



KERN NATIONAL NETWORK
FOR CARING & CHARACTER IN MEDICINE

FINAL REPORT

JANUARY 1, 2020-
JUNE 30, 2021



ABOUT KERN NATIONAL NETWORK FOR CARING AND CHARACTER IN MEDICINE

Our History

In partnership, and with support from the Kern Family Trust and Kern Family Foundation, seven medical schools from across the United States formed the Kern National Network for Caring & Character in Medicine (KNN) in 2017. During its one-year development phase, the KNN established infrastructure, sought expertise from national leaders and drafted implementation plans to guide its work to transform the medical profession with a focus on caring and character.

In 2018, the KNN realized its first significant accomplishments, including the launch of collaborative initiatives. From there, notable achievements during 2019 and 2020 included:

- Revising the KNN's strategic priorities.
- Developing an integrated framework for character, caring and human flourishing.
- Expanding the KNN program office.
- Adjusting the work of KNN founding member schools and collaborative initiatives to address challenges presented by the COVID-19 pandemic.

Our Work Today

The KNN is dedicated to advancing caring and character in medicine with the goal of promoting human flourishing. To do so, the KNN is transforming medical education to emphasize the concepts of caring and character, working with healthcare organizations to create supportive learning and practice environments, and building partnerships to effect broader policy and systems change.

Through the work of the KNN, learners, medical educators, clinicians, health system leaders and other influencers develop and gain access to sustainable, replicable models that cultivate the qualities needed to thrive personally and professionally—and in doing so, help others flourish. In other words, we connect, catalyze, convene and ultimately influence the work of caring and character within the medical profession in support of broader human flourishing.

The Kern National Network Founding Members



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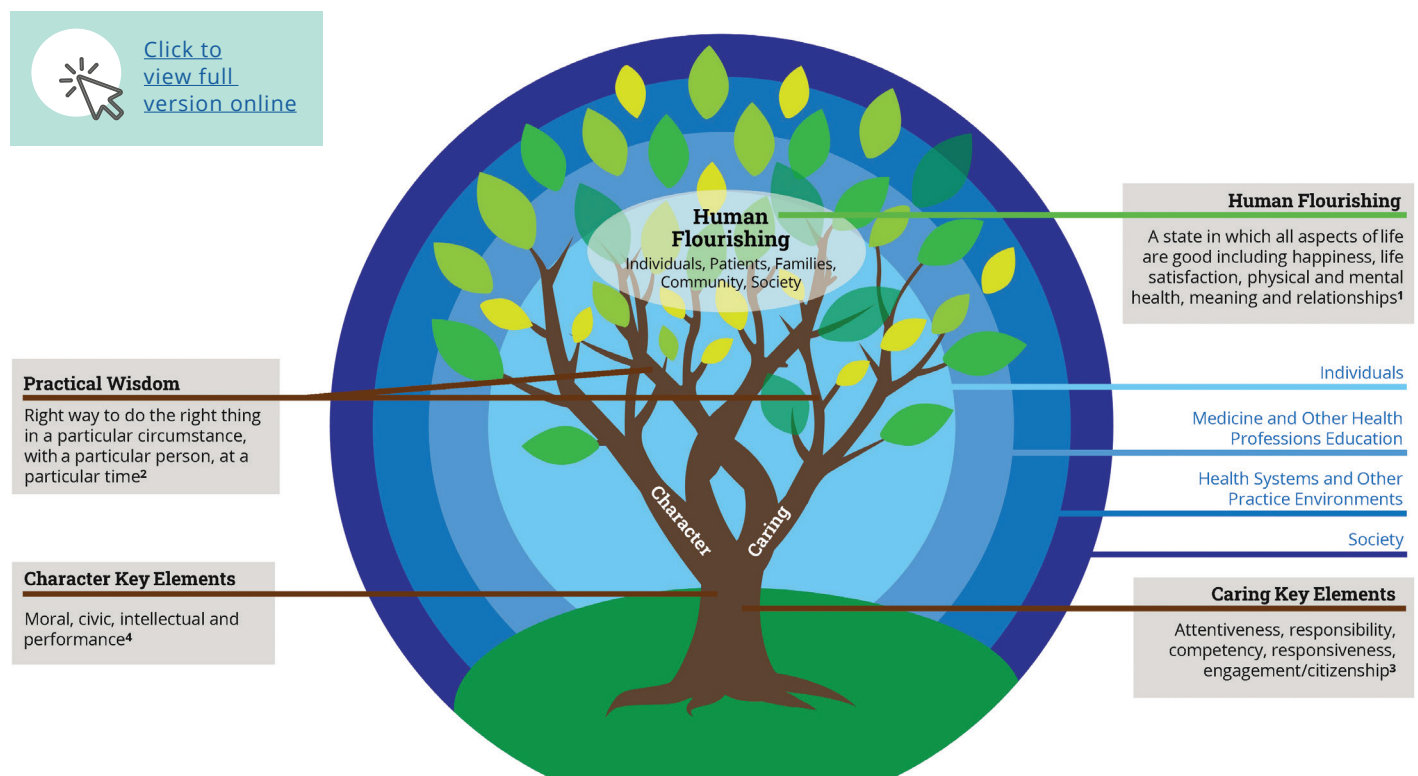
I. INTRODUCTION

Since the last progress report, the seven KNN founding member schools and nine collaborative initiatives have continued to reimagine and refine approaches to delivering medical education and professional development, creating positive clinical learning environments and advancing scholarship. Their work on curriculum enhancement, holistic admissions, faculty development and identifying exemplar programs clearly shows progress toward intentionally incorporating caring and character into training, learning and practice settings—while never losing sight of the ability to advance human flourishing.

This report is divided into ten sections and documents both quantitative and qualitative data to support program progress for the period of January 1, 2020 through June 30, 2021.

II. INTEGRATED FRAMEWORK

One significant accomplishment during the last reporting period was the development of the KNN's integrated framework for caring, character and human flourishing, presented below:



This framework illustrates how the key constructs of the KNN's work—caring, character and human flourishing—interconnect and can benefit society as a whole. Individuals throughout the KNN and beyond have shared feedback and input on this diagram and ways to strengthen these elements in learning and practice environments. A more comprehensive description of how the framework evolved is presented in the Integrated Framework Group highlight (page 44).

III. STRATEGIC PLANNING

Realigned in February 2020, the KNN vision, mission and core values continue to guide the work of the founding member schools and collaborative initiatives.

VISION: *The KNN aspires to promote human flourishing through the profession of medicine.*

MISSION: *The KNN will foster caring and character in the profession of medicine through efforts with health professions education, healthcare systems, network partners and society.*

CORE VALUES:

- *We conduct our work with respect, integrity and authenticity.*
- *We embrace inclusion and diversity to advance equity.*
- *We support innovation, scholarship and life-long learning.*
- *We invest in our partners, collaborators and learners.*
- *We strive to ensure that those who work, learn, care and discover in our institutions thrive.*

STRATEGIC PRIORITIES AND ACTION PLANS

The KNN program office is moving from a traditional strategic plan format of goals, objectives and key performance indicators, to a more fluid contemporary framework similar to the Association of American Medical Colleges (AAMC), which employs strategic priorities and action plans. As in the past, the focus for this progress report is accomplishments related to strategic priority one (formerly goal one), which reads as follows.

STRATEGIC PRIORITY ONE

**Transform medical education
through the acculturation of caring
and character into learning and
practice environments.**

1

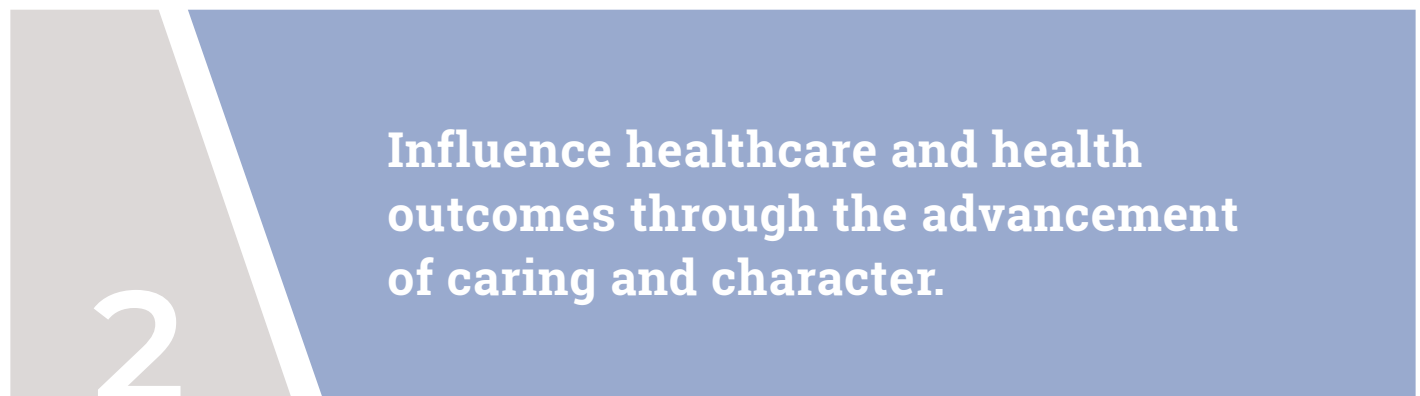
The number of action plans (formerly objectives) being used to map ongoing work has expanded from five to six to recognize the importance of research and scholarship as a strategic focus. The six action plans are listed below:

ACTION PLANS:

- 1) Develop faculty leaders who will model and incorporate caring and character into instruction, mentoring and practice.
- 2) Restructure learning environments to include an emphasis on caring and character.
- 3) Create a student network to advance caring and character in education and practice.
- 4) Expand the traditional framework of interprofessional education to include programs that enable the practice and reinforcement of caring and character.
- 5) Disseminate best practices, tools, frameworks and other strategies that emerge through research or practice to inform the advancement of caring and character in medical education and practice.
- 6) Advance research and scholarship that promotes caring, character and human flourishing in the healthcare professions.

The KNN is refining strategic priorities two and three and developing additional action plans to support and evaluate their achievement. Strategic Priorities two and three are presented below.

STRATEGIC PRIORITY TWO



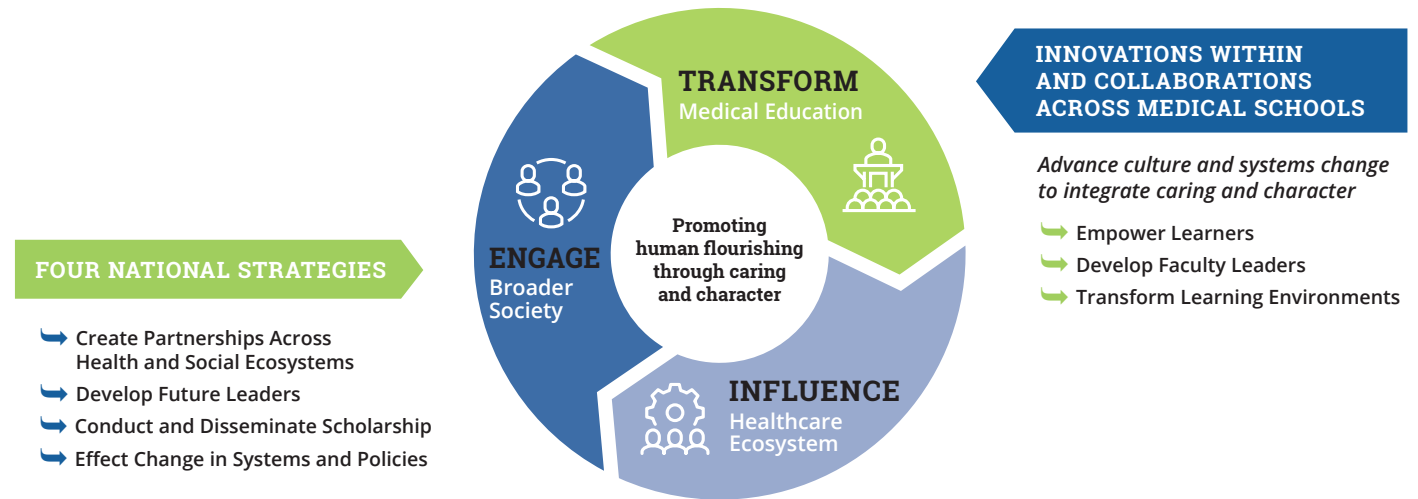
STRATEGIC PRIORITY THREE



Future updates will share outcomes of the process to refine the strategic priorities and develop additional action plans.

STRATEGIC FRAMEWORK FOR PROMOTING HUMAN FLOURISHING IN MEDICINE

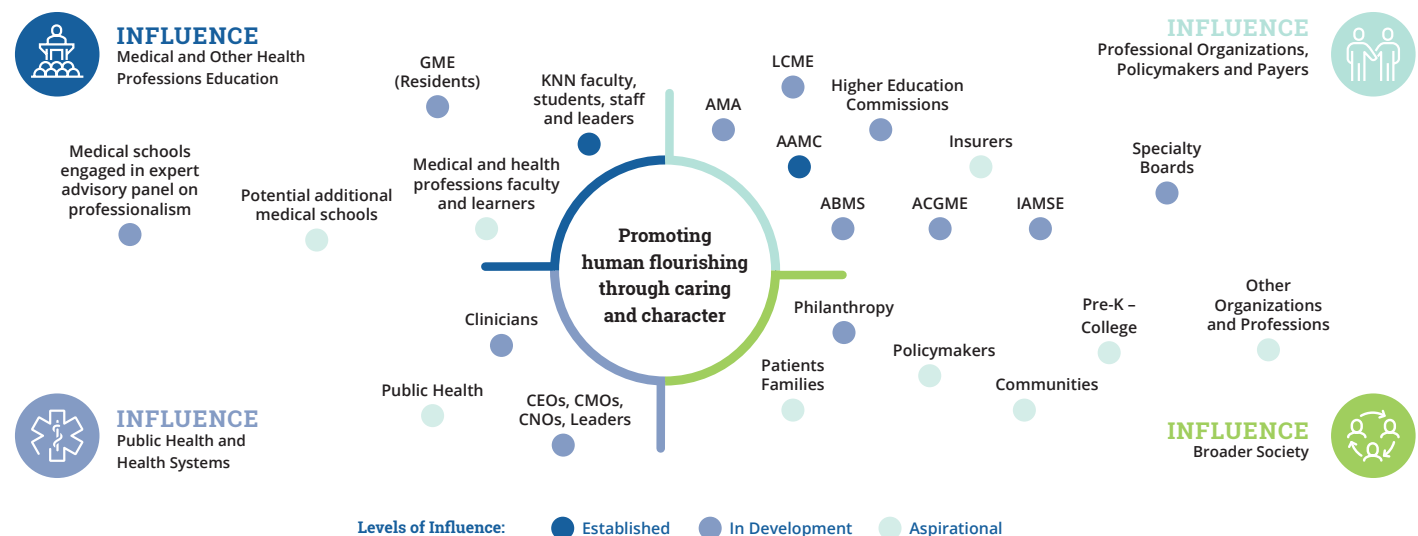
As depicted in the diagram below, the KNN will implement all three strategic priorities by working with its seven founding member schools, external partners, systems and organizations.



The KNN's future work will build on accomplishments in medical education at the seven founding member schools and encompass four national strategies to develop and implement approaches that advance caring, character and human flourishing in the healthcare ecosystem and society.

MAP OF INFLUENCE

To help identify potential partners and constituents in furthering the incorporation of caring and character into the profession of medicine, a map of influence was developed. At the core of the map is the goal of promoting human flourishing through caring and character.



As depicted in the above diagram, the map's quadrants represent (1) Medical and Health Professions Education; (2) Professional Organizations, Policymakers and Payers; (3) Public Health and Health Systems; and, (4) Broader Society. Since the last progress report, the map of influence has been presented to several internal and external constituents for their reaction and comment. As a result of their feedback, the map has continued to evolve so it is easier to follow and more representative of the current and future work of the KNN.

