



KERN NATIONAL NETWORK
FOR CARING AND CHARACTER
IN MEDICINE

PROGRESS REPORT

2020

January 1, 2020 - October 31, 2020



ABOUT KERN NATIONAL NETWORK FOR CARING AND CHARACTER IN MEDICINE

In partnership, and with support from the Kern family and Kern Family Foundation, in 2017, seven medical schools from across the United States formed the Kern National Network for Caring and Character in Medicine (KNN). Through a one-year development phase, the KNN established infrastructure, gained knowledge and expertise from national leaders, and drafted implementation plans to guide their work. In 2018, the KNN began implementation realizing its first significant accomplishments, including the launch of its first collaborative initiatives. Notable items in this reporting period include revised KNN strategic priorities, expansion of the KNN program office, updates on work by KNN partner schools and collaborative initiatives to advance caring and character in medical education and address challenges presented by the global pandemic COVID-19.

The KNN is dedicated to advancing caring and character in medicine with the goal of promoting human flourishing. Guided by the principles of caring and character, the KNN provides a framework for training physicians, strengthening joy in medicine, and improving health to promote human flourishing within, across, and beyond the medical profession to positively impact individuals and communities in our society.

Through the work of the KNN, medical educators, health system leaders and other influencers promote sustainable and replicable models to cultivate the qualities necessary to thrive as physicians and healthcare professionals.

The Kern National Network founding partners are:

- Dell Medical School at the University of Texas at Austin
- Geisel School of Medicine at Dartmouth
- Mayo Clinic Alix School of Medicine
- MCW School of Medicine
- University of California San Francisco School of Medicine
- University of Wisconsin School of Medicine and Public Health
- Vanderbilt University School of Medicine



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I. INTRODUCTION

The onset of COVID-19 in Spring 2020 challenged the seven founding KNN partners to reimagine its approach to the delivery of medical education, professional development, clinical practice, scholarship, and funded programs. Traditional practices no longer applied. At the forefront of reimagining these approaches was how to elevate the levels of caring and character in the curriculum, the way it is thought about and learned, and most importantly, the way it is practiced. The media regularly praises those healthcare “heroes” who courageously show their true caring and character in the treatment of others during these unprecedented times. The KNN’s future challenge is how to systematize the incorporation of caring and character into medical training and the learning and practice environments so it continues to be acknowledged, appreciated, and expected. And, while doing so, never losing sight of the ability to help advance human flourishing.

This report documents progress and lessons learned for the period of January through October 2020 and is divided into seven sections. Updates include revised KNN strategic priorities, work by KNN partner schools and collaborative initiatives to advance caring and character in medical education, and planning for future initiatives. Many of the KNN’s activities and initiatives have continued uninterrupted by COVID-19. Those affected by the pandemic have been postponed or rescheduled.

II. STRATEGIC PRIORITIES

In February the KNN began the process of realigning its vision, mission, and core values moving away from organizing its work around five Pillars (Faculty; Students/Learners; Curriculum; Culture and Systems; and Cross-Pillar Work) to pursuing a more strategic approach to accomplishing its priorities. The realigned vision, mission, and core values are presented below:

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

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

CORE VALUES:

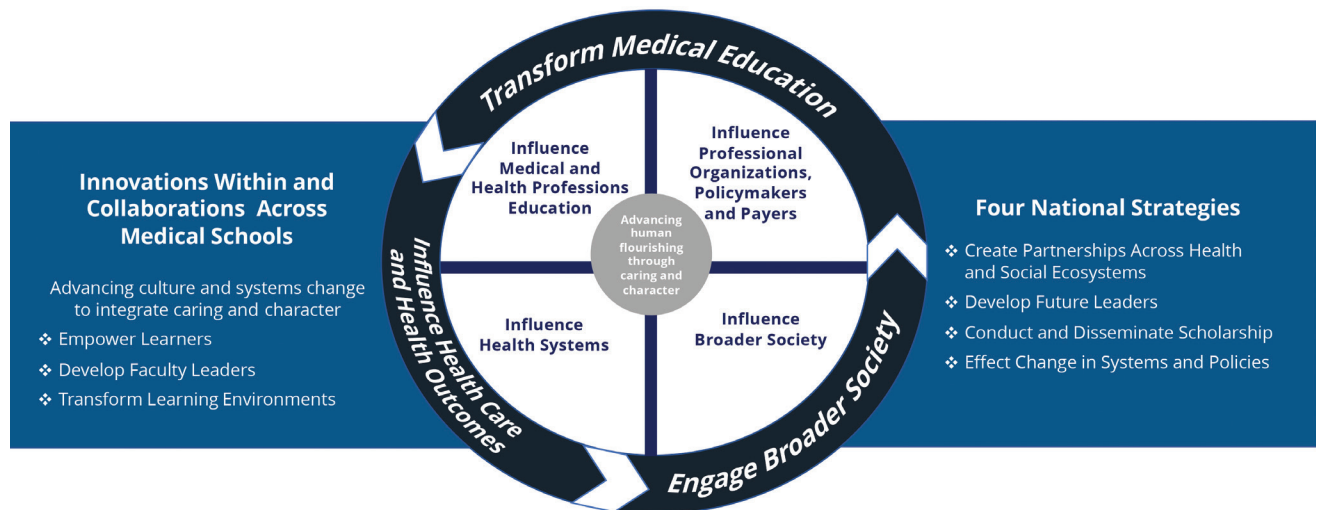
- *We conduct our work with respect, integrity and authenticity*
- *We embrace inclusion and diversity to advance equity*
- *We support innovation, scholarship and life-long learning*
- *We invest in our partners, collaborators and learners*
- *We strive to ensure those who work, learn, care and discover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

Along with revised mission, vision, and core values, the KNN identified three goals that will drive its strategic priorities and help produce measurable outcomes. These goals include:



As depicted in the following diagram, the KNN's approach to advancing human flourishing includes the implementation of its strategic priorities through the achievement of its three goals and work with external systems and organizations.

