age 25 years old





Graduate year of Survey Respondents

2012 12

2013 14

2014 17

2015 18

2016 21

2017 16

2018 17

2019 18





Health Professions Programs of Survey Respondents

M.D. 63 D.O. 11 Medical School 26 Dental School 4 Pharmacy 4 Physician Assistant 3 Social Work 2 Nursing School 2 Doctoral Psychology M.D./Ph.D. 1

Other 16





Survey Respondents Current Level of Training

First Year 27
Second Year 17
Third Year 17
Fourth Year 10
Gap year 17
PGY 1 Residency 14
PGY 2 Residency 7
PGY 3 Residency 6





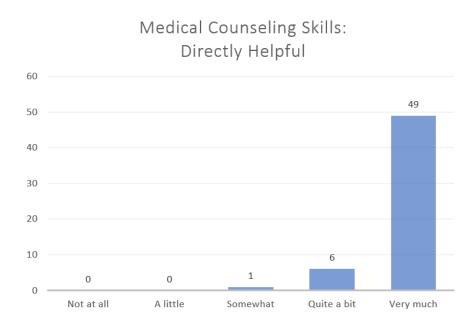
Demographics of Survey Respondents

Racial/Ethnic Background Euro-American 89 European 27 Asian 11 Latina/Latino 10 Asian-American 8 African-American 3 African 2 Middle Eastern 2 Other 3





Has the Medical Counseling Skills and Patient-Centered Medicine course been <u>directly</u> helpful to you in your medical or health professions school training?



In what ways the Medical Counseling Skills and Patient-Centered Medicine course been directly helpful to you in your medical or health professions school training?

90%	Helped me be more comfortable with patients
80%	Helped me be more aware of patient communication dynamic
74%	Helped me be more comfortable being evaluated by faculty and preceptors
74%	I found the patient interviewing course in medical school easier because of my initial exposure in the Medical Counseling Skills course
67%	This course helped me get positive feedback from faculty/preceptors that I have good interpersonal skills
67%	I have been more able to establish emotional connections with patients in a shorter amount of time
66%	I was more effective/had greater ease in clinical conversations compared to other students
62%	Helped me be better able to receive feedback

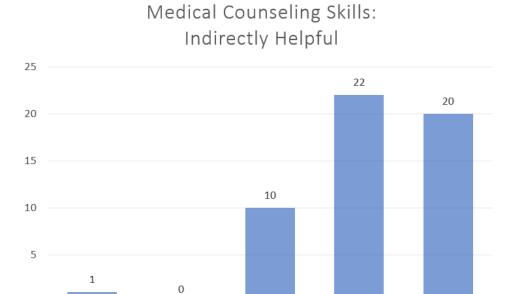
In what ways the Medical Counseling Skills and Patient-Centered Medicine course been directly helpful to you in your medical or health professions school training?

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57%	Directly used or referenced things I learned in this course for medical school/health professions training/residency
54%	Helped me be more culturally competent
53%	Helped me be better able to give others feedback
49%	Enabled me to do H & P's more smoothly
44%	Taking this course has freed up time later to focus on developing other aspects of patient interviewing or patient care
43%	Helped me have higher scores on interpersonal competencies
39%	Topics covered in this course have filled in some gaps of my current medical school training
31%	Helpful to MMI's in interviewing

In what ways the Medical Counseling Skills and Patient-Centered Medicine course been directly helpful to you in your medical or health professions school training?

57%	Has allowed me to devote more time to other areas of study in medical school
54%	Helped me have higher scores in OSCEs than classmates
53%	Other students have looked to me for assistance in this area

Has the Medical Counseling Skills and Patient-Centered Medicine course been indirectly helpful in your medical or health professions school training?