IV. KNN BOARD

COMPOSITION

The KNN board consists of representatives from each of the seven KNN founding member schools and the KNN founding director, each of whom is a voting member. In 2019, the KNN board welcomed Adina Kalet, MD, MPH, Kern Institute Director at the Medical College of Wisconsin, and in 2020, welcomed Nicole Borges, PhD, Chair of the Department of Medical Education at Geisel School of Medicine at Dartmouth. Dr. Borges succeeded Greg Ogrinc, MD, who served on the KNN board as a founding member. No new board members were added during this reporting period.



Nicole Borges, PhD
Geisel School of Medicine at Dartmouth
 Chair and Professor of Medical Education
 KNN Board Member



Donald W. Brady, MD
Vanderbilt University School of Medicine
 Executive Vice President for Educational Affairs
 Senior Associate Dean for Health Sciences Education
 Professor of Medicine and Medical Education
 and Administration
 KNN Board Member



Susan Cox, MD
Dell Medical School at the University of Texas at Austin
 Executive Vice Dean of Academics, Dean's Office
 Chair of the Department of Medical Education
 Professor of Obstetrics and Gynecology
 President of the Alliance for Clinical Education
 KNN Founding Board Member



Adina Kalet, MD, MPH
Medical College of Wisconsin
 Stephen and Shelagh Roell Endowed Chair,
 Professor and Director
 Robert D. and Patricia E. Kern Institute for the
 Transformation of Medical Education
 Professor of Medicine
 KNN Board Member



Catherine Lucey, MD
University of California San Francisco School of Medicine
 Executive Vice Dean and Vice Dean for Education
 Faustino and Martha Molina Bernadett Presidential
 Chair in Medical Education
 Professor of Medicine
 KNN Founding Board Member



Cheryl A. Maurana, PhD
Medical College of Wisconsin
 Senior Vice President for Strategic Academic Partnerships
 Professor of Population Health
 KNN Founding Director and Board Member



Elizabeth Petty, MD
University of Wisconsin School of Medicine and Public Health
 Senior Associate Dean for Academic Affairs
 Professor of Pediatrics
 KNN Founding Board Member



Stephanie R. Starr, MD
Mayo Clinic Alix School of Medicine
 Director for Science of Healthcare Delivery Education
 Associate Professor of Pediatrics
 KNN Founding Board Member

STRUCTURE AND FOCUS

Through the leadership of founding director Cheryl Maurana, PhD, the KNN board refined its structure and expanded its focus in 2019, setting its sights on advancing caring and character within the profession of medicine as a whole, not only medical education, to advance human flourishing. In 2020, the KNN board continued to refine its work with an emphasis on: 1) individual initiatives at founding member medical schools, 2) collaborative initiatives across schools, and 3) national efforts for systemic change. Most recently, in 2021, the KNN board began shifting its approach from a focus on programmatic updates and progress tracking to generative and strategic thinking about key areas for advancing the KNN's work.

BALANCE OF GENERATIVE, STRATEGIC AND PROGRAMMATIC WORK

While many KNN board members lend leadership and expertise to steward the KNN's mission in individual school efforts as well as the KNN collaborative initiatives, board members performed significant work in several additional areas during this period, including:

- Developing the KNN's integrated framework, which visually shows the interrelationship of caring, character and human flourishing in medicine.
- Contributing to several manuscripts, scholarly products and the Accelerator Writing Group's efforts to disseminate the KNN's core concepts.
- Creating and participating in a four-part national discussion series focused on exploring human flourishing in the context of pressing issues in medicine.

Given the many demands on the KNN board's capacity, in January 2021, the board recognized the need to restructure its meetings to better balance knowledge exchange and programmatic updates with protected time to think generatively and strategically about key areas of leadership for the KNN's current and future work. After narrowing the focus for its generative work, the KNN board committed to exploring health systems engagement and health equity/social justice issues and how they intersect with the KNN's definition of flourishing. The KNN board continues to explore these thematic areas while making steady progress toward school and collaborative initiative efforts.



KNN BOARD ACCOMPLISHMENTS

- Developed and refined foundational elements of the KNN integrated framework.
- Hosted sessions on practices/innovations in caring and character underway at KNN founding member schools as shared during virtual site visits.
- Developed an engagement assessment tool and process for prioritizing opportunities to engage with others regarding the KNN's work.
- Continued to build on the February 2020 professionalism initiative expert advisory panel recommendations to develop manuscripts and explore re-envisioning professionalism in medicine.

BOARD RETREATS

In addition to regular bimonthly meetings, three KNN virtual board retreats were held during this reporting period.

AUGUST 2020 RETREAT

The first virtual retreat occurred in August 2020, during which the board held key discussions and set priorities for the upcoming year. The featured speaker for the retreat was Marvin Berkowitz, PhD, the inaugural Sanford N. McDonnell Foundation Endowed Professor of Character Development and Co-Director of the Center for Character and Citizenship at the University of Missouri-St. Louis. Dr. Berkowitz led a conversation on issues in character education. Other retreat topics included presentations by the KNN caring and character workgroups, a subsequent discussion on moving forward with caring and character in the KNN's work, an update about work with the Philanthropy Roundtable and refinement of future KNN priorities.

NOVEMBER 2020 RETREAT

The November 2020 virtual board retreat featured Joan Tronto, PhD, Professor Emerita at the University of Minnesota. Her work has helped formulate the direction and methods the KNN has adopted to advance caring and human flourishing. Key themes and takeaways from her presentation included:

- The five phases of democratic care include caring about, caring for, care giving, care receiving and caring with.
- Care ethics is relational, not static.
- Care ethics is not grounded in obligation, but in responsibility—which grows out of “response,” is interactive and is subject to change.
- We should examine organizations for purpose and allocation of responsibility, and create caring institutions through politics, plurality and purpose.
- Doctors hold enormous public support and trust—use it to promote democratic ways of caring.

MARCH 2021 RETREAT

In March 2021, the KNN's virtual board retreat focused on human flourishing and ways to engage with other constituent groups. The speakers for this retreat were Tyler VanderWeele, PhD, and Matthew Lee, PhD, from the Human Flourishing Program at Harvard's Institute for Quantitative Social Science. Key aspects of the discussion with Drs. VanderWeele and Lee included:

- The importance of measuring human flourishing to help inform policy, practice and process; in other words, what you measure matters.
- Concern regarding low scores from medical students and residents in physical and mental health areas of the human flourishing index.
- Discussion of human flourishing as a position of privilege and the role of social determinants of health and basic needs in being able to achieve flourishing—especially in terms of the responsibility of healthcare providers in addressing those determinants.
- Thoughts on the intersection of flourishing and equity and how flourishing occurs across generations, genders, races/ethnicities and cultures.
- How to apply human flourishing in clinical practice settings and explore connections between patient flourishing and whole-person care.

The major themes and small-group discussions that resulted from the presentation helped establish the groundwork for the board members' deliberations on the essential aspects and importance of promoting human flourishing in medicine's learning and practice environments.

REGULAR EXPERT CONVERSATIONS

Based on the success of the KNN Board's virtual speakers, the board decided to have expert speakers become a standing component of KNN board retreats. These sessions are recorded and shared with broader KNN audiences, as appropriate.

As the KNN board looks ahead to 2022, it will continue to meet with experts in character, caring, practical wisdom and human flourishing to inform their generative thinking and strategic visioning.

V. PROGRAM OFFICE

STAFFING

Six team members were added to the KNN program office during this reporting period. Bonnie Miller, MD, MMHC, a former KNN board member, joined the program office on July 1, 2020, as the Senior Director for KNN Academic Communications. Bud Beatty, PhD, began his work as the Senior Director for KNN Evaluation on September 1, 2020. Kimara Ellefson, who also contributed to the proposal that led to the Kern Family Foundation investment, began as National Director for KNN Partnerships on October 1, 2020. Sarah Williams joined the KNN program office on December 9, 2020, as Senior Communications Consultant. Michelle Morris, MBA, started with the KNN program office on February 1, 2021, as a Project Coordinator working with Kimara Ellefson to expand the KNN's influence through partnerships. The newest team member, Darryl Covington, MSM, joined the program office team on May 24, 2021 as the Business Operations Coordinator to oversee the KNN founding members schools' and collaborative initiatives' program budgets.



Bud Beatty, PhD
Senior Director
for Evaluation



Ellie Bradish
Administrative
Associate



Darryl Covington, MSM
Business Operations
Coordinator



Kimara Ellefson
National Director
for Partnerships



Tara Fikejs, MSBM
Program Coordinator III



Cheryl A. Maurana, PhD
KNN Founding Director
and Board Member
MCW Senior Vice President
for Strategic Academic
Partnerships Professor of
Population Health



Bonnie Miller, MD, MMHC
Senior Director for
Academic Communication



Jean Moreland
Program Director



Michelle Morris, MBA
Project Coordinator



Suzette Svoboda-Newman, MS
Program Director



Sarah Williams
Senior Communications
Consultant



Alicia Witten
Program Director

COMMUNICATIONS

The KNN program office has continued to expand its communication efforts to transfer knowledge and share resources across the network, as well as position the KNN to be recognized as a national leader in caring, character and human flourishing in medicine.

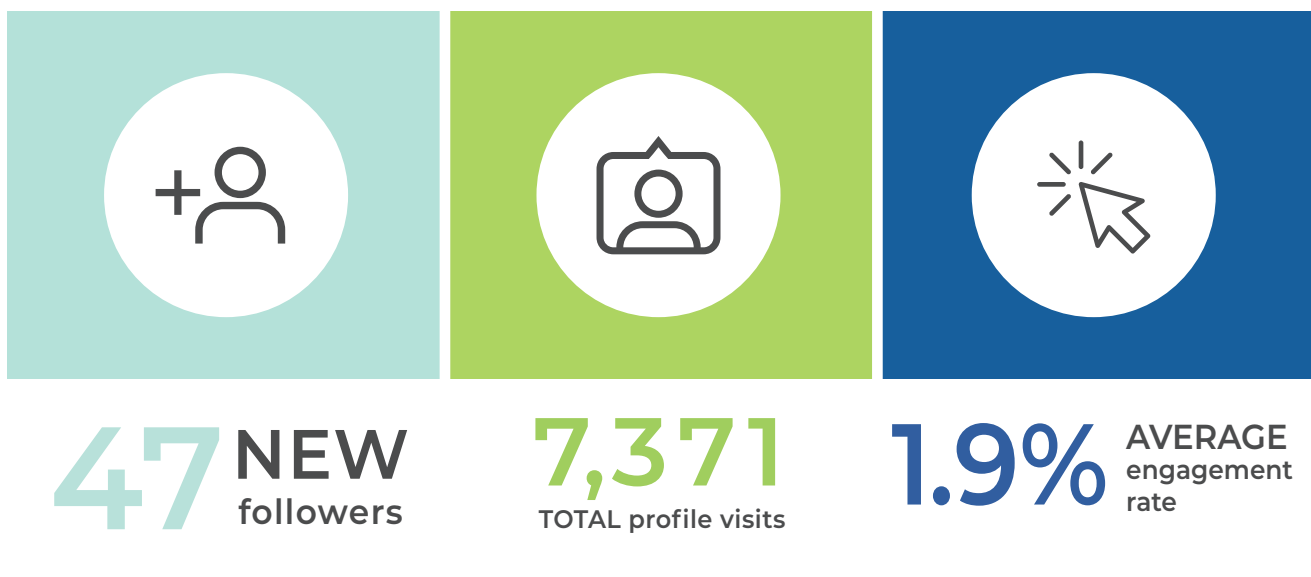
The *KNN Connection* e-newsletter keeps colleagues across founding member schools updated on KNN work and initiatives and provides resources that can be applied to their learning and practice environments. Building on a summer 2020 launch, the *KNN Connection* was updated in early 2021 to match new branding and expand on the original format. Data on open and click rates are collected for each issue of the *KNN Connection*, with open rates averaging 40% and click rates averaging 22% as of June 2021. These rates are nearly twice as high as industry averages for the higher education, nonprofit and civic/social membership sectors as reported by Constant Contact. As of June 30, 2021 there were 242 subscribers.

In March 2021, the KNN program office launched the *KNN Pulse*—a monthly newsletter like the *KNN Connection* but designed for an external audience—creating a mechanism to build awareness and relationships with non-members. The *KNN Pulse* introduces stakeholders outside of founding member schools to the work of caring and character in medicine and offers resources that demonstrate how they can be applied in practice. Data on the number of subscribers, as well as open and click rates, are collected for each issue of the *KNN Pulse*. Subscribers went from zero to 85 between March–June 2021, while open rates averaged 43% and click rates averaged 23% during that period, again exceeding industry averages.

Building on the fall 2020 launch of the KNN website, the KNN program office recently partnered with the MCW communications team to create a dashboard designed to collect KNN website activity data. A baseline for engagement is being developed by collecting monthly data on total number of sessions, pages per session, session duration and total PDF clicks. While the KNN program office is currently working with the MCW team to improve filtering and data accuracy, the metrics offer perspective on the effects of web enhancements. For instance, preliminary web data suggests that the month a new events page was launched, total sessions increased 240% from the prior month, with 1,015 pageviews on the events page itself.

In January 2021, the KNN program office relaunched its KNN Twitter account and enacted a daily posting schedule. Tweets promote information, resources and updates in line with the mission of advancing caring and character. Data on impressions and engagements are collected monthly and shown below. The KNN's engagement rate compares

Key KNN Social Media Achievements (January 2021 to June 2021)



favorably to industry benchmarks; a benchmark report from Rival IQ gives engagement rate benchmarks of 0.087% and 0.055% for higher education and nonprofit industries respectively.

KNN STAFF LEADERSHIP TEAM

In February 2020, the KNN program office convened a team composed of staff leaders from the founding member schools and members of the program office to provide timely updates across the network, create a stronger KNN community and provide opportunities for continuous learning. Recognizing the importance of community and creating connections with founding member schools, the KNN staff leadership team meets one to two times each month. To support continuous learning, the staff leadership team discusses books and articles focused on caring, character and human flourishing. Most recently, the leadership team has been discussing *The Road to Character* by David Brooks. In addition to engaging in discussions on caring, character and human flourishing, the staff leaders also share updates on KNN-related programs and activities occurring at their schools and across the KNN.

KNN STUDENT NETWORK

Vanderbilt University School of Medicine originally planned to host a two-day student leadership conference in March 2020, and five students from each founding member school were selected to attend. This conference aimed to develop leadership skills, inspire student participants to become change agents for caring and character in medicine and promote networking between KNN students across schools. Unfortunately, due to COVID-19 an in-person conference could not be held.

However, recognizing that student involvement is critical to the work of the KNN, the program office partnered with Vanderbilt to support student-led webinars as a way for KNN students to network, collaborate, learn from each other and participate in leadership opportunities. Since January 2021, four student webinars have covered the following topics:

- KNN student poster presentations.
- How to create and sustain meaningful projects as a medical student.
- How to conduct qualitative medical education studies and publish in medical education.
- Leadership in healthcare.

Eight to nine students attended each webinar and indicated the webinars were valuable. Following summer break, we will continue to partner with the students to expand their involvement and awareness of the KNN in ways that are meaningful to them.

In addition, KNN students had the opportunity this year to demonstrate examples of medical student leadership at a Philanthropy Roundtable event in 2021. For more details, please see page 56.

KNN VIRTUAL SITE VISITS OF FOUNDING MEMBER SCHOOLS

Between September 2020 and May 2021, Dr. Cheryl Maurana and the KNN program office conducted virtual site visits with each of the seven KNN founding member schools. The KNN program office coordinated with school staff to schedule meetings with key leaders, faculty, staff and students at each founding member school and is working on strategies to amplify, deepen and broaden the KNN's work in caring and character across medical schools, university systems and health system partners.



Met with
nearly

140

**leaders, faculty,
staff & students**

The virtual site visits also allowed Dr. Maurana to engage in robust discussions that are helping to refine the KNN's integrated framework and map of influence. In addition, the site visits sparked several introductions to other interested parties and possible partners. As just two examples, these introductions led the KNN to explore potential pilot projects with the University of Pittsburgh Medical Center and form a partnership with UT Health Austin's new gastrointestinal fellowship program to develop a human flourishing learning experience for a 2022 pilot.