DIAGRAM 2.1 KNN PLAN TO ADVANCE HUMAN FLOURISHING



Strategies for each of the three goals were identified to frame the way in which these goals will be measured and achieved. These strategies are depicted in the following manner:

MEDICAL EDUCATION AND THE PROFESSION OF MEDICINE

- Focus on the importance of character, with emphasis in holistic admissions processes, curricular elements, faculty development, mentoring, and assessment systems
- Expand understanding and practices of caring for equitable systems and healthy communities, as well as for individual patients throughout the lifespan
- Situate interprofessional learning experiences within communities

HEALTHCARE AND PUBLIC HEALTH

- Work to bring public health and medicine together to promote flourishing
- Partner with other health professions
- Partner with health systems, public health, other sectors and disciplines

BROADER SOCIETY

- Create a new social contract that recognizes accountability
- Form partnerships with communities, policymakers and others to effect change

Most of the work and associated funding within the KNN to-date has focused on Goal One. Five objectives were identified for this goal:

GOAL ONE

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

OBJECTIVE 1.1: Develop faculty leaders who will embrace and incorporate caring and character into instruction, mentoring and practice

OBJECTIVE 1.2: Restructure learning environments to include an emphasis on caring and character

OBJECTIVE 1.3: Introduce student learners to the importance of integrating caring and character into their education and practice

OBJECTIVE 1.4: Expand the traditional framework of interprofessional education to include programs which focus on the practice and reinforcement of caring and character

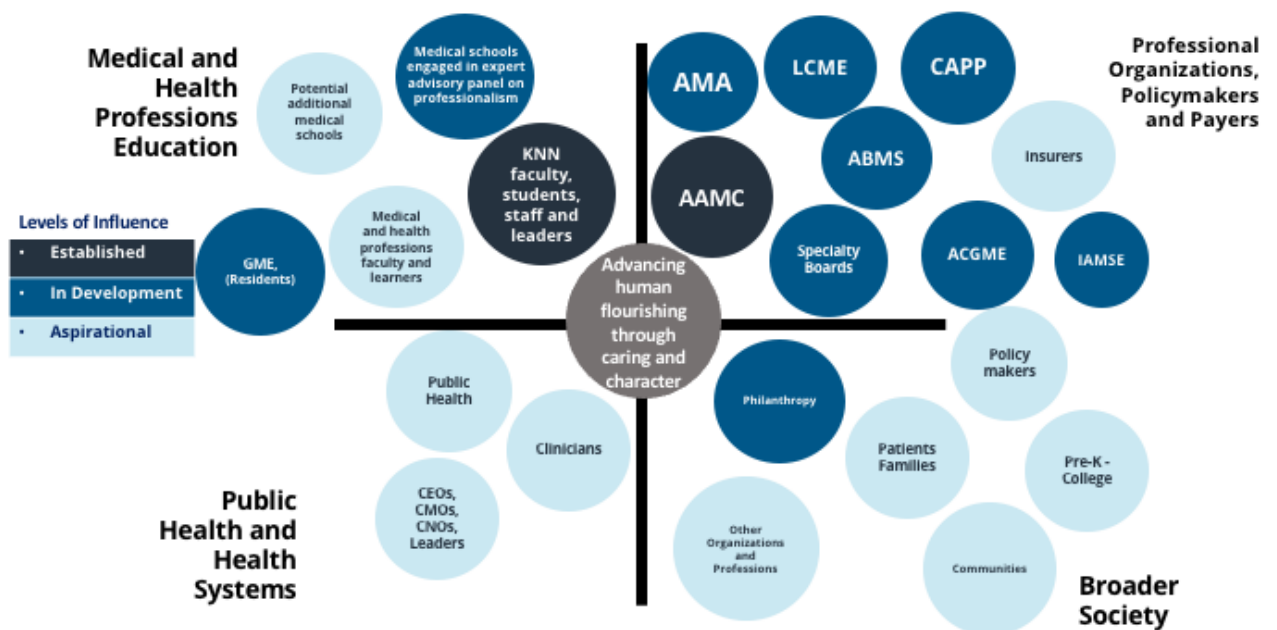
OBJECTIVE 1.5: Disseminate broadly the best practices, toolkits and other strategies that emerge through research or practice to inform the advancement of caring and character in medical education

Prior to this reporting period, the KNN reviewed its data collection protocols to strengthen partner school and KNN collaborative initiative reporting of progress and alignment with KNN goals and objectives. This review resulted in the redesign of the KNN progress report template with more targeted opportunities to report how projects were incorporating caring and character into the learning and clinical environments. This reporting tool will be used in place of SharePoint until a more robust data collection and reporting tool can be identified.

GOAL TWO AND THREE PLANNING

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 advancing human flourishing through caring and character.

DIAGRAM 2.2 KNN MAP OF INFLUENCE



As depicted in the above diagram, the map's four quadrants (1) Medical and Health Professions Education; (2) Professional Organizations, Policymakers and Payers; (3) Public Health and Health Systems; and, (4) Broader Society, identify potential influencers by three categories: Established, In Development, and Aspirational. With the start of the National Director for KNN Partnerships on October 1, 2020, a strategic approach to developing and sustaining key partners will occur.

“ *We work to nurture authentic expressions of good character in medicine that will enable the successful deployment of caring and competence in service of patients and society.*

-KNN Board

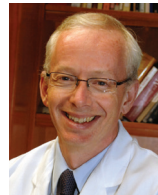
III. KNN BOARD

In 2019, through the leadership of Founding Director Cheryl Maurana, PhD, the KNN Board refined its structure and expanded its focus on advancing caring and character beyond medical education to the profession of medicine, with the ultimate goal to advance human flourishing. In 2020, the KNN Board continued to refine its work with a focus on: 1) individual initiatives at the KNN medical schools, 2) collaborative initiatives across the seven partner schools, and 3) national efforts for systemic change.

The KNN Board consists of representation from each of the seven KNN schools and the KNN Founding Director, each of whom is a voting member. During this reporting period, the KNN Board welcomed Adina Kalet, MD, MPH, MCW Kern Institute Director and Nicole Borges, PhD, Chair of the Department of Medical Education as the representative for the Geisel School of Medicine at Dartmouth replacing Greg Ogrinc, MD, who served on the KNN Board as a Founding Board Member. Dr. Ogrinc continues to be recognized as one the KNN's Founding Board members.



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 Health Care Delivery Education
Professor of Pediatrics
KNN Founding Board Member

KNN BOARD RETREAT

In addition to the regular bi-monthly meetings, the KNN Board held a virtual retreat on August 12-13, 2020, to address issues and set priorities for the upcoming year. The featured speaker for the retreat was Marvin Berkowitz, PhD, 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, who led a conversation on issues in character education. Other retreat topics included presentations by the KNN Caring and Character groups, a subsequent discussion on moving forward with caring and character in the KNN's work, an update about work with the Philanthropy Roundtable, and refining future priorities.