Somewhat

Quite a bit

Very much

A little

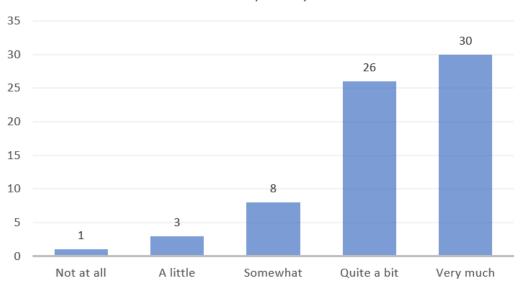
Not at all

In what ways the Medical Counseling Skills and Patient-Centered Medicine course been indirectly helpful to you in your medical or health professions school training?

73%	Increased my overall confidence
67%	Improved my communication skills in my life in general/in all areas of my life
65%	Helped affirm my career path
43%	Clarified my values
42%	Helped me in my medical school admissions interviews
20%	Helped me discern my specialty choice

Has the Compassionate Care in Medicine course been <u>directly</u> helpful to you in your medical or health professions school training?

Compassionate Care in Medicine: Directly Helpful



In what ways has the Compassionate Care in Medicine course been directly helpful to you in your medical or health professions school training?

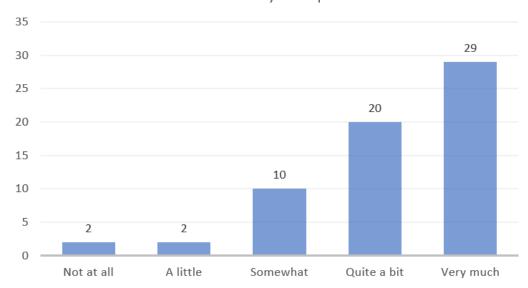
84%	Provided a more sophisticated understanding of compassionate care that is helpful in healthcare training and work with patients
74%	Helped be more self-aware and reflective
74%	Helped me understand the science of compassion and its importance in health care
64%	Prepared me to understand and deal better with dysfunctional aspects of the medical or professional training environment
60%	Gave me useful information about stressors and burnout
59%	More aware of what I need to do to take care of myself and better able to do so
48%	Helped me in the interview process

In what ways has the Compassionate Care in Medicine course been directly helpful to you in your medical or health professions school training?

45%	Topics covered in this course have filled in some gaps of my current medical school training
37%	Directly used or referenced things I learned in this course for medical school/health professions training/residency
30%	Made me less prone to stress and burnout than most of my peers

Has the Compassionate Care in Medicine course been indirectly helpful to you in your medical or professional school training?

Compassionate Care in Medicine: Indirectly Helpful



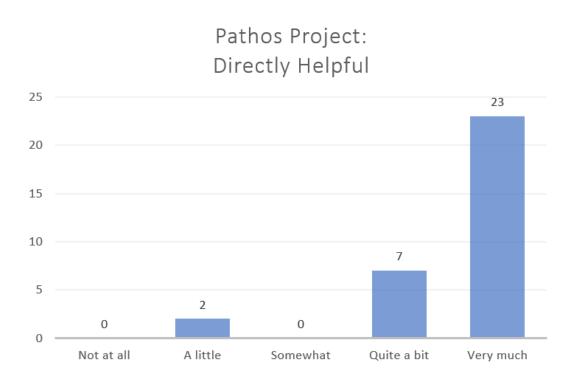
In what ways has the Compassionate Care in Medicine course been indirectly helpful to you in your medical or health professions school training?

71%	Helpful in my forming my attitudes of the kind of clinician I aspire to be
69%	Helped me become aware of the emotional risks and challenges of training and practice in healthcare
63%	Helped me realize the risks of emotional detachment and the importance of learning how to manage emotions well in healthcare work
53%	Gave me useful information about the practice of medicine
51%	Stimulated further interest in this topic
51%	Helped me become aware of organizational and systemic factors that create an organizational culture promoting or discouraging compassionate caring
50%	Helped me become aware of and use attitudes that promote balanced caring

In what ways has the Compassionate Care in Medicine course been indirectly helpful to you in your medical or health professions school training?