The inaugural site visits reflected founding member schools' commitment to the following:

- Role of caring, character and human flourishing in medicine's learning and practice environments.
- Sustainability in integrating new and refined practices into existing work.
- Authenticity and placing learners at the center of KNN work.
- Process improvement and scholarship.
- Efforts to nurture and express passion for the medical profession.
- Engagement with campus communities and beyond.

Travel permitting, the KNN program office intends to schedule in-person site visits in 2022.

EXEMPLAR PROGRAMS

The previous progress report demonstrated a high level of commitment and innovation to advance caring, character and human flourishing in medicine through both individual founding member school and collaborative programs and activities. While all the work being done is valuable, the KNN asked founding member schools and collaborative initiative leads to identify programs that were developed or influenced by their KNN membership and could be designated as exemplars using the following criteria:

- Identified program goals.
- Intended outcomes or performance indicators that measure program impact.
- Data collection and analysis plan.
- Evidence (preliminary or anticipated) that the program outcomes advance caring, character and/or human flourishing in the medical education or clinical practice environment.
- Potential for the program to be adapted or replicated.

KNN founding member schools submitted fifteen programs as exemplars. Submissions focused on broad areas such as faculty development, clinical learning environments, undergraduate medical education and support, and programs and services with a focus on improving diversity, equity and inclusion.

Many of the exemplar programs submitted by the KNN founding member schools are still in the early stages of data collection and assessment. To provide adequate time for these programs to mature, and for more data to be collected and assessed, the KNN program office will highlight select programs in upcoming progress reports and KNN communications. Other programs are reflected in the school highlights portion of this report.

A list of the fifteen exemplar program submissions is presented below.

Clinical Learning Environment Awards

[Dell Medical School at the University of Texas at Austin](#)

Dell Medical School's Clinical Learning Environment Awards promote and encourage clinical instructors to model empathy and caring and create a supportive learning environment. These awards recognize faculty and residents who work to create a positive clinical learning environment that emphasizes caring and character.

Longitudinal Medical Student Coaching Program

[Geisel School of Medicine at Dartmouth](#)

The longitudinal medical student coaching program connects all incoming Geisel medical students with a faculty coach for the duration of their studies. Through close relationships with their coaches, students explore the profession of medicine and their own values to identify their passion and purpose in medicine as they develop their professional identity with an emphasis on character.

Mayo Clinic Academy of Educational Excellence Resources for Educators: Advancing Caring and Character through Take 5 Videos

[Mayo Clinic Alix School of Medicine](#)

Take 5 videos—designed to be no longer than 5 minutes—and accompanying one-page handouts offer learning “pearls” that faculty, staff, residents and fellows can access on demand and apply immediately in their roles as educators. Along with traditional faculty development topics, many videos address learning and teaching challenges that help promote caring and character in the learning environment.

Wisdom Rounds

[Mayo Clinic Alix School of Medicine](#)

Wisdom Rounds is a new curricular initiative by the Mayo Clinic School for Graduate Medical Education (MCSGME) to help every MCSGME trainee thrive and nurture virtues of respect, integrity, compassion, teamwork, and healing for patients, themselves and each other. This initiative aimed to: 1) develop a collection of short “trigger” videos of faculty members sharing a challenging personal or professional experience, 2) create accompanying facilitator guides and training materials to encourage reflection and discussion prompted by the video, and 3) deploy content in a way that allows individual GME programs flexibility regarding when and how to integrate Wisdom Rounds into their curriculum.

Mayo Clinic Climate Survey

[Mayo Clinic Alix School of Medicine](#)

Mayo Clinic College of Medicine and Science developed a learning climate survey based on a comprehensive inventory of existing school-specific surveys, review of the literature and benchmarking best practices. The resulting survey measures key dimensions of the learning environment that help promote caring, character and human flourishing (i.e., psychological safety, faculty relationships, social support, DEI climate and personal experiences with bias) using scales with validity evidence to support their use for this purpose. Additional survey items measure key outcomes, including a sense of belonging, burnout, likelihood to recommend the school or program and likelihood to accept an offer to work at the organization(s) associated with one's school or program.

Kern Institute's Educational Transformation in Character, Caring and Competence (KINETIC³)

[Medical College of Wisconsin](#)

KINETIC³ is a faculty development program offered through the Kern Institute at MCW that provides foundational and transformational training for medical educators in teaching competence, caring and character using an interactive classroom. Emphasis is placed on fostering the skills needed for the 21st century medical educator, building a community of highly skilled educators at MCW and promoting faculty and student well-being. The KINETIC³ program offers two distinct tracks: Excellence in Teaching and Medical Educator.

Developing Medical Educators for the 21st Century

[University of California San Francisco School of Medicine](#)

This three-day intensive course, organized in collaboration with the KNN, targets medical educators from undergraduate and graduate medical education seeking to develop or improve skills in teaching and educational program design. Flexible programming allows participants to select sessions aligned with their interest and experience levels including sessions that highlight caring and character themes.

Learning and Caring Environment

[University of California San Francisco School of Medicine](#)

The Learning and Caring Environment initiative promotes caring and character by offering work-place faculty development and support to enhance clinical supervisors' skills in creating an inclusive, supportive learning environment. It aims to prepare and empower faculty in the clinical settings in which UCSF students and residents learn to provide an optimal educational environment for learners.

Building Equitable and Accessible Mentoring (BEAM)

[University of Wisconsin School of Medicine and Public Health](#)

Building Equitable Access to Mentorship (BEAM) is an evidence-based mentoring program that leverages the experience and expertise of UWSMPH faculty members to provide culturally aware mentorship to first-year

medical students. Caring and character are fundamental cornerstones of the BEAM program as faculty mentors undergo dedicated training and are provided resources to care for the unique needs of their student mentees in a caring, compassionate, and holistic manner to promote student flourishing.

Corpus Callosum: Ebling Library's Journal of the Arts

[University of Wisconsin School of Medicine and Public Health](#)

Several studies have shown the myriad benefits of integrating arts and humanities into the education and practice of health sciences students and professionals. Benefits include building character and increasing caring/empathy, as well as fostering improved teamwork and communication. These benefits all lead to better medical education experiences and ultimately, more compassionate patient care. In seeking to support this endeavor, the University of Wisconsin Madison's Ebling Library created the "Corpus Callosum" journal to highlight the art and creative work of students, staff, and faculty of the UW-Madison health sciences schools. Its scope includes the UW School of Medicine and Public Health, School of Nursing, School of Pharmacy, and School of Veterinary Medicine, as well as their health system partner, UW Health.

Diversity, Equity, and Inclusion Resources, Readings, and Discussions to Build Community and Foster Development of Caring and Character

[University of Wisconsin School of Medicine and Public Health](#)

The University of Wisconsin Ebling Library created a robust central hub for many diversity, equity and inclusion (DEI) resources and has hosted numerous book and film discussion groups open to the campus community, which focus on DEI issues. DEI issues, enhance awareness, and help promote and build a caring interprofessional community which focuses on issues and enhance awareness about racism and health equity.

MEDiC – Providing Care for Madison’s Uninsured During Times of COVID: A Student-Run Free Clinic’s Path for Equitable Care

University of Wisconsin School of Medicine and Public Health

MEDiC is a student-led organization that operates six free health clinics throughout the Madison, Wisconsin area. In March 2020, the UW’s MEDiC Southside Clinic, which served about 20 patients per week via a walk-in Saturday morning clinic, shut down abruptly due to COVID-19. Over the next four months, students wrote and championed numerous new operational protocols. Their leadership in demonstrating caring and character led to a successful change from a face-to-face operations model to the launch of viable and much-needed telehealth visits in June 2020.

The Native American Center for Health Professions (NACHP)

University of Wisconsin School of Medicine and Public Health

The goal of the Native American Center for Health Professions (NACHP) is to eliminate barriers and improve health equity for American Indian/Alaska Natives (AIs) in Wisconsin and beyond. NACHP aims to address the significant underrepresentation of AIs in healthcare professions education programs and ultimately, increase the number of practicing AI providers and next-generation AI leaders across health systems to help promote caring, character and human flourishing in this traditionally underrepresented community..

Pathways Programs – Pathways to Enhance Diversity in Medicine and Improve Health Equity

University of Wisconsin School of Medicine and Public Health

To address the statewide shortage of physicians who practice in rural and urban underserved areas and to increase the number of healthcare professionals from historically underrepresented and underserved backgrounds, the UW School of Medicine and Public Health developed innovative partnerships that increase diversity in its pre-health pathway programs and MD programs. The program works to prepare all student participants to serve the healthcare needs of underserved populations in a caring, respectful, inclusive, and equitable manner.

End-of-Life Rounds: A Discussion Series on End-of-Life Care for Medical Students

Vanderbilt University School of Medicine

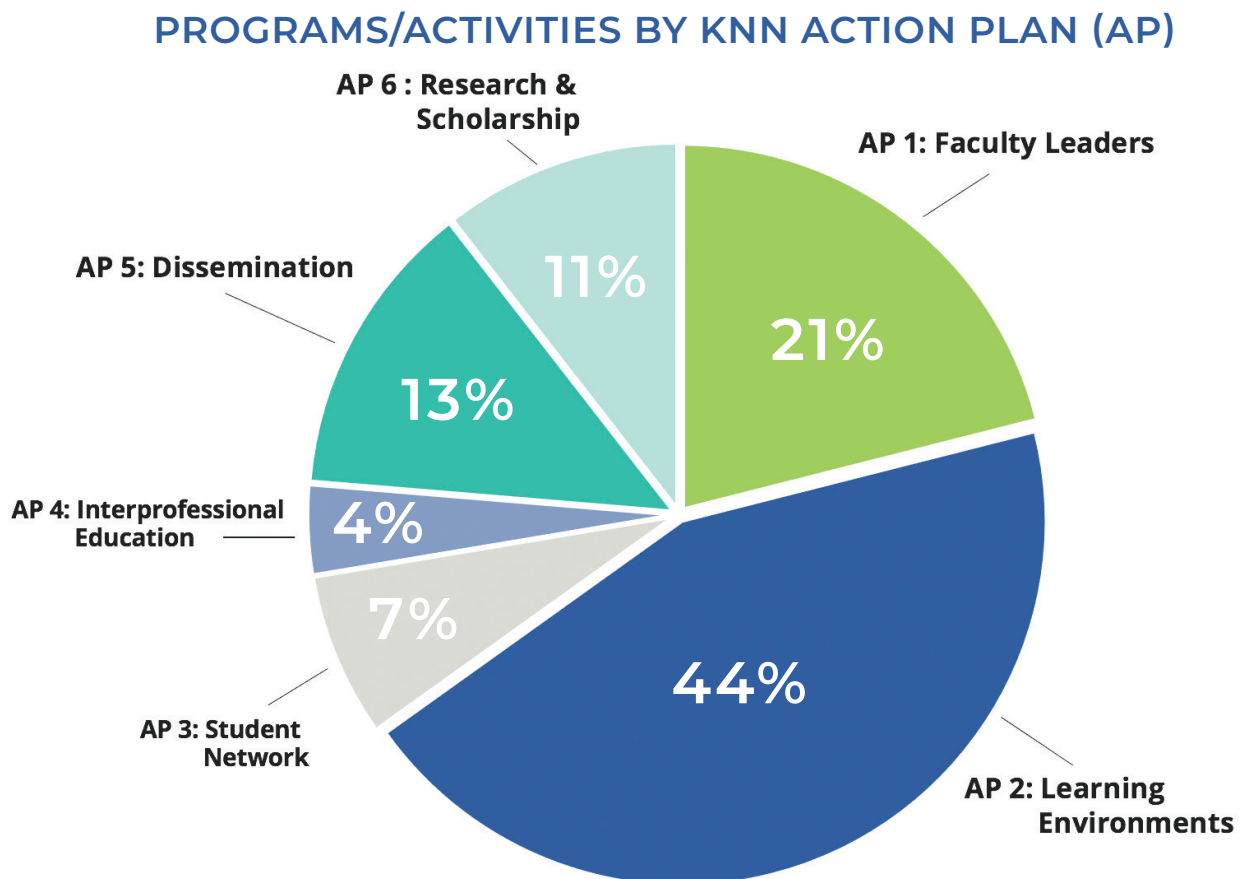
End-of-Life Rounds (EOLR) is a voluntary discussion series offered to Vanderbilt medical students that is designed to mirror traditional inpatient rounds and focused on a specific topic surrounding end-of-life care. Each event began with a student presenting a patient experience, followed by reflection questions in small groups. Events concluded with a skills session led by an expert faculty member. In addition to increasing competence as future physicians, engaging in end-of-life exercises and conversations further supports development of caring and character in medical students. Addressing ways to cope with the death of patients also cultivates self-care and wellness.

VI. FOUNDING MEMBER SCHOOL HIGHLIGHTS

Since the submission of the December 2019 Progress Report, the individual KNN founding member schools reported on more than 152 programs/activities: 96 in progress, 40 completed, and 16 future. Forty-nine new programs/activities are reported in the in progress and completed categories. Example programs/activities range from individual events to faculty development and coaching programs. Recognizing there are many ways to represent the impact of the KNN's work, the information below demonstrates how individual founding member school efforts are advancing the KNN's strategic priority one.

- 32 (21%) focused on developing faculty leaders who model and incorporate caring and character into instruction, mentoring and practice (action plan 1).
- 67 (44%) focused on restructuring learning environments to include an emphasis and caring and character (action plan 2).
- 11 (7%) focused on creating a student network to advance caring and character in education and practice (action plan 3).
- 6 (4%) focused on expanding the traditional framework of interprofessional education to include programs that enable the practice and reinforcement of caring and character (action plan 4).
- 20 (13%) focused on disseminating best practices, tools and frameworks (action plan 5).
- 16 (11%) focused on advancing research and scholarship that promotes caring, character and human flourishing in the medical profession (action plan 6).

The percentage data above is represented in the pie chart below.



In this section, school highlight pages showcase founding member schools' work in the caring, character and human flourishing space. The Kern Institute at MCW is included in the school highlights section but is not included in the report's summary data. Detailed information on the Kern Institute can be found in the progress reports submitted by the Kern Institute at MCW.

Dell well-being series fosters sense of community and promotes flourishing



When the COVID-19 pandemic shut down the University of Texas at Austin campus in March 2020, Dell Medical School's KNN team looked for new ways to foster a sense of community and promote human flourishing amid the transition to learning and working online. With so many Dell Medical School team members working remotely, Sue Cox, MD, and Carrie Barron, MD, were moved to create the series to foster a sense of community and connectedness during a stressful and uncertain time.

In May 2020, Dell launched the “Arts and Humanities: Creating Well Being” seminar series with support from the KNN through an investment from the Kern Family Trust and Kern Family Foundation. The weekly sessions, held over Zoom, serve as an online “salon” for the discussion and celebration of creativity and are hosted by Carrie Barron, MD, director of the Creativity for Resilience program at the medical school. Each week's discussion is led by a different UT-Austin faculty member, drawing on a wide range of university schools and departments. In addition to Dell Medical School faculty, presenters have included faculty from the department of English, the Butler School of Music, the Humanities Institute and the Blanton Museum of Art.

During a time when so many people experience “Zoom fatigue” after attending too many video conferences, it has been heartening to see a core group of participants attending the series week after week and engaging in meaningful, emotional—and at times personal—conversations. The sessions are highly interactive, with participants discussing how awe, aesthetics, transcendence and distraction can lighten loads, lift hearts and enhance learning. Topics covered in the sessions include Shakespeare, visual art, film, music, photography, narrative medicine, nature walks, poetry and indigenous art. More than 230 faculty, staff and students from UT-Austin, as well as some from fellow KNN founding member schools, have attended one or more of the 20 Arts and Humanities sessions held between May 2020 and May 2021.

Series participants were surveyed in August 2020 to gather feedback and suggestions for the future. Again and again, participants noted that the series provided them with opportunities to de-stress and relax during a time when workloads and anxiety levels were running high. The KNN team at Dell believes that providing these opportunities helps learners, educators and healthcare providers maintain caring and character in their work.

The series has been received so warmly that it has continued even as the medical school has slowly emerged from the COVID-19 shutdown. Recently, the series has focused on the role music plays in well-being, with presentations on topics ranging from music therapy to singing, as well as community-engaged music and healing. Upcoming events will focus on writing and storytelling as a wellness activity.