Prior to the retreat board members were asked to complete a questionnaire to collect their impressions on the following areas:

- How well the KNN is integrating caring and character into its work
- How the KNN can further strengthen caring and character in its work
- How to strengthen the measurement of caring and character
- How the KNN can better tell its story to the current and future influencers and collaborators

These strengths and opportunities were discussed during the session titled, "Setting the Stage for our Future work in Caring and Character." After the retreat, the comments made during the session and collected on the questionnaire were used to inform an action plan for the KNN Program Office. This action plan when finalized will be introduced at a KNN Board meeting.



IV. PROGRAM OFFICE

STAFFING

Three additional members have been added to the KNN Program Office Team since January 1, 2020. Bonnie Miller, MD, MMHC, a former KNN Board member, now serves as the Senior Director for KNN Academic Communications effective July 1, 2020. Bud Beatty, PhD, began his work as the Senior Director for KNN Evaluation on September 1, 2020. Kimara Ellefson, National Director for KNN Partnerships, who also contributed to the proposal that led to the Kern Family Foundation grant, began her work with the KNN on October 1, 2020.



Bud Beatty, PhD

Senior Director for Evaluation



Ellie Bradish

Administrative Associate



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



Suzette Svoboda-Newman, MS

Program Director



Alicia Witten

Program Director

COMMUNICATIONS

The KNN Program Office continues to enhance communications across the KNN. In June, the KNN Program Office released its inaugural edition of the *KNN Connection*, a monthly newsletter providing updates on individual KNN school and collaborative initiative work in caring and character and highlighting national meetings and resources that may be of interest to members. In July, a KNN Membership Directory was released to help foster connection across the KNN school's faculty, staff and students. And, in September, the KNN launched its refreshed website: <https://knncaringcharactermedicine.org/>.

KNN STAFF LEADERSHIP TEAM

In February, the KNN Program Office launched monthly meetings of the KNN Staff Leadership Team, comprised of staff leaders from each partner school and the program office. During these meetings staff leaders share updates on KNN related programs and activities occurring at their schools and across the KNN. The meetings have been well-received by our KNN partners and provide an opportunity to share best practices and solicit advice and perspectives on issues relevant to caring and character.

KNN SITE VISITS OF PARTNER SCHOOLS

In 2020, the KNN planned a series of in-person site visits to learn more about the KNN partner individual school efforts and meet with leaders engaged in the KNN's work. With the challenges to travel and in-person meetings presented with COVID-19, the KNN Program office worked with partners to organize virtual site visits at each of our KNN partner schools.

In September, Mayo Clinic Alix School of Medicine hosted a two-day virtual site visit for the KNN Program Office. Faculty and staff involved in the KNN work at Mayo presented on the work of the Professionalism and Values Council, the Academy of Educational Excellence, the integration of character and caring in Mayo's diversity, equity, and inclusion programming, the use of patient experience data to help reinforce resident and fellow professional identity formation, and the importance of student, resident, and fellow wellness. Sites visits are scheduled with each of the KNN partner schools through 2021.

V. SCHOOL HIGHLIGHTS

Since the submission of the December 2019 Progress Report, the KNN partner schools reported more than 26 new programs/activities, 63 ongoing, 56 in progress, and 64 completed. School highlight pages showcasing work in the caring and character space for the partner schools are presented in this section. The MCW Kern Institute data is not included in this report and is submitted separately.

KNN schools and collaborative initiatives were also asked to report on dissemination of their work in caring and character to inform best practices in medical education and the profession of medicine. During this reporting period, the KNN was invited to give three poster presentations and seven oral presentations contributing to the advancement of caring and character at regional and national meetings and conferences, including presentations at the American Board of Medical Specialties conference and the Philanthropy Roundtable virtual strategy session. In addition, six articles were published, one is in press, and two were submitted for publication.



HIGHLIGHT STORY

Fostering a sense of community and promoting human flourishing

EFFECTS ON WORK DUE TO COVID-19

This event series was actually inspired by the COVID-19 lockdown; with so many of the Dell Med team working remotely, Sue Cox, MD, and Carrie Barron, MD, were inspired to create the series to foster a sense of community and connectedness during a stressful and uncertain time.

"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."

"The series have been relaxing and instructive. It's the only Zoom event that I look forward to weekly!"

PROGRAM DESCRIPTION

When the COVID-19 pandemic shut down the University of Texas at Austin campus in March 2020, Dell Medical School's (Dell) KNN team looked for new ways to foster a sense of community and promote **human flourishing** amidst the transition to online learning and working. In May, 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 discussions, held over Zoom, serve as an online "salon" for the discussion and celebration of creativity. The series is hosted by Carrie Barron, MD, director of the medical school's Creativity for Resilience program. 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 suffer from "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. Over 120 faculty, staff, and students from UT Austin, as well as some from KNN partner schools, have attended one or more of the 10 Arts and Humanities sessions between May and August 2020.

Series participants were surveyed in August to gather feedback and suggestions for the future. One of the responses received again and again from participants was how 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 really helps learners, educators, and healthcare providers maintain good **caring and character** in their work. The series has been so warmly received it is continuing into the fall of 2020. The KNN team at Dell is in the process of building a Canvas page where students, faculty, and staff from across UT Austin can share photography, art, and other creative work. If this pilot project proves successful, they hope to transform it into a resource available to all KNN partner institutions.



Entering Beauty

with Ray Williams

BLANTON MUSEUM OF ART

Monday, May 18, 4-5pm

[Register for Zoom Meeting here.](#)

Please join this communal, visual experience guided by Ray Williams, Director of Education and Academic Affairs at UT's Blanton Museum of Art.

We will be contemplating several works of art with an eye towards finding beauty—how to become more attuned and responsive to its transformative powers.

"It was really nice when presenters tied it back to the audience and medical work somewhat, so we could end up applying the stuff back to our work. But also good to just take a break from super heavily pragmatic trainings and expand the brain, stretch the cerebrum a little bit and get thinking on some new tangents. The presenters all seemed really knowledgeable AND passionate, which kept the ones I attended engaging."