49%	Helped me become aware of how to rely on my own spirituality or philosophy of caring to enable me to maintain a spirit of compassionate caring in healthcare	
47%	Affirmed my career path	
45%	Helped me become aware of and use behaviors of balanced caring	
33%	Helped me deal with the stress and burnout I experience	
23%	Helped me decide my career path	

Has the Pathos Project/Introduction to Personalism course been <u>directly</u> helpful to you in your medical or health professions school training?



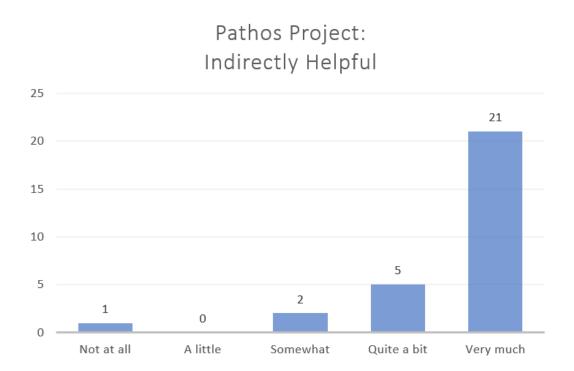
In what ways has the Pathos Project/Introduction to Personalism course been directly helpful to you in your medical or health professions school training?

89%	I am more aware of depersonalizing dynamics in training and clinical practice
86%	Helped me be more person/patient-centered in my work
80%	More motivated to engage patients as persons
74%	More aware of my patient's suffering
71%	More confident in my ability to be present/be with my patient
54%	More able to respond to my patient's suffering
49%	More able to convey personal interest and connection in a shorter amount of time compared to classmates

In what ways has the Pathos Project/Introduction to Personalism course been directly helpful to you in your medical or health professions school training?

49%	Made me better able to have a therapeutic presence
43%	Helped me in the interview process
37%	Received positive feedback from patients for my communication skills and therapeutic presence
26%	Directly used or referenced things I learned in this course for medical school/health professions training/residency

Has the Pathos Project/Introduction to Personalism course has been indirectly helpful to you in your medical or health professions training?



In what ways has the Pathos Project/Introduction to Personalism course been indirectly helpful to you in your medical or health professions school training?

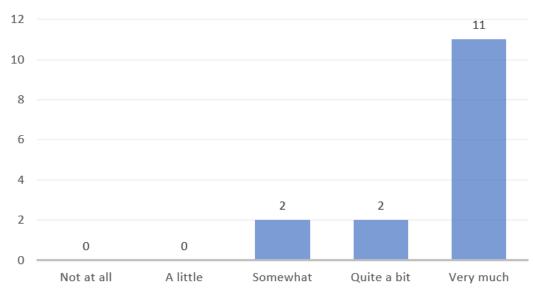
66%	Helped me to be more caring in my interactions with others
63%	Helped me be more confident or enthusiastic about my career path
63%	Was helpful in forming my attitudes of how to be a good clinician
57%	Helped me to be more understanding/open-minded/less judgmental of my patients
54%	Developed my character in a positive way
54%	Stimulated further interest in this topic
49%	Helped me articulate my values

In what ways has the Pathos Project/Introduction to Personalism course been indirectly helpful to you in your medical or health professions school training?

46%	Gave me useful information about the practice of medicine
37%	Helped me find worthwhile or meaningful volunteer experience
29%	Prepared me to manage dysfunctional aspects of the professional training environment (e.g., aware of what I need to do to take care of myself; more aware of deficiencies in patient care)
23%	Helped me decide my healthcare field or specialty

Has the Film and the Physician course been <u>directly</u> or <u>indirectly</u> helpful to you in your medical or health professions school training?

Film and the Physician: Directly or Indirectly Helpful



In what ways has Film and the Physician been helpful to you?