20
sessions
held



>230
participants
from UT-Austin and
KNN founding
member schools



It gives me a concrete reason—and permission—to stop, take a break from my routine and breathe. I know how to relax, and I do appreciate beauty, but it's too easy in a busy life to ignore those personal needs. Having a calendar entry to do so makes it easier.

– Event Participant



The University of Texas at Austin
Dell Medical School



Dell award program recognizes transformative physician educators who model caring and character

“

The Clinical Learning Award is unusual in that it is competency based with approximately 25% of the clinical teachers receiving the award each year. I believe that the large number of awardees sends a broad message across the school and clinical settings of the importance of creating a positive learning environment in which empathy, caring, and patient-centered care are valued.”

– LuAnn Wilkerson, EdD, Associate Dean for Evaluation and Faculty Development, Dell Medical School at the University of Texas at Austin

Dell Medical School's educational leaders believe one of the ways to change the culture in medicine is to recognize and reward transformative physicians. Each year, Dell Medical School holds an awards ceremony to recognize outstanding contributions to its educational mission. Two of the awards are specifically intended to celebrate individuals who model caring and character in their work.

The **Compassion and Character Award** recognizes faculty who excel in “relationship-building, effective communication, compassion, embracing integrity, fairness, honesty and good judgment, and promoting generosity of spirit or action.” Faculty may self-nominate or be nominated by a faculty member, student or resident. One award is given each year.

The **Clinical Learning Environment (CLE) Award** recognizes faculty and residents who receive high scores on medical student and resident evaluation items measuring empathy and compassion, purposeful role modeling and creating a positive clinical learning environment. The CLE award is not limited to a predetermined number of recipients; instead, it may be earned by anyone who meets these evaluation criteria.

The CLE award recipients each receive a certificate and a lapel pin (pictured above). The intent is that attending the awards ceremony and/or seeing a colleague's pin will motivate faculty and residents to learn about the award and then work to earn it themselves. Since 2018, 101 faculty and residents have received the Undergraduate Medical Education (UME) CLE award (based on medical student evaluations). The number of annual recipients of the UME CLE award has grown from 32 to 43 in the three years. In 2020, a new Graduate Medical Education (GME) CLE award (based on resident evaluations) was added to the ceremony. The GME CLE award was earned by 91 faculty members in 2020. Dell expects to see these numbers continue to rise each year as more and more faculty and residents learn from and are inspired by their peers.

Due to COVID-19, the awards ceremony was held via Zoom in 2020. The online event was well attended as the Dell Medical School community gathered to celebrate their colleagues' accomplishments. The next awards ceremony in October 2021 will be held in person at the medical school.



101
UME awards
given to faculty
& residents

91
GME awards
given to faculty



The University of Texas at Austin
Dell Medical School

Geisel medical student coaching program completes its second year

As part of the Geisel School of Medicine at Dartmouth's commitment to transform medical education and graduate the "complete physician", a four-year, longitudinal coaching program was launched in August 2019 with support from the KNN through an investment from the Kern Family Trust and Kern Family Foundation. This program connects all incoming medical students with a faculty coach for the duration of their studies at Geisel. It enables students to build close rapport with their coaches, maintain consistent academic and professional support, and engage in numerous small-group and individual coaching sessions.

The first-year coaching content includes: reflecting on one's physician professional identity, the transition to medical school, the creation of well-being and academic goals, soliciting and receiving feedback, exploring learning needs and strategies, and understanding moral distress and moral resilience in the context of COVID-19. Throughout discussions around these different topics, elements of caring and character consistently emerge.

Students are organized in small groups with a coach who follows the students for their four years of medical school. The trusting longitudinal relationship students have with their coaches has already helped students to feel more supported as they navigate the multitude of challenges they face. Furthermore, the sense of community within the coaching groups provides peer support and a forum to discuss and manage challenges in constructive ways that build character. With these supports in place, students will be better positioned to mitigate the effects of burnout and hardening that can happen in medicine and to grow from their experiences and act in ways that align with their values. In the end, this will help the students maintain and further develop their character.

The Geisel KNN team has completed the second year of the coaching program and will launch the program with a third cohort of incoming medical students next fall. During the 2020-21 academic year, the coaching program included 184 first- and second-year medical students and 24 faculty coaches representing 10 departments. Many students appreciated the early discussion about professional identity and the inclusion of social justice as an important part of being a physician. The Geisel KNN team anticipates this dialogue will help to continue to cultivate caring and character.

While COVID-19 response and mitigation efforts impacted the coaching program by forcing all sessions to switch to a virtual setting, the coaches and students responded very well to this new environment. Importantly, structuring group and one-on-one coaching sessions to integrate with the curriculum provided a critical means to meet students where they were. Coaching groups help students to manage all of the changes imposed by the new educational environment, discuss important topics around moral distress and resilience and provide important feedback on how the school could improve virtual delivery of other courses in real time.



184
first- and
second-year
medical students



24
faculty
coaches

representing

10 departments



“

STUDENT QUOTES ON BENEFITS AND IMPACT OF PROGRAM:

- *“More confidence”*
- *“Helps avoid burnout”*
- *“[Coach] has made the coaching program the best part of being at Geisel”*

NOTED BENEFITS OF THE PROGRAM BY COACHES:

- *Enables an “examination of my own values and goals”*
- *“More optimism for healthcare and medicine... by proxy to their (students’) own optimism”*



Geisel coaching activities support character growth and resiliency

In the spring of 2021, the first- and second-year medical students at the Geisel Medical School at Dartmouth participated in two key character-related coaching events and corresponding reflection activities. The Jubilee Centre for Character & Virtues' framework for character education in schools—which outlines character strengths reflected in intellectual, civic, performance and moral virtues—informed the exercises. The students spent time reflecting on the values that were the most important to them and how those values have been or could be challenged in the clinical learning and practice environments. They then brainstormed how to address those challenges and were encouraged to share and discuss these reflections in their small groups, which met in December 2020 for second-year students and March 2021 for first-year students. In addition, students later followed up on their experiences by discussing them in one-on-one coaching sessions.

These character-related coaching activities had the highest turn-in rate for Geisel's second-year medical students and were among the highest turn-in rates for the first-year students. During the activities, students reported that certain character strengths are commonly challenged: compassion, empathy, humility, service and justice/fairness/equity. This coaching content serves as an important opportunity for students to discuss and build character resiliency prior to moving into the clinical phases of their medical education.

Medical students were then asked to build on this work and develop a professional character goal for their learning portfolios. Of the second-year class, 49% (44/90 students) completed their professional character goal, with 89% of those students stating that goal was important or very important to them and 28% reporting it was their most important goal. First-year medical students were also asked to set a professional character goal, with 42% (39/92 students) completing the goal so far. Of the first-year medical students who completed the professional character goal, 87% indicated it was important or very important to them and 30% reported that the professional character goal was their most important goal.

For the first-year students, COVID-19 has had a major impact on how they have been able to connect with their coaching group peers and coaches themselves. Nearly all coaching sessions, both group and one-on-one sessions, were virtual. Despite the challenges for relationship-building, the Geisel KNN team was pleased to see from the end-of-year coaching survey that 90% of the first-year medical students said they have a good or excellent relationship with their coach.

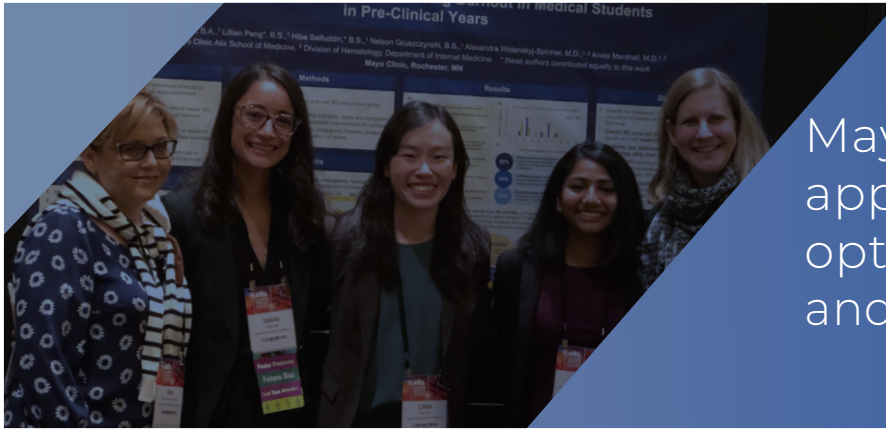
It is anticipated that the coaching groups will continue to gel and integrate further as Geisel begins to permit more in-person sessions. As coaches continue to meet with students, Geisel expects that even more students will complete their professional character goals—fostering their professional character resilience and growth as they advance through medical school.

“ BENEFITS OF COACHING EXPRESSED BY STUDENTS IN 2021 SURVEY:

- *“Preserving what is important in terms of character as a physician”*
- *“Helping me recognize what I value in my career as a physician and what kind of physician I want to be”*



Dartmouth
GEISEL SCHOOL OF
MEDICINE



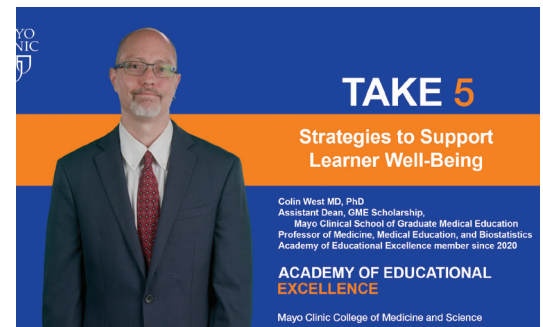
Mayo strength-based approach used to optimize learning and work environments

Mayo Clinic Alix School of Medicine is leading a three-part initiative to optimize learning and work environments so all members of the healthcare team (patients, learners, staff and faculty) can flourish. This strategy uses a strengths-based approach with motivated teams whose work aligns with caring and character. The approach has enabled Mayo's KNN team to amplify, extend and rapidly scale efforts related to caring and character across its sites and schools.

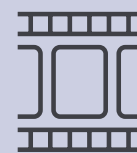
The first emphasis of this initiative is to assess and continuously improve the medical school learning environment. Mayo's KNN team inventoried existing learning environment measures and added items to course evaluation forms to measure how effectively caring and character are supported and modeled. The team compiled these and other measures into dashboards with filters to generate reports for education and practice leaders. This approach has helped bridge education and practice, elevate the learner experience alongside that of staff and patients, and increase accountability for the learner experience in clinical settings.

The second emphasis identifies potentially modifiable factors associated with learner well-being and other desired outcomes related to caring and character. In October 2020, Mayo launched a collegewide learning climate survey to determine if and how learner perceptions and experiences—particularly those related to diversity, equity and inclusion—in the learning and work environments relate to key learner outcomes. Multiple scholarly projects are planned as part of this work.

The third emphasis develops additional interventions to promote caring and character. Mayo's KNN team added an interactive large-group session on character to its first-year ethics course, partnered with two students to create a character elective and devised a process for celebrating caring and character exemplars within the learning environment. The team is also enhancing processes for providing residency program directors with feedback on their leadership skills and developing trigger videos to engage residents in discussions about navigating various types of personal and professional challenges. For faculty, the team has partnered with the Mayo Clinic Office for Applied Scholarship and Education Science to create and deploy engaging, accessible, evidence-based, just-in-time faculty development resources on topics related to caring and character. These resources will also be made available for use at all KNN founding member schools. The team has accelerated the expansion of an interprofessional Healing the Emotional Lives of Peers (HELP) program, which facilitates peer support for healthcare professionals and learners after stressful clinical events. The team is also investing in efforts to promote diversity, equity and inclusion by co-sponsoring conferences, speakers and workshops related to these topics.



"TAKE 5" videos, which present five learning points in five minutes or fewer, allow for just-in-time faculty development and have been shared across KNN founding member schools.



18
Take 5
Videos



>8000
Plays

Enduring educational materials from these efforts are being used across Mayo in a residents-as-teachers program, onboarding resources for new physician/scientist staff, Human Resources training and the enterprise wide EverybodyIN anti-racism campaign. Mayo has a strong values-driven culture rooted in its primary value, “the needs of the patient come first,” and core values of respect, integrity, compassion, healing, teamwork, innovation, excellence and stewardship (RICH-TIES). This values-driven culture, in partnership with the KNN, provides fertile ground for lasting impact of efforts to promote **caring and character** in healthcare.

“The KNN has provided vital funding to create enduring materials to help stimulate conversation among our trainees about their values, their hopes and their struggles as they become professionals.

– Sandy Rackley, MD, MAEdHD, Assistant Dean for Trainee Well-Being, Mayo Clinic School of Graduate Medical Education

“Support from the KNN has helped to catalyze and propel a national discussion regarding expansion of the pathway for medical education diversity.

– Barbara Jordan, MA, Administrator for Mayo’s Education Office of Diversity, Equity and Inclusion





Mayo learning climate survey generates continuous improvement

Diverse, equitable and inclusive learning and work environments are essential to attracting, developing and retaining a diverse medical and scientific workforce and ultimately, providing the best care to every patient. Achieving these goals requires academic medical centers to understand the experiences of their learners and identify opportunities for continuous improvement.

In fall 2020, Mayo Clinic College of Medicine & Science (MCCOMS) conducted an enterprisewide learning climate survey of Mayo Clinic learners—including medical students, graduate students, residents and fellows, and health science students across four training sites (Rochester, Minnesota; Scottsdale and Phoenix, Arizona; Jacksonville, Florida; and community-based hospitals and healthcare facilities in the Midwest). Of the 3,158 learners surveyed, 56% responded to the survey and generated more than 100 pages of comments.

The learning climate survey was originally scheduled to launch in February 2020, but it was postponed to October 2020 in part due to COVID-19. In Mayo's view, the delay—and the renewed local and national focus on systematic racism that began in the intervening time—may have made it easier for learners to share experiences of individual and systemic bias.


The survey measured four key dimensions of the learning and working environment: psychological safety, faculty relationships, social support and burnout. Within each of the MCCOMS schools, the results identified key areas of strength and opportunities for improvement. These results have garnered widespread engagement from educational leaders across multiple sites and facilitated important conversations with leaders outside of education who are in positions to effect change.

Overall, this effort recognizes the critical role learning environments play in promoting caring, character and human flourishing, and it aligns with the AAMC Foundations for Inclusion Excellence initiative and the Accreditation Council for Graduate Medical Education (ACGME) Clinical Learning Environment Review Pathways to Excellence program. Each MCCOM school is now in the process of drafting action items informed by the survey results with support from the Mayo Clinic Office for Education Diversity, Equity, and Inclusion.

“


“I am grateful to be in a place where diverse ideas are respected. Keep reaching out to students of diverse backgrounds, mentoring them and recruiting them. It is those who have, through experience, become passionate about advocating for diversity and true visionary leadership who are most likely to produce change in our healthcare system toward an environment of higher-value, more humane care.”

– Mayo Clinic Alix School of Medicine Learner



EDUCATION GRAND ROUNDS

From Values to Action: Improving the Diversity, Equity, and Inclusion Climate for Mayo Clinic Learners



Andrea Leep Hunderfund, MD, MHPE
 Associate Professor of Neurology, Associate Director of the Mayo Clinic Program in Professionalism and Values, and Mayo Clinic Co-Lead for the Kern National Network for Caring and Character in Medicine

In this session, Dr. Leep will present results of the recent enterprise-wide Mayo Clinic College of Medicine and Science learning climate survey. She will lead a discussion exploring how responses from our medical students, graduate students, health sciences students, residents, and fellows can guide us in our efforts to achieve diversity, equity, and inclusion excellence in Mayo Clinic College of Medicine and Science.

Thursday,
March 25, 2021

Minnesota
Noon - 1:00 p.m.

Florida
1:00 p.m. - 2:00 p.m.

Arizona
10:00 a.m. - 11:00 a.m.

Climate survey results are being used to inspire change across Mayo's multiple sites.

“The learning climate survey that was conducted allows us to understand where we are strong, where we must improve, and provides themes and examples of [the] experiences [of] our learners, all of which can provide a roadmap toward continuous quality improvement. To be truly excellent, we must face where we are failing, celebrate where we are excelling and listen to the myriad of learner voices to create an environment where we truly embrace diversity, equity, and inclusion and tear down the barriers that stand in our way.