The University of Texas at Austin
Dell Medical School

HIGHLIGHT STORY

Medical student coaching program completed its first year

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”

PROGRAM DESCRIPTION

As part of the Geisel School of Medicine at Dartmouth's (Geisel) commitment to transform medical education and graduate the complete physician, a 4-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: an initial reflection on their physician professional identity, the transition to medical school, the creation of wellbeing 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 that 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 challenges that students face and help them to manage them 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 recently completed their first year of the program and launched the program with their second cohort of incoming medical students. The coaching program currently has 185 first and second year medical students and 24 faculty coaches representing 12 disciplines. 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**.

EFFECTS ON WORK DUE TO COVID-19

While COVID-19 response and mitigation efforts impacted our 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 1:1 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 gather important feedback from students on how the school could improve virtual delivery of other courses in real-time.

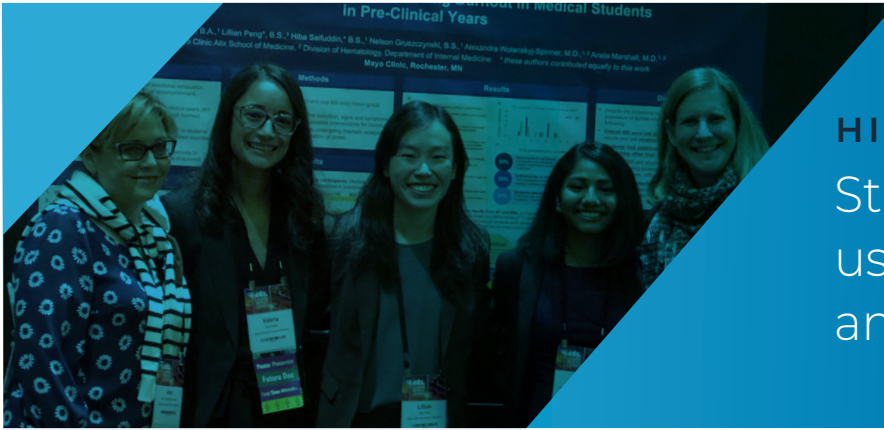


Noted benefits of the program by coaches:

- enables an “examination of my own values and goals.”
- “More optimism for healthcare and medicine...by proxy to their [students] own optimism”



Dartmouth
GEISEL SCHOOL OF
MEDICINE



HIGHLIGHT STORY

Strength-based approach used to optimize learning and work environments

EFFECTS ON WORK DUE TO COVID-19

Although much was accomplished despite COVID-19, it has also resulted in delays in data collection, launching of the 2020 learning climate survey and other programming. Existing data sources were extensively updated to accommodate COVID-19 related disruptions to medical students' clinical rotations (e.g., clerkships, sub-Is) and will require reworking to incorporate 2020 data into Mayo Clinic's dashboards delaying the distribution of reports for the 2019-2020 academic year.

"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

PROGRAM DESCRIPTION

Mayo Clinic Alix School of Medicine (Mayo) 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 the KNN Mayo Team to amplify, extend, and rapidly scale efforts related to **caring and character** across Mayo's sites and schools.

The first emphasis of this strategy is to assess and continuously improve the medical school learning environments. The KNN Mayo Team inventoried existing learning environment measures and added items to course evaluation forms, measuring 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 learner experience alongside that of staff and patients, and increase accountability for learner experience in clinical settings.

The second emphasis identifies potentially modifiable factors associated with learner wellbeing and other desired outcomes related to **caring and character**. A college-wide learning climate survey was launched in October 2020 to determine if and how learner perceptions and experiences in the learning and work environment (particularly those related to diversity, equity, and inclusion) 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**. The KNN Mayo team added an interactive large-group session on **character** to the first-year ethics course, partnered with two students to create a **character selective**, and devised a process for celebrating exemplars of **caring and character** 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** (to be made available for use at all KNN schools). The team has accelerated the expansion of an interprofessional Healing the Emotional Lives of Peers (HELP) program, which facilitates peer support to 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, invited speakers, and workshops related to these topics. Enduring educational materials from these efforts are being used across Mayo Clinic via a residents-as-teachers program, onboarding resources for new physician/scientist staff, Human Resources training, and the enterprise-wide EverybodyIN anti-racism campaign.



TAKE 5s 5-minute or less videos presenting 5 learning points related to a particular faculty development topic.

"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 the Education Office of Diversity, Equity and Inclusion



Mayo Clinic has a strong values-driven culture rooted in the 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.

HIGHLIGHT STORY

IPE Program brings together students from two or more health and social programs to learn

"I have a better understanding of the different healthcare professions and what they do to assist patients. Everyone has different talents as well as opinions, and it's best to respect these talents and opinions because when everyone works together, patients have better outcomes."

"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."

PROGRAM DESCRIPTION

The MCW Kern Institute for the Transformation of Medical Education's interprofessional education (IPE) program brings together students from two or more health 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 did not get an experience that mirrored working environments in medicine.

To create the collaborative IPE program the Kern Institute sponsors today, Erica Chou, MD, developed a core IPE thread and formed partnerships within MCW and with Marquette University, Concordia University Wisconsin, Milwaukee School of Engineering, Columbia College of Nursing/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.

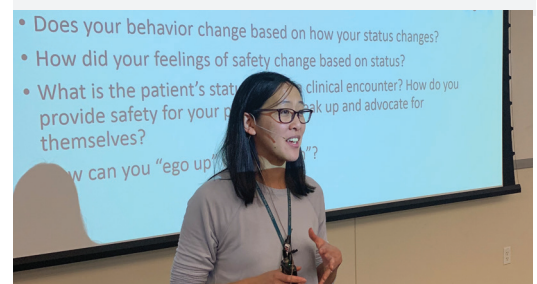
Throughout this thread, delivered in four sessions over four semesters, students develop skills in each of the Interprofessional Education Collaborative (IPEC) competencies with **caring and character** at the heart of each competency. In the "Interprofessional Communication" session, students begin 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.

As the MCW Kern Institute IPE work grows, their 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. These intelligent and enthusiastic learners, armed with their developing team skills, will add value for patients, healthcare teams, and our communities. While the pandemic keeps us physically apart, it has driven us to innovate. Novel ideas like 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.

EFFECTS ON WORK DUE TO COVID-19

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 address this, the IPE sessions moved online and the first live virtual session was successful and well-received by students and teachers from all partner schools.