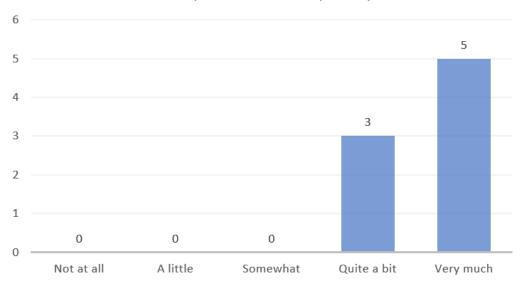
100%	Helped me understand how popular culture, as reflected in film and television, influences public opinion about the medical profession
93%	Helped me improve my ability to analyze patient-physician interactions
93%	Helped me realize there is much more to being a doctor than only scientific or technical knowledge
93%	Helped me mature as a person
87%	Helped me learn more about what is good and bad patient care
87%	Helped me understand that every patient-physician interaction has medical ethics implications
80%	Helped me be more open-minded
80%	Helped me be more observant in various healthcare situations

In what ways has Film and the Physician been helpful to you?

73%	Helped me become aware of the dynamics of health care systems
60%	Helped me become more sensitive to multicultural issues
60%	Helped me to realize the joys in medicine
53%	Helped me realize it is possible to have balance between personal and professional life
53%	Improved my understanding of gender and cultural issues as they apply to the medical profession
47%	Helped me with MMIs
47%	Helped me in the interview process
40%	Directly used or referenced things I learned in this course for medical school/health professions training/residency

Has the Spiritualities of Caring course been <u>directly</u> or <u>indirectly</u> helpful to you in your medical or health professions school training?

Spiritualities of Caring: Directly or Indirectly Helpful



In what ways has Spiritualities of Caring been helpful to you?

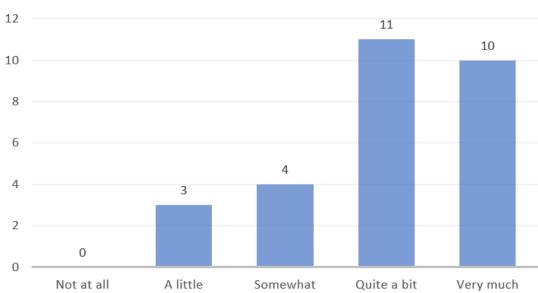
% Helped me be more aware and sensitive to patient's spirituality or philosophy of life	89%	rituality or philosophy of life
Helped me to be more understanding/open-minded/less judgmental of my patients	89%	ss judgmental of my patients
Helped me be more open-minded regarding spiritual issues	78%	g spiritual issues
Helped me be more respectful of my colleagues'/classmates' spiritual and/or philosophical worldviews	78%	s' spiritual and/or philosophical
% Helped me articulate my values	78%	es
Helped me be more able to discuss spiritual and philosophical issues with others in general	67%	cal issues with others in general
% Helped me be more sensitive to multicultural issues	67%	ıltural issues
Helped me improve my own self-care when it comes to spirituality and/or philosophy of life	67%	ituality and/or philosophy of life

In what ways has Spiritualities of Caring been helpful to you?

1	
67% Developed my char	acter in a positive way
67% Gave me useful information	about the practice of medicine
67% Helped me to be more caring	g in my interactions with others
56% Helped me deal better	with stress and burnout
56% Helped me be more compassionate	e and caring in my work with patients
56% Stimulated further	r interest in this topic
3070	es of the professional training environment (e.g., vself; more aware of deficiencies in patient care)
33% Helped me decide my h	ealthcare field or specialty
3370	this course for medical school/health professions /residency

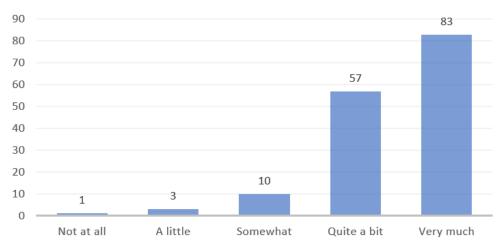
Has the Introduction to Hospice and Palliative Care course been <u>directly</u> or <u>indirectly</u> helpful to you in your medical/health professions school training or to your life and work now?