– Michele Y. Halyard, MD, Vice Dean of Mayo Clinic Alix School of Medicine and Dean, Arizona Campus.





MCW interprofessional education program prepares students for collaborative practice

Sponsored by the Robert D. and Patricia E. Kern Institute for the Transformation of Medical Education, the Medical College of Wisconsin's interprofessional education (IPE) program brings together students from two or more healthcare and social care professions to learn with, from and about each other in preparation for collaborative practice in medicine. Traditionally, IPE activities at MCW focused on knowledge acquisition rather than interpersonal interactions and team dynamics. This meant students' experience did not mirror working environments in medicine.

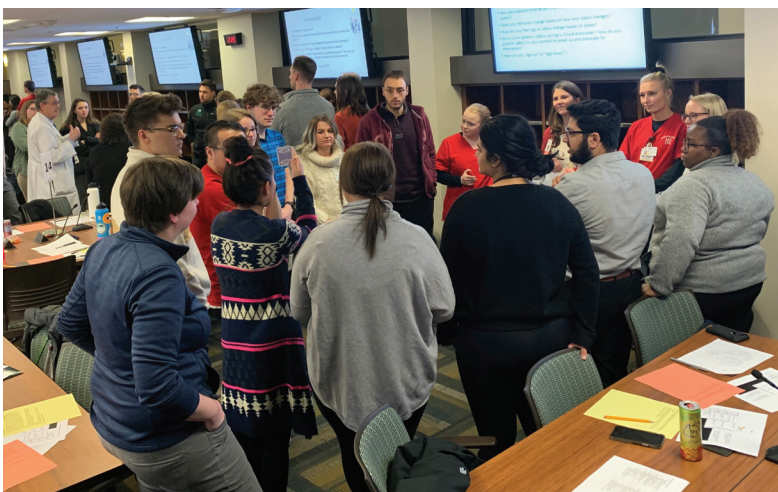
To create the collaborative IPE program, Erica Chou, MD, developed a core IPE thread in the curriculum and formed partnerships within MCW as well as with Marquette University, Concordia University Wisconsin, Milwaukee School of Engineering, Columbia College of Nursing (now part of Alverno College) and Gateway Technical College. The expanded IPE program brings together medical, nursing, paramedic, physical therapy, occupational therapy, speech and language pathology, social work, pharmacy and dentistry students. These interprofessional students are placed in teams to learn with and from each other over a two-year period to develop familiarity and trust as they progress through their respective educational programs.

Throughout four sessions over four semesters, students develop skills in each of the Interprofessional Education Collaborative (IPEC) competencies with caring and character at the heart of each competency. In the "Interprofessional Communication" session, students begin by listening to understand and considering different perspectives. In "Values and Ethics," students explore psychological safety and are challenged to be brave and to speak up, while also utilizing tools of conflict resolution. In "Roles and Responsibilities," students focus on humbly recognizing one's own limitations, respecting the expertise of others and understanding the interconnectedness of the team. Last, in "Teams and Teamwork," students are tasked with using an interprofessional approach to team problem-solving on simulated patient cases.

“

I learned how to look at a clinical/medical situation from the perspectives of other healthcare team members. I learned to actually listen to what they were saying and respond appropriately.

- Participating Student



IPE students in class discussion

This year presented an unexpected challenge to IPE session delivery; bringing students from multiple programs physically together in large groups was not an option. To prepare for online sessions, Dr. Chou, with the help of several MCW faculty and students, ran a practice session in the inaugural Kern Institute at MCW Test Kitchen, a teaching laboratory that brings together innovative educators and enthusiastic students to provide feedback




Dr. Erica Chou presenting at IPE event

These intelligent and enthusiastic learners, armed with their developing team skills, will add value for patients, healthcare teams and communities. While the pandemic has kept individuals physically apart, it has driven innovation. Novel ideas such as the Test Kitchen will continue long after the pandemic ends, and the IPE activities developed during the pandemic will create a more versatile and resilient healthcare workforce.

on new educational activities prior to delivery of the first session. With feedback from the Test Kitchen in hand, sessions and activities were redesigned to conduct the IPE program remotely. New activities were also developed using technology that could not have been done face-to-face, so social distancing resulted in innovation. The first virtual session was successful and well received by students and teachers from all partner schools.

As the Kern Institute at MCW's IPE work grows, the vision is to build on the successful transformation of the classroom-based IPE curriculum at MCW and partner schools by developing meaningful student roles on interprofessional teams in the clinical learning environment.



Kern Institute at MCW Transformational Times newsletter increases visibility of caring and character

In March 2020, in-person classes were being canceled, medical students were being sent home from their clinical rotations and the pandemic was starting to become real. On March 16, 2020, Adina Kalet, MD, Director of the Kern Institute at MCW, presented her vision for a weekly email that would offer support and information to MCW and the wider community: the *Transformational Times*. She invited several members of the Kern Institute faculty, staff and students to address a variety of topics, including how they could:

- Understand what caring and character look like during a public health emergency.
- Keep students connected after they had been forced off campus.
- Explore how faculty and staff are affected by the ethical issues inherent in balancing work, coronavirus exposure, family upheaval, PPE shortages and child rearing.
- Support the “worried well.”
- See how the pandemic might reactivate old wounds.
- Find ways to best engage MCW’s audience.
- Discover what “transformation” looks like when everything is disrupted and how we should take advantage of this disruption to reinvigorate medical education.

In the process, faculty quickly began sharing the projects and missions of the Kern Institute at MCW. The institute’s thought leaders, program participants and consultants shared insights on many topics, including visual thinking strategies, remediation, medical education transformation, entrepreneurial mindset, entrustable professional activities, educational measurement science, mentorship, mattering, practical wisdom and professionalism.



We were able to create meaningful connection and sharing of reflections in real time through this virtual platform. Even as we start to come together again, in person, I think this will be a valuable platform to keep our MCW and Kern communities connected and allow all voices to be heard.

–Wendy Peltier, Transformational Times Editorial Board Member



6,000

individuals receive
the newsletter



>30%

open one or
more articles



60

issues published
to date


Incredibly busy people create the content for the *Transformational Times* each week, and the editorial board has been gratified by their willingness to share stories on a deadline. The Kern Institute at MCW is also very grateful to the readers; of the 6,000 individuals from MCW and beyond who receive this email every Friday morning, more than 30% open one or more of the articles. The *Transformational Times* has published 60 issues to date, all centered around caring and character, and this weekly publication has become a foundational source of information for faculty, staff and students to use in transforming medical education.

The *Transformational Times* has given the MCW community a way to stay connected in a very personal way during a time when this would have otherwise been impossible. The articles have given authors and readers the opportunity to start a conversation around hope, character and resilience. Ultimately, they have given a voice to individuals who can influence others' thoughts around topics that create impact in the larger medical education community.

“

Excellent issue. I just read every word and will be sharing articles with friends and family.

– Lindsey Bowman, Administrative Assistant Sr., Academic Affairs – Curriculum Office



Transformational Times
Words of Hope, Character & Resilience from our Virtual Community
Friday, March 12, 2021

1ST ANNIVERSARY ISSUE

Editor's Corner

- Bruce Campbell, MD: [The Transformational Times has a Birthday and I have an Insight](#)

Reader's Choice Awards

- Malika Siker, MD: [Lessons on Resilience, Empath and Magic from Life is Beautiful and Roberto Benigni in the COVID-19 Era](#) | Published May 8, 2020
- David Nelson, PhD, MS: [The Gathering](#) | Published May 22, 2020

In March 2021, the Transformational Times celebrated its first anniversary of connecting the MCW community with caring- and character-related stories.



UCSF summer medical education projects explore caring, character, ethics and professionalism in medicine

During the summer between the first and second year of medical school, UCSF students engage in a summer exploration project in a domain of science that interests them. Under the mentorship of UCSF faculty and with support from the KNN through an investment from the Kern Family Trust and Kern Family Foundation, during the summer of 2020, four medical students selected projects in the medical education domain. All students participated in the UCSF Curriculum Ambassadors program, an eight-week immersive experience in which teams of students work on identified areas of need for the medical school curriculum. Students began the program with a structured review of Kern's six-step model for curriculum development that provided a logical, systematic approach to the development of medical education curricula. Students received feedback on their summer projects from faculty educator leaders and peers through weekly "works-in-progress" sessions.

Three of the four students worked with core clerkship faculty educators to develop an ethics curriculum through a lens of virtue ethics, which examined caring and character using clinical case studies. The students developed cases and facilitator guides to be delivered through didactics and small-group discussions in the core clerkships beginning in January 2021. One of the students had the chance to deliver a lecture with her summer mentor during the OB-GYN core clerkship in August 2020.

As part of the KNN professionalism in medicine initiative, the fourth student worked closely with two of the UCSF KNN team's faculty members and a UCSF librarian to explore society's expectations of physicians based on their portrayal in the media—specifically in magazines appealing to diverse audiences. The study examined 300 articles from eight magazines. The magazines were diverse based on the audience, content and mission, but all integrated some focus on health in their missions. The review and coding of the articles has been completed along with a preliminary analysis, and the student peers provided suggestions for ways in which the work could be incorporated into UCSF's professionalism curriculum.

At the culmination of their projects, all students delivered formal presentations to the Curriculum Ambassadors participants, leadership and mentors and took part in a broader class symposium in January 2021. In addition, one student presented his summer work as a poster at the annual Association of Surgical Education (ASE) conference in April 2021.



The most rewarding part of my summer work was knowing that this curriculum could impact the care patients receive from UCSF trainees and potentially mitigate the moral distress our trainees will experience in the future. By expanding students' perspectives and giving them the tools they need to think critically about multifaceted ethical dilemmas, I am hopeful they will be able to approach these situations with confidence and ensure they are dealt with justly.

– UCSF Medical Student



UCSF listening tour uncovers multifaceted perspectives on character

WE HEAR YOU.




For UCSF, the journey to promote character education at the institution and in the larger medical community began with an appreciation for the many ways character can be viewed, defined and celebrated. In fact, the UCSF KNN team is now exploring how character and character exemplars are perceived across different viewpoints (i.e., students, residents, faculty and health system leaders) in an effort to understand how these experiences impact well-being in medical education.

This initial work will allow the team to investigate the interface between character, professionalism, professional identity formation and effective clinical care. Using this information, the team aims to revise learning, teaching, assessment and recognition strategies to support learners' development across the medical education curriculum.

Perspectives are being gathered through a listening tour, beginning with a medical student essay contest in which 20 UCSF medical students shared their thoughts on the following prompt:

How do you define character? Describe someone you have encountered who is a character exemplar—what about them and their actions inspires you and your future work?

Students were given the KNN definition of character as scaffolding. The activity's goals were to foster discussion among students, generate self-reflection and explore themes the students raised. Three main themes emerge from this work:

			
THEME	CHARACTER AS AUTHENTICITY	CHARACTER AS HUMANISM	CHARACTER AS ADVOCACY
VIRTUE	MORAL	MORAL	CIVIC
	<ul style="list-style-type: none"> • Self-aware • Self-actualized • "At ease" 	<ul style="list-style-type: none"> • Core component of the human experience • Connection to yourself (identity) and to others • Disconnection implies "loss of character" 	<ul style="list-style-type: none"> • Impacted by external factors: social, institutional, cultural • Acting in service to others • Advocacy in many forms (e.g., patient care, inequality, justice)

These themes are exemplified in the quotes on character below and are one part of a larger story the UCSF KNN team hopes to tell—one that includes input from residents, faculty and health leaders, and informs future curricular interventions.

THEME	CHARACTER AS AUTHENTICITY	CHARACTER AS HUMANISM	CHARACTER AS ADVOCACY
VIRTUE	MORAL	MORAL	CIVIC
ILLUSTRATIVE QUOTE	<i>"Not only was I anxious about meeting the physician mentor... but I was short of breath and a little lost.. Then she introduced herself... with such warmth and positivity, I was immediately at ease. She was not afraid to be who she was. I should not be either."</i>	<i>"Observing Dr. B and his interactions with the patients, students, and colleagues around him has made me consider the type of impact I want to make on the world... at the end of the day, defining character is intricately linked with defining what it means to be human."</i>	<i>"Character is molded by our lived experiences... it is not static... I was most inspired when listening to his stories about advocacy as a medical student and physician... I aspire to make part of my character as a future physician one who advocates for patients inside and outside the exam room."</i>

The UCSF KNN team also plans to roll out in-person focus groups among resident physicians and individual interviews with health systems leaders. Although such activities were postponed due to COVID-19, the team has continued to develop the guides for those sessions and plans to move forward with them in the coming months to add this data to the thematic analysis.

UWSMPH learning community builds equitable access to mentorship



With the Building Equitable Access to Mentorship (BEAM) program, the University of Wisconsin School of Medicine and Public Health (UWSMPH)—including the UWSMPH KNN team—initiated a new learning community offering faculty development aimed at increasing mentoring skills for UWSMPH’s diverse faculty scholars. Caring and character are cornerstones of the BEAM program as faculty mentors undergo dedicated training and are provided resources to meet the unique needs of their student mentees in a caring, compassionate and holistic manner that promotes student flourishing. The program also coaches mentors to be models of good character for their mentees in all academic, clinical, professional and community settings. In this way, the program assists medical students from racial/ethnic groups underrepresented (URM) in medicine with acquiring social and cultural capital to maximize their experiences and resources at UWSMPH, all while helping faculty enhance their own professional development and academic success.

The goals of the BEAM program are to:

- Build a cohesive and supportive community of faculty scholars across diverse health science disciplines who are from URM groups in Wisconsin.
- Identify URM faculty to participate in the URM Student Mentorship Program and to provide mentor training to BEAM scholars.
- Enhance the faculty experience and connectedness of BEAM scholars through professional development and social networking.
- Provide opportunities for URM faculty members to advance UWSMPH diversity initiatives through involvement in activities that support URM students in UWSMPH training programs.

With the incoming medical school classes of 2019 and 2020 surpassing 30% URM students, the need for visible, involved role models for UWSMPH students and trainees has also increased; during the 2019-20 and 2020-21 academic years, a total of 37 faculty mentors mentored 64 first- and second-year medical students.

BEAM provides competency-based education and resources to faculty scholars who assume mentorship roles. They participate in extensive evidenced-based mentorship education workshops led by colleagues within UWSMPH who are national/international experts. The workshops explore multiple mentoring models, tools to improve mentoring and culturally aware mentoring practices. Education is presented in multiple online modules, developed with support from the KNN through an investment from the Kern Family Trust and Kern Family Foundation, as well as in-person and synchronous virtual discussions. Scholars are also coached on how to turn their educational work into scholarship to support career advancement and promotion in their faculty track, and each BEAM scholar may request a professional evaluation of their promotion packet materials. Additionally,

“BEAM got us closer together in a meaningful way by allowing mentors and mentees to share real-life experiences and to appreciate the many humanistic aspects of one’s medical training journey.”

– BEAM Participant

37
faculty
mentored



64
first- and
second-year
medical students



BEAM Participants

peer mentorship structure, engaging third- and fourth-year URM students who were part of BEAM as first- and second-year medical students to help guide students and serve as a resource in addition to the faculty mentor.

each scholar receives a stipend to cover expenses associated with mentoring activities.

With COVID-19, BEAM changed to virtual mentoring development sessions during the 2020-21 academic year and will likely use a hybrid approach in the future, combining both in-person and virtual learning activities as the virtual format fit some activities well and increased participation. New activities included URM residents participating in a session with URM BEAM students as students prepare to transition into the clinical learning environment to talk about navigating the clinical learning environment, caring for one another, and self-care. The UWSMPH team is working on developing a near

“

They [my mentees] are thoughtful, inquisitive, and do not accept the status quo. We've had some very difficult conversations about systemic racism, micro-aggressions and how to stand up when injustices occur. They give me hope that the future is bright.

– BEAM Mentor

UWSMPH What brings you in today? Podcast series elevates medical student voice

"Hola, I am Mayra Betancourt Ponce."

"And I am Leigh Berman."

"So, tell me... What brings you in today?"