To prepare for online sessions, Dr. Chou, with the help of several MCW faculty members and students, ran a practice session in the inaugural Kern Institute Test Kitchen, a teaching laboratory that brings together innovative educators and enthusiastic students to provide feedback on new educational activities prior to delivery of the first "real" session. With feedback from the Test Kitchen session in hand, sessions and activities were redesigned to conduct IPE remotely. New activities were also developed using technology that could not be done face-to-face, so social distancing resulted in innovation.



Dr. Erica Chou presenting at IPE event

"I'm taking away how important interprofessional teams are for patient safety and for the best care possible."



HIGHLIGHT STORY

Summer medical education projects exploring caring, character, ethics and professionalism in medicine

EFFECTS ON WORK DUE TO COVID-19

As with the majority of in-person work, the students' work had to be completed remotely. Meetings with faculty mentors and peers were all completed over Zoom videoconferences. Fortunately, the projects did not require any activities to be completed in-person and were not negatively impacted as a result of the shift to remote collaboration.



"In my view, a strong understanding of and engagement with bioethics is the toolset that enables clinicians to express caring, character and professionalism in medicine. Bioethics brings the concepts of caring, character and professionalism beyond feelings and simple notions of 'right and wrong' to a deeper, more deliberate, and more nuanced approach to patient care, since it equips clinicians with the knowledge, insight and cognitive tools to reason through difficult problems and navigate the gray areas of the patient-physician relationship." -UCSF Medical Student

"I think I have spent more time thinking about ethics, caring and character. A significant part of our curriculum is focused on ethical considerations, as well as training in what caring means and how to demonstrate it." - UCSF Medical Student

"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

PROGRAM DESCRIPTION

During the summer between the first and second year of medical school, UCSF students engage in a summer explore project in a domain of science of interest. Under the mentorship of UCSF faculty and with support from the KNN through an investment from the Kern Family Trust and Kern Family Foundation, four upcoming second year medical students selected projects in the medical education domain. All students participated in the UCSF Curriculum Ambassadors program, an 8-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 6 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 ethics curriculum through a lens of virtue ethics examining **caring and character** using clinical case studies. The students developed the cases and facilitator guides to be delivered through conventional 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 OBGYN core clerkship in August 2020.

As part of the KNN Professionalism in Medicine Initiative, the fourth student worked closely with two UCSF KNN team faculty members and a UCSF librarian to explore society's expectations of physicians based upon their portrayal in the media – specifically in magazines appealing to diverse audiences. The study examined 300 articles from eight magazines selected based on a diverse mission with some focus on health, audience, and content. The review and coding of the articles has been completed along with a preliminary analysis. 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 will take part in a broader class symposium in January 2021.

HIGHLIGHT STORY

Building Equitable Access to Mentorship (BEAM) Program

"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."

PROGRAM DESCRIPTION

With the Building Equitable Access to Mentorship (BEAM) program, the University of Wisconsin School of Medicine and Public Health (UWSMPH) in partnership with 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 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**. Mentors are also coached to be models of good character for their mentees in all academic, clinical, professional, and community settings, assisting medical students from racial/ethnic groups underrepresented (UR) in medicine in acquiring relevant social and cultural capital to maximize experiences and resources at UWSMPH and 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 UR groups in Wisconsin
- Identify UR faculty to participate in the UR 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 UR faculty members to support UWSMPH diversity initiatives through involvement in activities that sustain UR students in UWSMPH training programs

With the incoming medical school classes of 2019 and 2020 surpassing 30% UR students, the need for visible and involved role models for UWSMPH students and trainees has also increased; last academic year, 16 faculty mentors in the program mentored 34 M1 students. BEAM provides competency-based education and resources to faculty scholars who assume mentorship roles. They participate in extensive evidenced based, mentorship education workshops by colleagues within UWSMPH who are national/international experts. The workshops explore multiple mentoring models, tools to improve mentoring, and culturally aware mentoring practices. The education is presented in multiple online modules (the development of which was supported by the KNN through an investment from the Kern Family Trust and Kern Family Foundation) and in-person and synchronous virtual discussions. Scholars are also coached on how to turn their educational work into scholarship to support their career advancement and promotion in their faculty track, and each BEAM scholar may request a professional evaluation of their promotion packet materials. Additionally, a stipend is provided for each scholar to cover expenses associated with mentoring activities.

EFFECTS ON WORK DUE TO COVID-19

The in-person aspects of the BEAM program have moved to virtual experiences. For many faculty, COVID-19 has also increased demands on their time.



"I have loved getting to know my mentees. They 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. I hope to be in touch with them for the rest of my career."



**School of Medicine
and Public Health**
UNIVERSITY OF WISCONSIN-MADISON



HIGHLIGHT STORY

Vanderbilt and Vanderbilt University Medical Center develop a four-part lecture series

EFFECTS ON WORK DUE TO COVID-19

The final two lectures in this series that were to take place in April and May had to be cancelled due to the COVID-19 pandemic. They are being rescheduled.

"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

PROGRAM DESCRIPTION

Vanderbilt 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. Through a series of lectures, 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 towards dying and the wide-ranging effects these attitudes have on policy decisions and practices of **care**.

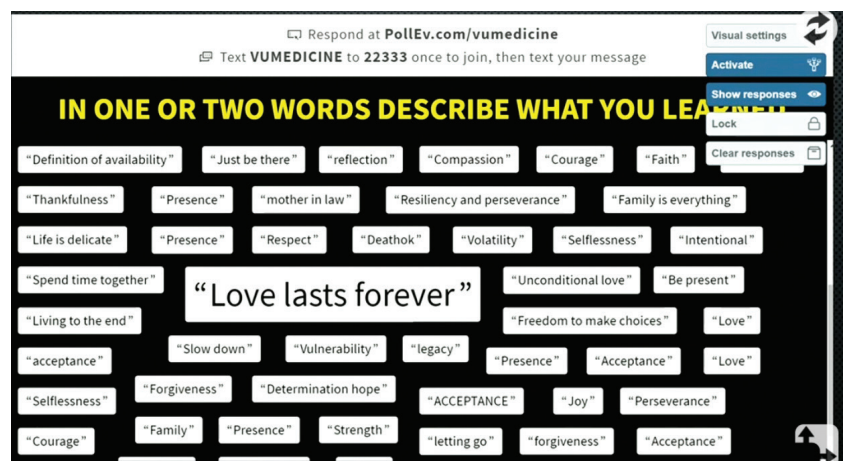
The four topics to be covered by the lecture series included:

- 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. Attendance for the February and March lectures was over 150 participants.