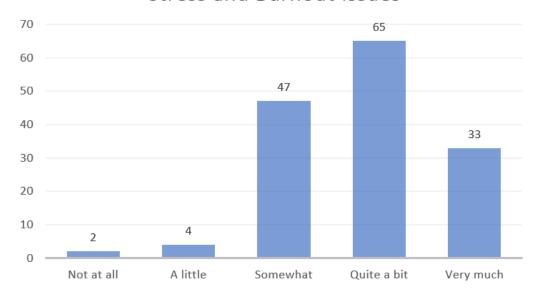
How confident/comfortable do/did you feel managing the academic requirements of your medical or other health professions training?

Confident/Comfortable Managing Academic Requirements of Medical School/Health Professions



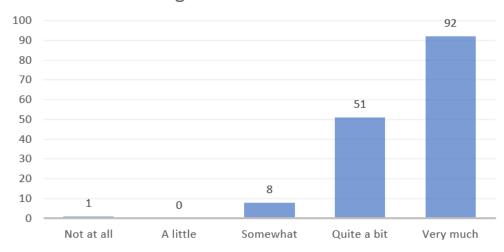
How confident/comfortable do you feel dealing with stress and burnout issues at this point in your training?

Confident/Comfortable Dealing with Stress and Burnout Issues



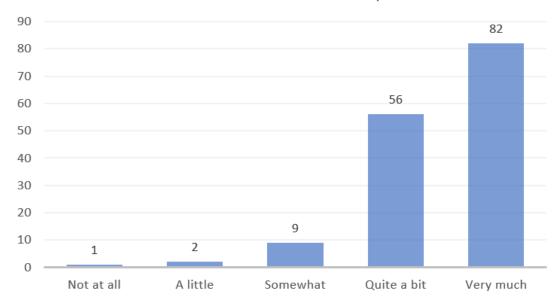
How confident/comfortable do you feel in responding to patients' emotional state during clinical care at this time?

Confident/Comfortable Dealing with Patient Emotions Confident/Comfortable Dealing with Patient Emotions

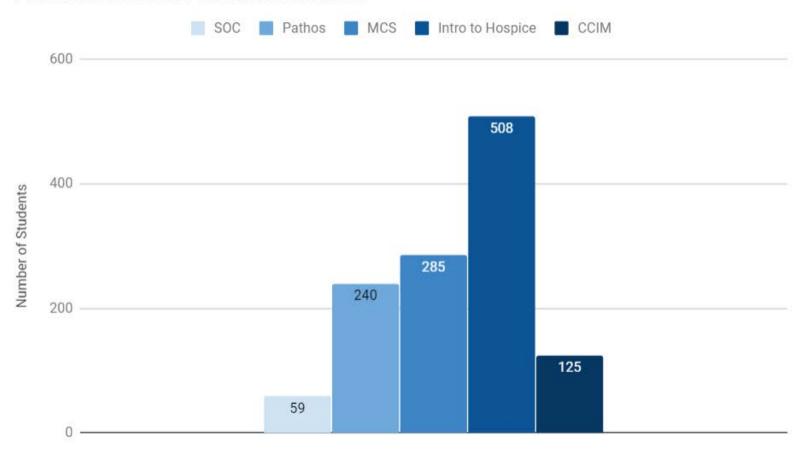


How confident/comfortable do you feel in managing your own emotional responses to patient care at this time?

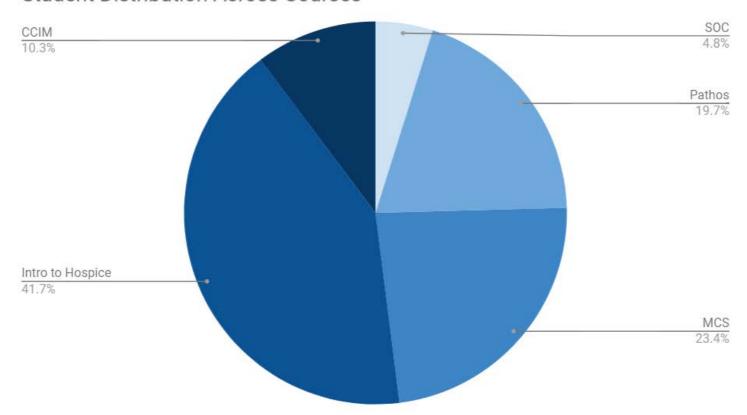
Confident/Comfortable Managing Personal Emotional Response