What follows that introduction is a podcast in which medical students from the University of Wisconsin School of Medicine and Public Health (UWSMPH) and a variety of guests discuss topics ranging from medical memes and creativity in medicine, to racism, death and dignity, and the challenges medical students face in accessing mental health services. Rooted in such topics, issues of caring and character are interwoven throughout the podcast series. Guests have represented all the fields involved in healthcare, including health professions students, residents, attendings, psychologists, social workers, JD/MDs, and PhDs.

As this initiative revolves around elevating student voices, the following is direct perspective from student participants on the project and how it has affected them.

"During our first year of medical school [at UWSMPH], we [Betancourt Ponce and Berman] were studying together and got talking about alternative career pathways that we would have taken," Betancourt Ponce says. "We realized that we both like journalism and then we started talking about ways in which we could incorporate medical humanities into our training and to share that with our community."

Their first joint media venture was a journal called "The Script"—which is still active—but a recommendation from Christie Seibert, Associate Dean for Medical Student Education and Services at UWSMPH, to listen to "The Nocturnist" set them on the podcast path.

"I like the podcast format because you hear the author's voice," Berman shared. "It's very personal. As a reader, you can insert whatever voice you want, but when someone reads their piece, you really hear it in their own voice and words."

Dr. Seibert encouraged the pair to apply for support from the UWSMPH KNN funding for music licenses and art production. For sound, they were able to utilize equipment previously obtained with KNN funding to equip career counseling staff. The team also hired an undergraduate student, Eliza Lindley, as podcast producer.

"It's cool having someone who's not in medicine edit our episodes and see how they can transform and transmit that message through the editing," Betancourt Ponce says.



The highly professional output of "What Brings You in Today?" can be found [online](#) or by following @wbyit_uwsmph on Twitter or Instagram.

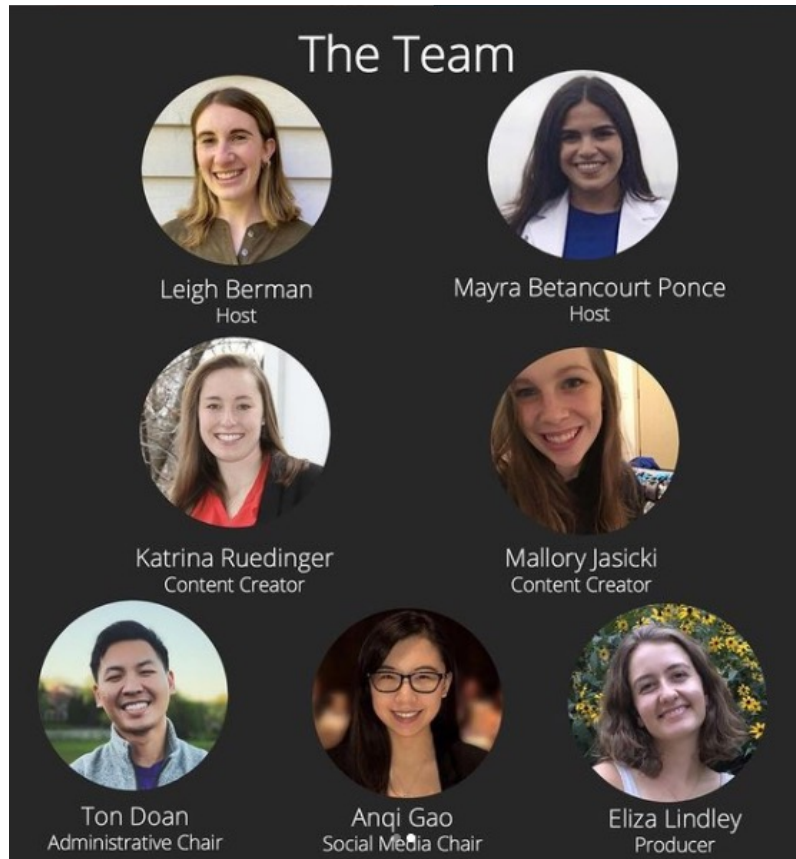


21
episodes

>2500
downloads

Together, Berman and Betancourt Ponce have built a team of medical students responsible for content creation, administration and social media. So in addition to knowledge of audio production technology, they have picked up management, organization and marketing and communication skills.

"Doing the actual interviews was a learning curve for me," she adds. "In the beginning, we were always thinking ahead about the next thing we wanted to ask. The recordings showed that we weren't responding to what was just said; we just jumped into the next question. But that is also something you have to learn in medical school: to be present," Berman notes.



mrstodr, 01/27/2021

"The highlight of my week!!!"

This podcast helps me digest the things during the medical school process that I thought I was alone in. So AMAZING to see it being led by two young to-be physicians."



UW physician alum, 10/12/2020

"Two thumbs up!"

New and fresh perspectives on topics very important to all healthcare providers. This is a must listen for anybody with interest in improving the delivery of healthcare in America."



tondo5210, 10/16/2020

Very much needed

Medical students and doctors are not mindless robots in cahoots with Big Pharma as we all like to think. They're regular people, they have emotions and very strong beliefs of their own. This podcast gives them a space to navigate that space as human beings before (and in the context of being) medical professionals.

Vanderbilt lecture series helps learners provide compassionate end-of-life care



4
sessions
planned



2
sessions held
(due to COVID-19)



>150

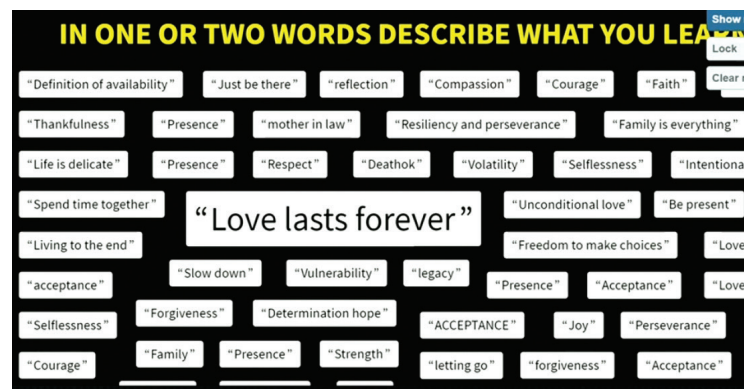
participants

Recognizing the importance of and the challenges associated with end-of-life care, Vanderbilt School of Medicine and Vanderbilt University Medical Center developed a four-part lecture series focused on the personal, policy, practical and professional dimensions of care for the dying. Supported by the KNN through an investment from the Kern Family Trust and Kern Family Foundation, this activity invited attendees to see the connections between individual and collective attitudes toward dying and the wide-ranging effects these attitudes have on policy decisions and care practices.

The four sessions planned for the lecture series included:

- Exploring the Personal Dimensions of Dying.
- End-of-Life Care and the Role of Public Policy.
- Advance Care Planning as Conversational Art.
- Distinctive Skills and the Importance of Interdisciplinary Teams in the Care of the Dying.

Students, faculty and staff were encouraged to attend, and continuing medical education and continuing nursing education credits were made available. More than 150 participants attended the February and March lectures in 2020.



Screenshot of poll results during a lecture in the Care for the Dying series.



Dr. Fanning's talk on the personal dimensions of dying was thoughtful and engaging. In his usual manner, he was able to make a difficult subject approachable for the audience. I particularly liked the interactive nature with word maps, and how this connected the audience as a group. This should be a required talk for anyone training to be a healthcare provider.

– Brian Drolet, MD, FACS



SCHOOL OF MEDICINE
VANDERBILT UNIVERSITY



Vanderbilt end-of-Life Rounds support both students and future patients

Over the past year, Vanderbilt has focused on caring and character through a series of lectures on end-of-life care. As part of these efforts, medical students involved in the KNN group also developed End-of-Life Rounds (EOLR) as an opportunity to enhance caring within end-of-life education. The goal of these discussions was to increase students' comfort with discussing end-of-life topics with their peers, future patients and the families of dying patients.

The structure of each EOLR session was designed to mirror traditional inpatient rounds, and each focused on a specific topic surrounding end-of-life care. The events would begin with a student presenting a patient experience, followed by attendees discussing reflection questions in small groups. Each one concluded with a skills session led by palliative care or ethics faculty members.

For instance, the first session focused on how to approach a grieving family or patient. After the student reflection for that session, palliative care physicians Dr. Matthew Peachey and Dr. Mohana Karlekar taught students communication models for sharing bad news and having difficult conversations.

The second session focused on how to address death without taking away hope and how to address patients who are hoping for a miracle. As the skills session for this topic, Dr. Myrick Shinall shared reflections from his research in this area and his perspectives as a board-certified surgeon and fellowship-trained palliative care provider who also has a masters of divinity and a PhD in religion.

Unfortunately, the final two sessions on what to do when a family and patient disagree about end-of-life preferences and how to cope with caring for the dying were cancelled due to COVID-19. However, the students conducted one virtual session this academic year focused on self-care and coping with difficult situations.

In addition to increasing competence as future physicians, engaging in these end-of-life exercises and conversations supports medical students' development of caring and character. Further, addressing ways to cope with the death of patients also cultivates self-care and wellness practices that can benefit medical students as they advance through their medical careers. In total, 57 medical students participated in EOLR during this reporting period.

The goal is to continue EOLR through the next year. Future sessions aim to include students and faculty from Vanderbilt University's nursing and divinity schools to broaden the scope of these important conversations and bring in interprofessional perspectives.



"Fantastic session. Will be looking forward to more!"

"This was a great session. But I would love to have this be more regular... I would love the chance to regularly work on my empathy and critical thinking 'muscles.'"

– Student Participant



3 EOLR
sessions in this
reporting period



SCHOOL OF MEDICINE
VANDERBILT UNIVERSITY

VII. COLLABORATIVE INITIATIVE HIGHLIGHTS

Nine KNN collaborative initiatives are exploring ways to advance caring and character and promote flourishing in specific areas critical for medical education innovation and the practice of medicine. During previous reporting periods, the KNN board invested \$80,265 in the work of the Clinical Learning Environment Initiative and the Faculty Development Initiative. Both initiatives remained active during this reporting period. Brief reports and future plans for the collaborative initiatives are presented in this section.

- KNN Integrated Framework

- Caring in Medicine

- Character Matters in Medicine

- Reenvisioning Medical Professionalism in the Context of Caring and Character

- Foundations for Healthy Clinical Learning Environments

- Faculty Development: Educating Character in Medicine

- Holistic Admissions

- Primary Palliative Care Education

- Accelerator Writing Group



COLLABORATIVE INITIATIVES

The KNN Integrated Framework

NEW WORKGROUP COMBINES CARING AND CHARACTER EFFORT

The Integrated Framework Group was formed during this reporting period to help the KNN achieve its three strategic priorities by coordinating the activities of the KNN founding member schools in advancing caring, character and human flourishing as a framework for medical education, practice and the healthcare ecosystem.

To accomplish this charge, the Integrated Framework Group will combine and expand upon the efforts of the KNN's caring and character groups. The Integrated Framework Group will also assemble subgroups composed of faculty members from KNN founding member schools and outside experts to achieve the following:

- Assemble and curate a portfolio of programs, practices and/or tools for integrating the KNN framework into medical education and practice.
- Develop a plan for measuring caring, character, practical wisdom and human flourishing in medical education and the practice of medicine based on the KNN definitions.
- Engage with national experts and health professionals to elicit feedback as the KNN tests, strengthens and refines approaches.
- Refine the KNN definitions and integrated framework based on the outcomes of these initiatives.
- Work with the Accelerator Writing Group to prepare presentations and manuscripts.

In the last few months, the group has begun conceptualizing and planning for three portfolio elements: 1) short video(s) explaining the integrated framework and its components, 2) a facilitator guide to help faculty and others use the framework for various types of dialogue, and 3) a tool to guide individual reflection. In addition, the group engaged with several key experts and outside advisors in discussions, including Joan Tronto, PhD (University of Minnesota), Tyler VanderWeele, PhD (Harvard University), Matthew Lee, PhD (Harvard University), Kenneth Sharpe, PhD (Swarthmore College) and others. The framework has also been shared with many of the KNN founding member school deans and health system leaders.

WHAT'S NEXT

The KNN Integrated Framework Group will continue the work outlined above and will form a measurement subgroup to develop tools that can be used by KNN members or others to measure domains of character, caring, practical wisdom and flourishing, as well as to study the relationships between them.

consulted with



41

**experts and
outside advisors**

Portfolio Elements



**Brief video
or animation**



**Guide and
Discussion
Starter**



**Reflection
Tool**

COLLABORATIVE INITIATIVES

Caring in Medicine

FOCUS GROUPS EXPLORE STAKEHOLDERS' VIEW OF CARING

The KNN Caring Research Team is conducting focus groups with physicians, nurses, staff, learners and patients to inform the KNN's caring definition by: 1) exploring perceptions of the responsibilities, personal attitudes and attributes associated with being a caring clinician and 2) exploring how caring is distinct from and/or builds upon the characteristics of empathy, kindness, compassion and similar attributes within the healthcare context.

WHAT'S NEXT?

The KNN's caring definition will be shaped by feedback from KNN members and insight gained from focus groups being conducted at six KNN founding member schools—Geisel School of Medicine at Dartmouth, Dell Medical School at the University of Texas at Austin, Mayo Clinic Alix School of Medicine, The Medical College of Wisconsin, the University of Wisconsin School of Medicine and Public Health, and Vanderbilt University School of Medicine. The Caring Research Team has developed a discussion guide for conducting the focus groups and obtained Institutional Review Board (IRB) approval. All focus groups are using the same questions, as approved by the IRB, and will be completed by summer 2021. Qualitative analysis of the transcripts will be performed by fall 2021, and a manuscript on the focus groups and findings is targeted for a late fall submission. Ashok Kumbamu, PhD (Mayo Clinic Alix School of Medicine and PI of this project), and Stephanie Corliss, PhD (Dell Medical School), both have expertise in qualitative research and will lead this effort.

Once the focus groups are completed and the manuscript has been submitted, the work of the Caring Research Team will be incorporated into the KNN Integrated Framework Group.



WHAT IS CARING?

The KNN recognizes the following tenets as key to its work in caring:

- Caring embraces a blend of practices, dispositions and motivations all aimed at ensuring that individuals and populations grow, develop and flourish as best they can.
- It is situated in the context of relationships and built on acceptance of interdependence.
- It acknowledges inherent power imbalances but eschews dominance and seeks humility.
- Trust is a precondition for caring and is also generated in a reinforcing loop.
- Caring is mutually beneficial and rewarding.
- Standards and aspirational qualities are embedded in practices of caring, and practitioners strive to continually improve their efforts.



12

listening sessions
held

43

total participants



focus groups with physicians, nurses, staff, learners and patients to inform the KNN's caring definition

The following caring references have informed the KNN's caring work:

- 1) Tronto, Joan (2013). *Caring democracy: markets, equality, and justice*. New York and London: New York University Press.
- 2) Tronto, Joan (1993). *Moral boundaries: a political argument for an ethic of care*. New York, New York: Routledge Taylor and Francis Group.
- 3) Held, Virginia (2006). *The ethics of care: personal, political, and global*. New York, New York: Oxford University Press.
- 4) Mayeroff, Milton (1971). *On caring*. New York, New York: HarperCollins Publishers.

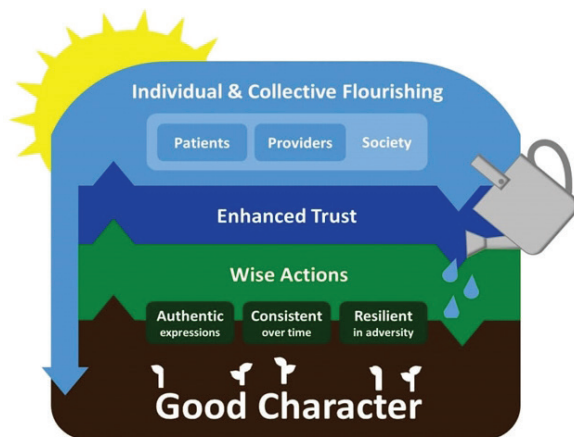


COLLABORATIVE INITIATIVES

Character Matters in Medicine

WHY CHARACTER MATTERS IN MEDICINE

Character matters in medicine because there are reciprocal relationships between character, trust and societal flourishing. Character formation in medicine aims to affirm and nurture the development of strengths, dispositions and practices that will facilitate wise action and promote trustworthy behaviors.