End of Life Care and the Role of Health Policy by David Stevenson



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



SCHOOL OF MEDICINE
VANDERBILT UNIVERSITY

VI. COLLABORATIVE INITIATIVES

Seven existing and two new KNN collaborative initiatives are exploring ways to integrate caring and character into medical education and the profession of medicine. Collaborative initiatives include representative(s) from multiple KNN program schools. During previous reporting periods, the KNN Board invested \$80,265 in the work of the Clinical Learning Environment and the Faculty Development initiatives. Both initiatives remained active during this reporting period. Brief reports and future plans for each of the collaborative initiatives are presented below.

COLLABORATIVE INITIATIVES

Caring in Medicine

WHAT IS CARING?

The KNN recognizes the following 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

WHAT'S NEXT?

The KNN Caring definition will be shaped by the feedback from KNN members and insight gained from the listening sessions to be conducted at six KNN schools

(Geisel School of Medicine at Dartmouth, Dell Medical School at the University of Texas at Austin, Mayo Clinic Alix School of Medicine, MCW Medical School, UW School of Medicine and Public Health, and Vanderbilt University School of Medicine) in late 2020/early 2021. A small group discussion guide on caring has been developed to guide the caring listening sessions. Small group discussions will use the same questions and be evaluated at both the institutional and KNN level in preparation for publishing discussion findings and will include a question on barriers and social justice.

The focus groups for the listening sessions include:

- Physicians
- Learners (Includes students and residents)
- Nurses
- Patients (Includes family and/or caregivers)
- Staff (Includes support members at respective institutions)

EFFECTS ON WORK DUE TO COVID-19

The KNN Caring Initiative continued to meet regularly to advance its work virtually.

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

1. Tronto, Joan (2013). Caring democracy: markets, caring 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

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.

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.

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 traits, dispositions, and practices that will facilitate wise action and promote trustworthy behaviors.

WHAT IS THE ROLE OF THE MEDICAL PROFESSION?

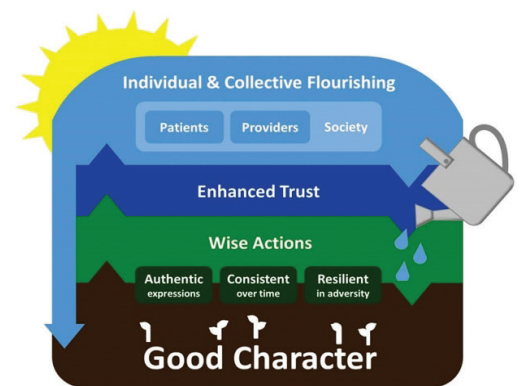
The KNN believes that as a profession, medicine has a responsibility to attend to character at both the individual and organizational level by:

- Affirming the character strengths of our members and nurture 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 (patients, clinicians, learners, team members)

The KNN Character Team has developed a model depicting character formation over time derived from a study of exemplars in a variety of fields outside of medicine and 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?

Character and caring are at the heart of the KNN's work and the Character Team is exploring ways to better interface with the KNN Caring Team and collaborative initiatives to integrate character into their work (as has been done with the KNN Clinical Learning Environment collaborative initiative). In addition, a draft manuscript on the KNN's character definition, including the methods by which it was developed, has been circulated to the co-authors for feedback. The Character Team is discussing the interrelationship between character in medical professionalism and the social contract and is exploring a group writing project on the topic.



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

EFFECTS ON WORK DUE TO COVID-19

The KNN Character Initiative continued to meet regularly and although unable to meet in-person for the character retreat as planned due to the pandemic, the group hosted a virtual retreat on June 5th. COVID-19 has generally slowed work, with clinicians in particular unable to devote much time.

COLLABORATIVE INITIATIVES

Reenvisioning Medical Professionalism in the Context of Caring and Character

The Kern National Network for Caring and Character in Medicine (KNN) seeks to understand how current constructs of medical professionalism are serving all stakeholders. To launch this effort, 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 it must be recognized as aspirational, inspirational and relevant by physicians and those who work with and are served by them.

The goal of this initial gathering was to identify questions, themes and controversies in medical professionalism that would launch a subsequent, more intensive look at the topic. Over the two-day meeting, the group's energy was drawn less to restating the ideals of medical professionalism as outlined in the [2002 Charter on Medical Professionalism](#) than to tackling the challenges of optimizing the systems of care, education, and policy to support the

tenets of professionalism. A critical insight was the question of "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 pandemic. In this time, we saw health professionals living the values of professionalism despite faulty systems and inadequate government response.

Learn more by reading the [KNN Professionalism in Medicine Expert Advisory Panel Meeting Summary](#).

WHAT'S NEXT?

Following the Expert Advisory Panel meeting in February and the impact of the of the COVID-19 pandemic, the Professionalism in Medicine Initiative Leadership Team is refining the scope of work. While the initial goals endure, the team feels its appropriate to add a third goal recognizing the broader

ecosystem within which medical education operates. As a result of the expanded discussion within the team, along with the limitations on travel and gatherings due to the pandemic, the outreach framework has been modified. The recent focus has been the development of two position papers- one focused on the idea of a social contract between medicine (individuals and the profession) and society and the second on the partnership between medicine and public health to advocate and promote health and healthcare for human flourishing. The team's hope is the position papers will ignite a dialogue around these ideas. The team is also exploring ways to broaden the conversations outside of gatherings at regional meetings, including podcasts or other virtual forums, and recognizes it will be important to include government and politicians/policy makers in the discussion in addition to the diverse set of stakeholders already identified.





COLLABORATIVE INITIATIVES

Creating Healthy Clinical Learning Environments (CLEs)

HOW CHARACTER CONTRIBUTES TO CLEs THAT SUPPORT LEARNERS

Facilitating medical students' character development is critical to their professional identity formation, personal reflection, and ultimately professionalism. This KNN initiative is exploring the use of reflection to cultivate character in CLEs by creating and supporting opportunities for medical students to reflect on, and write about, opportunities to employ character traits, such as courage.