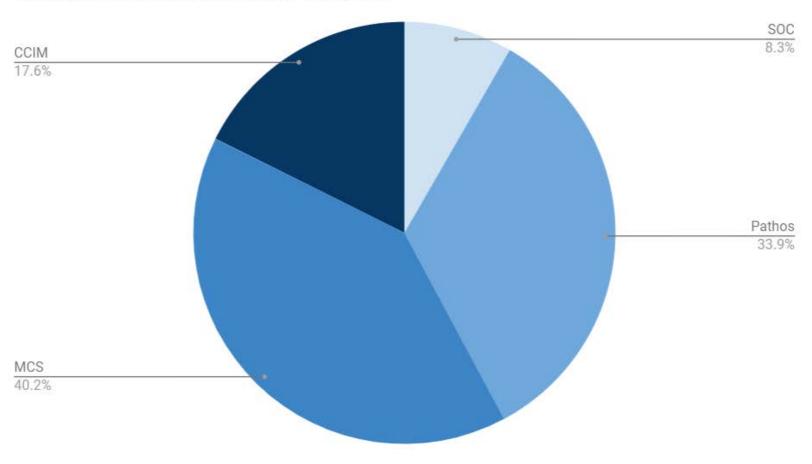
Hillebrand Center Course Numbers



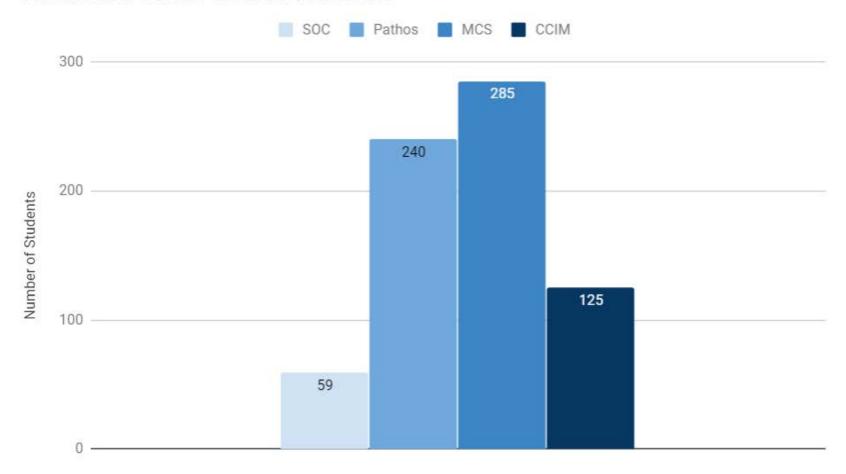
Student Distribution Across Courses



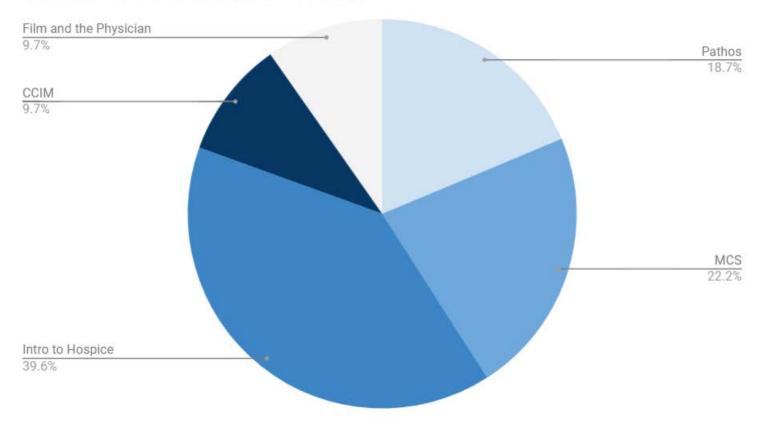
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