KNN Why Character Matters Model:
Diagram showing reciprocal relationships between character, trust and societal flourishing developed with leadership by Andrea Leep Hunderfund, MD.



WHAT IS CHARACTER?

The KNN defines character as “the complex [constellation] of psychological characteristics that [motivates and] enables individuals to act as moral agents.” (Berkowitz & Bier, 2004, p. 76) These characteristics are developmentally dependent and contextually formed over time. Character manifests in dispositions and practices, which are influenced by situations and valued according to the sociocultural context.

THE ROLE OF THE MEDICAL PROFESSION

The KNN believes that as a profession, medicine has a responsibility to attend to character at both the individual and organizational level by:

- Affirming the character strengths of our members and nurturing their ongoing character growth.
- Supporting the development of practical wisdom for the healthcare context.
- Providing environments that allow all members of the healthcare team to flourish (e.g. patients, clinicians, learners, team members).

The KNN Character Team has developed a model of character formation over time derived from a study of exemplars in a variety of fields outside of medicine. As part of this work, it has generated tables describing character expression and formation that could be used as a blueprint for character instruction and/or assessment by individuals and organizations.

WHAT'S NEXT

Caring and character are at the heart of the KNN's work, and the KNN Character Team has actively discussed ways to partner with the other KNN collaborative initiatives. As a result of this and other discussions, it was determined in the fall of 2020 that the work of the character group would merge with the newly formed KNN Integrated Framework Group.

Note: Berkowitz MW, Bier MC. Research-Based Character Education. The ANNALS of the American Academy of Political and Social Science. 2004;591(1):72-85. In addition to this source, this definition was adapted from and informed by the work of several authors including Marvin Berkowitz, PhD, Larry Nucci, PhD, James Arthur, PhD and his work through The Jubilee Centre for Character and Virtues, Philippa Foot, PhD, among others.

COLLABORATIVE INITIATIVES

Reenvisioning Medical Professionalism in the Context of Caring and Character



CONVENING EXPERTS

In an effort to better understand how current constructs of medical professionalism are serving varied stakeholders, the KNN convened a group of [professionalism experts](#) in February 2020 to take a fresh look at the construct of medical professionalism—with the understanding that it must be recognized as aspirational, inspirational and relevant by physicians and those who work with and are served by them. Learn more by reading the [KNN Professionalism in Medicine Expert Advisory Panel Meeting Summary](#).

The initial gathering aimed to identify questions, themes and controversies in medical professionalism that would launch a subsequent, more intensive look at the topic informed by the KNN's work in caring and character. Over the two-day meeting, the group's energy was drawn more to tackling the challenges of optimizing systems of care, education and policy to support the tenets of professionalism than to restating the ideals of medical professionalism as outlined in the [2002 Charter on Medical Professionalism](#). A critical insight was the question, "To what extent does America recognize that medical professionalism exists as a component of a social contract?". This question proved prescient when, a short time later, the world was turned upside down by the COVID-19 pandemic.



EXPANDING THE CONVERSATION

Following the expert advisory panel meeting in February 2020 and the impact of the COVID-19 pandemic, the KNN professionalism team refined the initiative's scope of work. While the initial goals endured, the team felt it was appropriate to add another goal recognizing the broader ecosystem within which medical education operates. The team discussed professionalism in medicine through the lens of a social contract or social contract theory. They also prepared two position papers to fuel a broader dialogue and explored ways to broaden the conversations outside of gatherings at regional meetings, such as surveys, podcasts or other virtual forums.

PUBLISHING

KNN authors completed the first of two manuscripts exploring aspects of professionalism in medicine. The first manuscript examines the health system's fragmented nature as magnified by COVID-19 and highlights the need for partnerships in medicine, public health and beyond to optimize the caring of our communities and in turn encourage more equitable flourishing of society.

The second manuscript, which calls for a rethinking of professionalism in medicine using a social contract framework has been submitted to the *Journal of the American Medical Association (JAMA)*. This manuscript highlights that for physicians to provide the best care to their communities and to uphold societal expectations of exemplary character, there must be a defined social contract. In this contract, both sides must recognize their role and commitment to sustaining an environment in which patients and their families can be best served. To be a caring physician as an individual or to build a caring profession, one must examine the contextual environment in which they work.

Although declined by *Academic Medicine* and *JAMA* respectively, the authors are exploring how the manuscripts might be revised or inform submissions to other scholarly journals.

In addition to the two manuscripts described above, a second-year medical student at UCSF School of Medicine, completed a UCSF summer project examining society's view of physicians through reviewing physician portrayals in American magazines. The medical student presented this work at a UCSF symposium and is in the process of developing a manuscript. Preliminary findings from this work suggest societal views of physicians are multifactorial and vary between audience groups. Physicians enjoy reputations as experts and even heroes or healers among many groups, especially in magazines targeted to older audiences. In other magazines targeted to minority groups, they are scrutinized as insensitive and potentially untrustworthy. The findings may have broader implications for how environmental or contextual factors may impact society's views of physicians and may help identify possible interventions or work that could be done in areas where gaps in caring or character might have been expressed in clinical environments.

WHAT'S NEXT

CONVENING

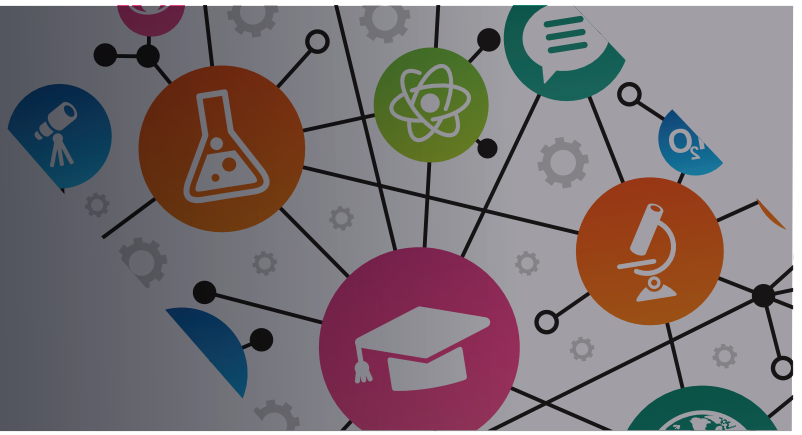
The team continues to discuss the KNN's role as a convener and plans to expand the dialogue by posing provocative questions among a broader community of leaders within medical education. While the KNN Professionalism in Medicine Initiative may leverage national meetings once they resume in person, a first step being considered is to organize the UCSF 21st Century Educators Virtual Course in February 2022 to explore professionalism. This event would examine professionalism as part of a larger conversation of changes that can and should be made in medical education following the pandemic. The early idea would be to engage medical education leaders from across the country as a national think tank to discuss such issues and explore how we might redesign systems, the professionalism/social contract and strategies to promote well-being.

SURVEYING

The KNN professionalism team continues to narrow the focus of a future survey to examine professionalism in medicine in the context of today's environment through the perspectives of multiple stakeholders. As part of the future survey work, the group plans to explore the intersection of character and professionalism with the goal of collecting data to produce scholarly work.

COLLABORATIVE INITIATIVES

Foundations for Healthy Clinical Learning Environments



The Clinical Learning Environment (CLE) Initiative continued its work throughout the 2020-21 COVID-19 healthcare crisis, as the character of clinical learning environments would become even more important in the context of the ongoing pandemic. In addition to supporting each other as a community, the CLE team members were able to share lessons from each institution's response to pandemic-related challenges in the learning environment.

BUILDING BETTER LEARNING ENVIRONMENTS

All seven KNN founding member schools are participating in the Clinical Learning Environment Initiative to develop and implement activities to improve the CLE. These activities and related outcomes will: 1) prioritize learner well-being, 2) celebrate educator exemplars, 3) provide learning resources and 4) summarize system-level performance. The founding member schools plan to use this information to support continuous improvement processes in their CLEs with the goals of decreasing learner mistreatment, increasing respectful interactions and ultimately improving the well-being of all system participants (i.e., learners, educators, patients, staff).

In the early phases of its work, the CLE team evaluated existing CLE frameworks and found that they did not include caring or character as core components. The team began developing a new framework that prioritizes:

- Aspects of CLEs that support learner well-being and flourishing
- Character strengths that help improve CLEs
- Effective systems for measurement and feedback

This unique approach has been disseminated at academic and faculty development conferences.

CLE ELEMENTS THAT SUPPORT LEARNER WELL-BEING

Team members have conducted a systematic literature review and identified the following as factors that significantly impact learner well-being:

- Stressors in learning environments
- Inclusion
- Faculty and peer relationships
- Professionalism
- Mental health/well-being curricula
- Hours/shifts
- Feedback systems
- Pedagogies

The most robust findings have to do with academic stressors, relationships, professionalism and well-being curriculum. While pedagogy may impact motivation and performance, it seems workload, time spent in lectures and on tests, as

Promote Flourishing in Clinical Learning



Infographic showing priorities of the team's CLE framework.

well as frequency of testing have a larger impact on learner well-being. Promoting faculty-student relationships and creating a sense of community among students may be the simplest way to improve learner well-being. This is especially important for underrepresented and traditionally marginalized groups. In addition to well-being didactics in curricula, addressing faculty and resident negativity is a promising avenue for enhancing learner well-being.

HOW CHARACTER CONTRIBUTES TO CLES THAT SUPPORT LEARNERS

Facilitating learners' character development is critical to their professional identity formation, personal reflection and ultimately, professionalism. This KNN initiative is using reflection to cultivate character in CLEs by creating and supporting opportunities for learners to reflect on and write about opportunities to employ character strengths, such as courage. Reflective narrative themes have included:

- The meaning of courage in medicine
- Courage exemplars
- Missed and future opportunities to employ courage in CLEs

Medical students have found reflection, narrative and small-group discussions about character moments in CLEs valuable and have encouraged expansion of the program.

The KNN CLE team also began work on a "CLE toolkit" that includes an infographic and seven videos describing important character strengths for a flourishing CLE. The seven videos are available to all founding member schools and beyond on the [KNN website](#). In addition to an introduction on character strengths, they cover the following characteristics: compassion, courage, equanimity, humility, perseverance and trustworthiness.

During this reporting period, the team launched CLE celebrations to highlight role models for positive, healthy learning environments. The Medical College of Wisconsin and Vanderbilt University School of Medicine planned activities coordinated with the Arnold P. Gold Foundation's Thank a Resident Day, and Dell Medical School created an internal award for learning environment role models. Twitter was leveraged to uplift celebrations and share resources, expanding visibility beyond KNN founding members alone.

WHAT'S NEXT

The pandemic created immense pressure on both individuals and systems. Plans to interview health system and education leaders were put on hold out of respect for time burdens, and it was not possible for all founding member schools to participate in CLE celebrations due to competing demands. An extension was granted for the CLE workgroup to continue with existing project goals through June 2022. Priorities will be deploying the character videos, holding system leadership interviews and sharing resources to promote diversity, equity and inclusion. CLE celebrations will continue in the coming year as will dissemination efforts. The CLE group has also added a student from Vanderbilt to the group to help make plans for incorporating students from each founding member school into the CLE work.



COLLABORATIVE INITIATIVES

Educating Character in Medicine – Faculty Development



REIMAGINING CHARACTER EDUCATION

Character development is an important, well-established initiative in many K-12 school programs; however, its emphasis in adult learning environments is less common. Medical school curricula have variable efforts devoted to instruction on “soft skills” such as communication, feedback and teamwork, as well as professionalism and ethics, but offer little in the way of character education. Likewise, as “Character Strengths and Virtues” from Peterson and Seligman has shown, faculty development programs are not focused on character education, despite how faculty role models influence students’ professional identity formation.

Recognizing the importance of character education in medicine, the KNN faculty development team is developing a cross-institutional, longitudinal faculty development program designed to equip medical educators with skills in character education so they can in turn provide character education to students. The goals of the KNN Faculty Development Initiative include:

- Building a community of educators focused on character in medical education.
- Strengthening faculty competence in character education.

The first phase of this work focuses on conducting a needs assessment and obtaining input from medical students, residents and faculty through exemplar interviews, an essay contest and a survey. Due to anticipated difficulties in surveying students and faculty and the slowdown of IRB actions and application processing during the COVID-19 pandemic, a three-month extension of the KNN Faculty Development Initiative was requested and approved.



29

**character exemplar
interviews conducted**



235

**medical students
and residents
surveyed**

EXEMPLAR INTERVIEWS

The team conducted 29 exemplar interviews in February 2021. A semi-structured interview protocol was used to explore the ways in which exemplars promote character development and what they have found to be effective based on their students’ and resident learners’ feedback. Transcripts are being analyzed and reviewed for themes.

CHARACTER ESSAY CONTEST

A character essay contest for medical students was launched at MCW, UWSMPH and Dell. The winning student essays were published in the KNN Connection, and all essays were analyzed and coded for themes to further inform how students define and value character.

GOOD PHYSICIAN SURVEY

Participating schools conducted a cross-sectional survey of 235 medical students and residents using a portion of the Good Physician Survey developed to explore local reflections. Medical students and residents were asked to reflect on exemplars who visibly teach and model character and their own experiences and impressions with exemplar physicians.

WHAT’S NEXT

Themes from the exemplar interviews, medical students’ character essays and the Good Physician Survey will aid in identifying a set of competencies and topics to be included in a faculty development program—one designed to strengthen faculty members’ capacity to influence and reinforce character development in their student and resident learners.

Analysis of the data from these activities has begun. Team members are dividing up the data sources and working collaboratively to come up with themes to inform curriculum development and prepare publications. The team will begin to develop six faculty development modules to be piloted and refined at participating founding member schools.



COLLABORATIVE INITIATIVES

Holistic Admissions



Since AY17-18 a total of

4,773

applicants
have completed
group interviews

across the

4

schools
that have used
this approach



LOOKING BEYOND MCATS AND GPAS

For the 2019-20 and 2020-21 admissions cycles, The Medical College of Wisconsin, the University of Wisconsin School of Medicine and Public Health and Geisel School of Medicine at Dartmouth have incorporated a group exercise developed by Dell Medical School into the medical school interview process. In this small-group exercise, applicants are assessed on attributes aligned with caring and character, including teamwork and respect for colleagues. Raters observing and evaluating the small-group exercises include medical school faculty, residents, staff and matriculated medical students. For the 2019-20 admissions cycle there was no impact on the KNN Holistic Admissions Initiative related to COVID-19. However, for the 2020-21 admissions cycle, the participating KNN teams restructured the small-group exercises and rater evaluations to be conducted virtually.

In addition, MCW is leading an effort to examine the reliability and validity of a rubric assessing applicants' teamwork during the group exercise. In this rubric, an individual's level of teamwork is assessed along five dimensions: appropriate assertiveness, decision-making, situational awareness, leadership and communication skills. The MCW team is looking at inter- and intra-rater reliability. This group is collecting information on observers' experiences with using rubrics, observing and

rating behavioral outcomes to examine and account for differences in rater experience and expertise in the analyses. This information will inform the following areas:

- Modifications to the rubric's items and rating scale to help raters accurately and consistently assess applicants' team performance skills.
- Development of educational materials to train new raters (and recalibrate existing ones) for future implementations within the KNN and beyond.

WHAT'S NEXT?

Tavinder Ark, PhD, at the Kern Institute at MCW and Joel Daboub, MBA, at the Dell Medical School are working together to prototype a centralized database and data visualization for this collaborative initiative. Participating KNN founding member schools are continuing to discuss how best to share data. The resulting database will allow a deep and unique analysis into predictive validity of the small-group exercise across the institutions. Questions to be explored include: What information does a small-group exercise provide beyond the traditional admissions process? What long-term predictive capacity does it have? The team also plans to use a think-aloud protocol and rater information to better understand how raters are using the rubric, what factors influence their scoring, what unique perspectives different raters provide and whether there is selection bias.

An abstract describing the validation of the group exercise rubric developed at MCW was accepted for presentation at the 2021 Learn, Serve, Lead: AAMC Annual Meeting scheduled for November 2021. A manuscript is currently in progress and will be submitted in the upcoming months.