Reflective narrative themes have included:

- 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 exploring character moments in CLEs valuable and have encouraged expansion of the program.

WHAT CLE ELEMENTS SUPPORT WELL-BEING FOR LEARNERS?

Team members in this KNN initiative have conducted a systematic literature review and identified the following to 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. Regarding stressors, while pedagogy may impact motivation and performance, it seems workload, time spent in lecture and on tests, as 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. Addressing faculty and resident negativity, which of course has its roots in their own well-being, is a promising avenue for addressing learner well-being. Including well-being didactics in curricula also has positive effects.

WHAT'S NEXT?

The KNN schools participating in the CLE initiative will host 2020 CLE Celebrations to share the work the initiative has done to transform CLEs at their schools. Celebration highlights will be shared via the KNN Connection and website. The CLE initiative plans to develop a toolbox for CLE transformation that will include positive stories from KNN school CLEs, videos on the importance of character in CLEs, opportunities for improving CLEs, and links to relevant resources and news items. The toolbox will be made available on the KNN website. The CLE initiative hopes to

promote this work within the medical education community as a practical and inspirational CLE transformation resource through the use of social media and other methods.

EFFECTS ON WORK DUE TO COVID-19

The COVID-19 global pandemic has led to the effort redistribution of the KNN Clinical Learning Environment team that continues to a significant degree. This has impacted the initiative's timeline. As a result, the KNN Board approved a project extension and will work with the team to revisit data monitoring across the consortium. Efforts to build "healthier clinical learning environments" remain highly relevant, even as institutions have shifted immediate priorities and resources to respond to the COVID-19 health crisis.

COLLABORATIVE INITIATIVES

Educating Character in Medicine – Faculty Development

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 skills, providing feedback, and enhancing teamwork, as well as professionalism and ethics, but offer little in character education. Likewise, faculty development programs are not focused on character education, despite recognition of the influence of faculty role models in students’ professional identity formation (Peterson 2004).

Recognizing the importance of character education in medicine, the Kern National Network for Caring and Character in Medicine (KNN) is developing a cross-institutional, longitudinal faculty development program designed to equip medical educators with skills in character education who will in turn be equipped to provide character education to students.

Peterson, C.a.S., MEP, Character strengths and virtues: A handbook and classification. A.P. Association. 2004, Washington, DC: Oxford University Press

The goals of the KNN Faculty Development collaborative initiative include:

1. Building a community of educators focused on character in medical education.
2. 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. In late spring 2020, MCW and Dell Medical School launched a character essay contest for their medical students. This contest will be launched at the UW School of Medicine and Public Health in fall 2020. The essay contest provides students an opportunity to reflect on what character means to them and what character strengths they have seen exhibited in role models. Essays will be used by this KNN collaborative initiative to better understand how students view attributes that make someone a character exemplar in medicine. Once the essay contest has concluded, the essays will be analyzed, and themes will be identified to inform the faculty development collaborative work.

WHAT'S NEXT?

The KNN Faculty Development group plans to conduct interviews with faculty who have been identified by residents and medical students as exemplars visibly teaching and modeling character. A semi-structured interview protocol will be used to explore the ways in which the faculty promote character development and what they have learned to be effective from their students’ and resident learners’ feedback. In addition, this collaborative initiative will conduct a cross sectional study of a sample of the medical students and residents at the participating schools using a modified version of the Good Physician survey to establish a baseline that will inform the development, implementation and evaluation of this work.

EFFECTS ON WORK DUE TO COVID-19

A 3-month extension of the KNN Faculty Development Initiative was requested and approved due to anticipated difficulties in surveying students and faculty and the slowdown of IRB actions and IRB application processing. Each participating school has provided an updated timeline for survey/interview distribution.



COLLABORATIVE INITIATIVES

Holistic Admissions

EFFECTS ON WORK DUE TO COVID-19

For the 2020 admissions cycle there was no impact on the KNN Holistic Admission Initiative related to COVID-19. For the 2021 admissions cycle, the team will be restructuring processes, including a virtual component for facilitation. The team is in the beginning of the planning phase for the 2021 admissions cycle.

For the 2020 admissions cycle MCW, UW School of Medicine and Public Health, and Geisel School of Medicine have incorporated a “group exercise” used by Dell Medical School into the interview day for medical school applicants to advance a more holistic admissions process. The group exercise is designed to allow medical school faculty and staff to assess for the presence of attributes in applicants aligned with the Triple Aim of Medical Education, including teamwork and respect for colleagues.

MCW is leading an effort to examine the reliability and validity of a rubric developed to assess individual applicants’ teamwork during the group exercise. For the purposes of this rubric, teamwork is made up of 5 components: appropriate assertiveness, decision making, situational awareness, leadership, and communication. As part of the rubric development process, we hope to look at inter- and intra-rater reliability and collect information on our observers’ experiences with using rubrics, observing and rating behavioral outcomes in order to examine and account for differences in rater experience and expertise in the analyses. This information will be used to develop training materials to calibrate and help raters to observe, rate and differentiate varying team performance skills. Based on the data analyses, the Holistic Admissions Collaborative Initiative aims to:

- Modify the items and rating scale on the rubric to help raters accurately and consistently assess applicants’ team performance skills, and
- Develop materials to train new raters (and re-calibrate existing ones) for future implementations within the KNN and beyond.

2019/2020 ADMISSION CYCLE DATA:

Medical College of Wisconsin:

683 prospective students completed the small group exercise
47 observers (included faculty and staff)

Geisel School of Medicine:

615 prospective students completed the small group exercise
12 observers (11 staff, 1 resident)

UW School of Medicine and Public Health:

562 prospective students completed the small group exercise
98 observers (all students)

Dell School of Medicine:

365 prospective students completed the small group exercise

WHAT’S NEXT?

Meetings are set up with the participating KNN schools to begin sharing data in the creation of a centralized admission database. This database will allow a deep and unique analysis into predictive validity of this exercise across sites, the admissions process, rejection/acceptance (across schools), and the long-term predictive utility using first year medical school results. The team plans to write up results for publication regarding how the findings from a team exercise could inform the admissions process. Questions to be explored include, what information does such an exercise provide above and beyond the admissions process and what long-term predictive capacity does it have? The team also plans to use a think-aloud protocol and rater information to understand how raters are using the rubric, what factors influence their scoring, what unique perspectives do different raters provide in the process, and is there selection bias? Several of the schools plan to develop and implement virtual holistic admission exercises for the 2020/2021 admissions cycle.

COLLABORATIVE INITIATIVES

Primary Palliative Care Education

The Primary Palliative Care Education collaborative initiatives promotes humanism, character and caring 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 searched the literature, 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. In addition, the project plans to identify gaps in training by surveying palliative care experts, palliative care

program directors, medical students and first year interns at participating KNN 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 and have linked the framework for the Palliative Care Essentials to VIA Character traits 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 are pivotal for all students, irrespective of future area of practice.

EFFECTS ON WORK DUE TO COVID-19

The importance of palliative care training was heightened by the needs of COVID-19 patients and families during the pandemic. The work of the Primary Palliative Care Initiative was slowed due to less engagement and bandwidth for most participating schools.

NEW COLLABORATIVE INITIATIVES

Accelerator Writing Group

The KNN Accelerator Writing Group reports to the KNN and has begun to outline the purpose of the group. Below is the draft mission statement:

The mission of the KNN Accelerator Group is to advance the vision and mission of the KNN through the dissemination of academic communications, including peer-reviewed publications, essays and opinion pieces, social media presentations, and others.

In order to accomplish this mission, the KNN accelerator group will:

1. Track: Publications and communications by KNN schools, individually or collaboratively.
2. Facilitate: Preparation and completion of manuscripts and other communications as needed by the authors and co-authors.
3. Contribute: To the preparation of academic communications as active co-authors.
4. Lead: Preparation of key and essential KNN communications, such as a Caring and Character manuscript; a Caring and Character podcast; a manuscript on medicine, public health and human flourishing.
5. Advise and consult with the general KNN communications team
6. Coordinate submissions for presentations at national meetings

Medical Education Through the Lens of Human Flourishing Group

A group of KNN Board members began exploring the creation of a quarterly synchronous and asynchronous event for KNN schools which can become a core curriculum in human flourishing for medical education, titled, "Medical Education Through the Lens of Human Flourishing". Questions to be explored during these events include: What is human flourishing? How would medical education need to evolve if the profession of medicine embraced within its bailiwick the issues that cause human suffering in our society – violence, racism, lack of housing, hunger, poor education, criminal justice? What if the profession of medicine took, as its responsibility, to prepare future physicians to engage civically and politically? How would it be different or the same if the profession of medicine realigned these goals?

VII. FUTURE PRIORITIES

The COVID-19 pandemic challenged the KNN Program Office and schools to reimagine how to continue its work to advance caring and character in the profession of medicine. During this activity period, most planned programs and activities moved forward in a virtual format and some programs were designed and created in response to challenges and stressors related to the COVID-19 pandemic. However, there is still much to be accomplished as we work toward optimizing caring and character in the profession of medicine. A sample of KNN Program Office and KNN partner school priorities for the upcoming reporting period are presented below.

KNN PROGRAM OFFICE

1. Advance strategic priorities through the implementation of goals two and three
2. Continue with professionalism in medicine initiatives
3. Develop a draft model demonstrating how the KNN's caring and character definitions and frameworks interrelate
4. Launch KNN student network
5. Continue work in human flourishing, including virtual panel discussion series
6. Identify and strengthen national association partnerships
7. Strengthen communication efforts, evaluation processes, and reporting platforms

DELL MEDICAL SCHOOL AT THE UNIVERSITY OF TEXAS AUSTIN

1. Host a conference on Human Flourishing in the Clinical Learning Environment in the fall of 2021, pending the development and rollout of a COVID-19 vaccine
2. Continue to add new events and programming to support wellness and human flourishing throughout the Dell Medical School enterprise
3. Increase the number of faculty and residents who earn the Clinical Learning Environment award for academic year 2020-21

GEISEL SCHOOL OF MEDICINE AT DARTMOUTH

1. By June 30, 2021 all first and second year medical students in the coaching program will have discussed character development with their coaches individually and in their small groups and will have created a goal to support their professional character development that will be tracked in their portfolios
2. Successfully implement a virtual model for the Holistic Admissions Group Interview Activity that still enables the observation and noting of important candidate characteristics for all candidates invited for an interview
3. Publish scholarship focused on Medical Student Coaching and its impact thus far in KNN work

MAYO CLINIC ALIX SCHOOL OF MEDICINE

1. Increase the impact of diversity, equity and inclusion activities enterprise wide, and within the Mayo Clinic College of Medicine and Science
2. Expand the clinical learning environment infrastructure, research and scholarly activities.
3. Provide support for on-going faculty development resources related to caring and character

UCSF SCHOOL OF MEDICINE

1. Establish a mechanism for work-place based faculty development in each of eight core clinical departments and disseminate modules to promote “micro-skill” development in feedback focused on growth mindset through this mechanism to all clinical faculty in these departments
2. Design, deliver and refine faculty development sessions that teach faculty how to use co-learning as a way to model, support, and reinforce caring and character as aspects of lifelong learning in clinical practice and develop a plan to evaluate these faculty development sessions and collect initial evaluation data
3. Re-design/plan the professionalism in medicine initiative based on changes in strategy and the impact of COVID-19
4. Publish articles based on co-learning work, magazine review, and professionalism in medicine position papers and plan additional publications

UW SCHOOL OF MEDICINE AND PUBLIC HEALTH

1. Launch anti-racism faculty and staff professional development programs
2. Develop Interprofessional Learner Engagement Workgroup to build community
3. Develop a toolkit and review school wide policies and procedures for equity and inclusiveness
4. Develop and implement a toolkit to ensure that planning for all continuing medical education activities appropriately address diversity, equity and inclusion

VANDERBILT SCHOOL OF MEDICINE

1. Resume end-of-life rounds
2. Discover a path forward for the KNN student conference, even if it will be virtual
3. Create conversations around caring that will spur further defining caring (linked to the “Exploring the concept of caring to create a model for Future KNN efforts” activity listed above)

CLOSING STATEMENT

The KNN partners extend their sincere gratitude to the Kern family and Kern Family Foundation for its investment in and support of the transformation of medical education and profession of medicine. KNN partners continue to benefit greatly, not only from the investment of resources and commitment to the work, but also to the tremendous knowledge, skills, national and international connections, and expertise that have been received through the leadership of Jim Rahn, Beth Purvis, Annemarie Probst, 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 PARTNERS