COLLABORATIVE INITIATIVES

Primary Palliative Care Education



The Primary Palliative Care Education collaborative initiatives promotes humanism, caring and character in medicine through the lens of end-of-life care, and aims to provide innovative tools to educators that can be woven into existing rotations where exposure to End-of-Life experiences are high. The team conducted a literature search, reviewed ACGME program requirements from a broad range of specialties and current Palliative Care curricula from our network schools to better understand gaps and potential mechanisms to reach students and educators with validated and innovative tools. The team also plans to identify gaps in training by surveying palliative care experts, palliative care program directors, medical students and first year interns at participating KNN founding member schools. Team members have refined the initial Palliative Care taxonomy to five Palliative Care Essentials for medical student education and related these to specific aspects of caring and character. In addition, the team has linked the framework for the Palliative Care Essentials to VIA Character strengths related to aspects of End-of-Life care critical to learners, including self-care. The initiative also endorsed knowledge of ethics, communication and emotional intelligence related to End-of-Life care as pivotal for all students, irrespective of future area of practice.

During this reporting period, the Primary Palliative Care Education Initiative transitioned to a pilot project at MCW. Future updates on this work can be found in progress reports submitted by the Kern Institute at MCW.



ACCELERATOR WRITING GROUP

The KNN Accelerator Writing Group began in August 2020 and works to advance the vision and mission of the KNN by disseminating academic communications and other communications reaching lay audiences. To accomplish this work, the KNN Accelerator Writing Group:

- Tracks publications and communications by KNN founding members and collaborative initiatives.
- Facilitates the preparation and completion of manuscripts and other communications as needed by the authors and co-authors.
- Contributes to the preparation of academic communications as active co-authors.
- Leads the preparation of key KNN communications, such as a caring and character manuscript and a manuscript on medicine, public health and human flourishing.
- Advises and consults with the KNN communications team.
- Coordinates submissions for presentations at national meetings.

VIII. KNN EVENTS

As part of expanding its reach and influence, the KNN hosted and participated in several events during this reporting period. These events allowed the KNN to convene, engage and network with stakeholders and thought leaders on issues relevant to caring, character and human flourishing.

HUMAN FLOURISHING DISCUSSION SERIES

In early 2021, the KNN launched its first discussion series, “[The Medical Profession Through the Lens of Human Flourishing](#).” This ongoing series of virtual panels and presentations allows healthcare learners and professionals to engage in national conversations that ask fundamental questions about caring and character in the profession of medicine, discuss its role in advancing human flourishing and consider how to address factors that pose barriers to flourishing. Thus far, a total of 172 individuals from within and outside of KNN founding member schools have participated across two of the four scheduled sessions. The first session, “Human Flourishing, Caring and Character in the Medical Profession: To What End?”, in January 2021 explored what “human flourishing” means—especially in these uniquely challenging times—and how caring and character contribute in practice.

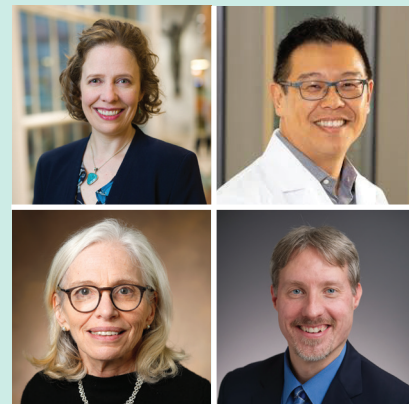
This event encouraged participants to appraise their own experiences with the intersection of caring, character and human flourishing; assess the state of human flourishing in the health ecosystem; and identify next steps in advancing flourishing through one’s professional practice. Brief, TED Talk–like videos on [caring](#), [character](#) and [flourishing](#); small-group discussions using [Jamboard](#); and the chance to write [six-word stories](#) on human flourishing engaged students and practicing professionals alike.

SPEAKERS FOR HUMAN FLOURISHING SESSION ONE

Clockwise from top left

- Andrea Leep Hunderfund, MD, MHPE, Mayo Clinic Alix School of Medicine
- John Luk, MD, Dell Medical School at UT-Austin
- Bonnie Miller, MD, MMHC, Vanderbilt University Medical Center and KNN Program Office
- Moderator: Chris Stawski, PhD, Kern Family Foundation

Learn more by accessing the event [recap](#) and [recording](#).



The second session in April 2021 asked attendees to consider how pathways to flourishing can help health professions learners, practitioners and organizations find strength and resilience during crises. “[Seeking Strength in Times of Crisis](#)” delved into common questions from the COVID-19 era: To what extent is flourishing possible and equitable in trying times? What resources, support and actions can help move us toward strength and resilience? In the session, three exceptional speakers shared perspectives and experiences from pastoral care, critical care and global health work.

SPEAKERS FOR HUMAN FLOURISHING SESSION TWO

Clockwise from top left

- Krista Gregory, MDiv, BCC, Dell Children's Medical Center
- Daniela Lamas, MD, Brigham and Women's Hospital
- John Tarpley, MD, FWACS, FACS, University of Botswana
- Moderator: Chris Stawski, PhD, Kern Family Foundation

Learn more by accessing the event [recap](#) and [recording](#).



STATS FOR SESSION ONE & TWO



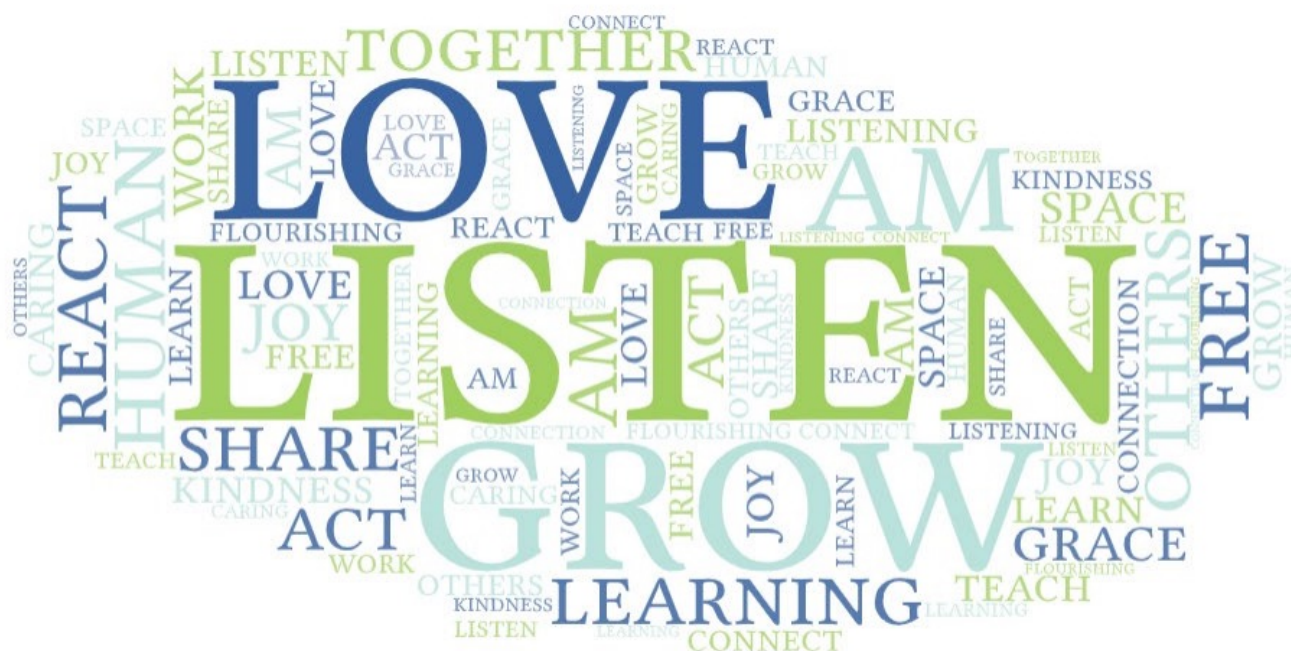
50
non-KNN
organizations
represented



172
live
attendees

representing
22 & **3**
states countries
+ Washington D.C.

Both sessions were very well received with all respondents strongly agreeing or agreeing the programs broadened their understanding of caring, character and human flourishing.



Word cloud based on participants' six-word flourishing stories from session one.

PHILANTHROPY ROUNDTABLE EVENT

In February 2021, medical students from four KNN founding member schools (Dell Medical School, the Medical College of Wisconsin, UCSF School of Medicine and Vanderbilt University School of Medicine) impressed audience members at a Philanthropy Roundtable webinar.

Six different students shared how they are helping communities—from medical students to underserved populations globally—flourish. These students' stories embodied caring and character and spanned projects including end-of-life care education, mask and food distribution and making COVID-19 information available in native languages.



Students created brief videos on their experiences, and three joined a live Q&A to offer additional insights on their work. The session also explored how the KNN works with and alongside medical school students to foster caring and character in the profession of medicine—resulting in entrepreneurial contributions to human flourishing even before learners receive their MDs.

This program allowed grant-making organizations and foundations to learn more about the KNN and how students at founding member schools are living testaments to incorporating caring and character into their work as learners and future medical professionals. To hear the students' stories, access the full [event recording](#).

PHILANTHROPY ROUNDTABLE FAST FACTS



6

student
presenters



20

live
attendees



119

views on
YouTube*



353

impressions
on tweet sharing recording*

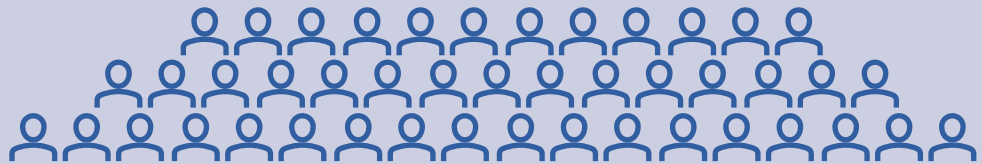
*As of 6/9/21

HARVARD HUMAN FLOURISHING PROGRAM'S COMMUNITY OF PRACTICE EVENT

At the Harvard Human Flourishing Program's inaugural thought leadership conference in May 2021, Drs. Cheryl Maurana and Bonnie Miller delivered a "flash talk" on creating regenerative spaces in medical education by advancing caring and character. The flash talk gave stakeholders from diverse organizations and sectors exposure to the KNN's core concepts and the importance of advancing them within medicine.



200
registrants



INAUGURAL KNN CONVERSATIONS

In June 2021, the KNN held a pilot event for a new KNN Conversations program intended to convene faculty, staff and students for deliberation on issues related to human flourishing. This initial session engaged participants in conversations and reflections on the KNN's definitions of caring and character and how those concepts work together in the profession of medicine to promote flourishing. The KNN plans to hold additional conversations throughout 2021 and 2022.

IX. SCHOLARSHIP

The KNN board, founding member schools and collaborative initiatives disseminate work related to or influenced by their participation in the KNN. During this reporting period, 41 presentations were made: 20 oral presentations (11 national, 2 regional and 7 local), 9 poster presentations (4 national, 3 regional and 2 local) and 12 virtual presentations (11 national, 1 regional). These presentations occurred at the American Board of Medical Specialties Conference, American Medical Association Accelerating Change in Medical Education Meeting, National Academy of Medicine Annual Meeting, International Conference on Residency Education, Alliance for Academic Internal Medicine Annual Meeting, Coaching in Leadership Healthcare Conference, the Philanthropy Roundtable virtual strategy session and other organizational meetings.

In addition to actively presenting on work related to caring, character and human flourishing in medicine, the KNN board, founding member schools and collaborative initiatives published 18 articles in scholarly journals, one article is in press and six have been submitted for publication. Also, KNN work led to faculty contributions to a medical education text.

PUBLICATIONS & PRESENTATIONS



18
articles



20
oral
presentations



9
poster
presentations



12
virtual
presentations

X. FUTURE PRIORITIES

The COVID-19 pandemic challenged the KNN program office and founding member schools to reimagine how to continue their work to promote human flourishing. Despite the unforeseen circumstances, most planned programs and activities during this reporting period still moved forward in a virtual format.

From here, there is still much to be accomplished as the KNN works to optimize caring and character in the profession of medicine. Recognizing future priorities may evolve, the below includes the KNN program office and founding member school focus areas for the next reporting period.

KNN PROGRAM OFFICE

- 1) Continue to reposition the board to engage in more strategic, generative thinking.
 - 2) Advance and promote the KNN's Integrated Framework and create a repository of literature, resources, tools and measures for its elements.
 - 3) Convene health system leaders, learners, residents and other influencers to explore strengths and challenges in the clinical learning environment and advance human flourishing in this setting.
 - 4) Identify, strengthen and expand national partnerships.
 - 5) Support the work of the faculty development, holistic admissions, clinical learning environment and professionalism collaborative initiatives.
 - 6) Launch a KNN student network.
 - 7) Strengthen communication efforts, evaluation processes and reporting platforms.
-

DELL MEDICAL SCHOOL AT THE UNIVERSITY OF TEXAS AUSTIN

- 1) Complete the development of a human flourishing learning experience that will be ready to pilot in UT Health Austin's new gastrointestinal fellowship program beginning in July 2022. Findings from this pilot will also be used to inform a future national KNN conference on human flourishing.
- 2) Increase attendance at faculty development events focused on caring, character and human flourishing in the clinical learning environment.
- 3) Continue to add new faculty/student events and programming to support wellness and human flourishing throughout the Dell Medical School enterprise.

GEISEL SCHOOL OF MEDICINE AT DARTMOUTH

- 1) Explore the impact of students' deliberate goal setting around character development and how their values are challenged as they progress through medical school.
 - 2) Conduct additional faculty development for coaches on supporting students' character development.
 - 3) Through analyzing the data collected during caring listening sessions, generate a starting point for community thoughts around caring in medicine, and explore broader faculty/staff development in this area.
-

MAYO CLINIC ALIX SCHOOL OF MEDICINE

- 1) Advance diversity, equity and inclusion enterprise-wide and within the Mayo Clinic College of Medicine & Science.
 - 2) Improve the clinical learning environment, including infrastructure, measurement, research, scholarly activities and well-being.
 - 3) Advance caring and character in research, scholarship and faculty development.
-

UCSF SCHOOL OF MEDICINE

- 1) Build a caring workforce through an anti-oppressive curricular framework to build communities of patient and family cases that are asset-focused and address major causes of suffering in the micro communities that exist within the Bay Area.
- 2) Optimize the clinical learning environment by devising new models of faculty development, providing growth-minded feedback and support and addressing issues of healthcare equity.
- 3) Explore the social contract in medicine through a manuscript on the problem statement and an empiric study on attitudes in trainees on evaluation of professionalism and the impact on the concept.

UNIVERSITY OF WISCONSIN SCHOOL OF MEDICINE AND PUBLIC HEALTH

- 1) Implement arts and humanities efforts delayed by COVID-19.
- 2) Implement pathways and diversity program expansion efforts delayed by COVID-19.
- 3) Establish peer mentoring for students.

VANDERBILT SCHOOL OF MEDICINE

- 1) Formalize roles and leadership opportunities for KNN student group, and partner with other VUSM student groups on initiatives.
- 2) Expand partnerships with student groups at other institutions.
- 3) Train the entering first-year class on microaggressions.

CLOSING STATEMENT

The KNN and its founding members extend their sincere gratitude to the Kern family and Kern Family Foundation for its investment in and support of transforming medical education and the profession of medicine. KNN founding members continue to benefit greatly, not only from the investment of resources and commitment to the work, but also from the tremendous knowledge, skills, national and international connections, and expertise that have been received through the leadership of Jim Rahn, Beth Purvis, Annemarie Probst, Stasia Zwisler and Chris Stawski. The KNN is committed to stewarding the investment the Kern family and Kern Family Foundation have made in this important work and to demonstrating the return on this investment by transforming medicine through caring and character to promote human flourishing.

The Kern National Network Founding Members



The University of Texas at Austin
Dell Medical School



Dartmouth
GEISEL SCHOOL OF
MEDICINE



MCW
MEDICAL SCHOOL



School of
Medicine



School of Medicine
and Public Health
UNIVERSITY OF WISCONSIN-MADISON



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