



KERN NATIONAL NETWORK
FOR CARING & CHARACTER IN MEDICINE

KNN KEY HIGHLIGHTS

JANUARY 1, 2020 to
JUNE 30, 2021



With generous support from the Kern Family Trust and Kern Family Foundation, the KNN is able to **CONNECT, CATALYZE, CONVENE** and ultimately **INFLUENCE** the work of caring and character within medicine in support of broader human flourishing.

LAUNCHING A MOVEMENT IN MEDICINE

The Kern National Network for Caring & Character in Medicine (KNN) is transforming medical education and practice to promote human flourishing.

When clinical learning environments, practice settings and health systems cultivate well-being and purpose—along with competence and continuous improvement—then practitioners, their patients and humanity can truly thrive. That’s the aspirational goal of the KNN: Advancing caring and character in medicine to ignite a positive culture change that helps individuals, community and society flourish.



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
- Society

High-Impact Areas Across the Healthcare Landscape



In collaboration with seven founding member schools representing 3,500+ medical students, the KNN is influencing high-impact touchpoints across the healthcare landscape.

The KNN is innovating and piloting new initiatives in medical school admissions, learner engagement, faculty development, clinical learning environments, and with care teams and system leaders.

The following summarizes key achievements from the period of January 1, 2020 to June 30, 2021.

The Kern National Network Founding Members



EMPOWERING AND SUPPORTING LEARNERS FROM THE MOMENT THEY APPLY

Holistic admissions processes look beyond MCATs and GPAs

The KNN is pioneering efforts to support **holistic admissions** by adopting group interviews that assess applicants for character traits, not just their MCAT scores and GPAs.

More than 4,770 applicants across four schools have completed a group exercise based on one Dell Medical School developed as part of its medical school interview process.

Initial data from Dell has shown that significantly more matriculating students **ranked mission-driven, non-cognitive attributes as essential to their futures** compared to peers at non-KNN schools—correlational evidence supporting the success of this approach.



Since AY17-18 a total of

4,773

applicants
have completed
group interviews

Example mission-driven, non-cognitive attributes:

- Innovation
- Creativity
- Leadership
- Teamwork
- Community Engagement

DEVELOPING RELATIONSHIPS, PURPOSE AND CHARACTER AMONG LEARNERS AND FACULTY

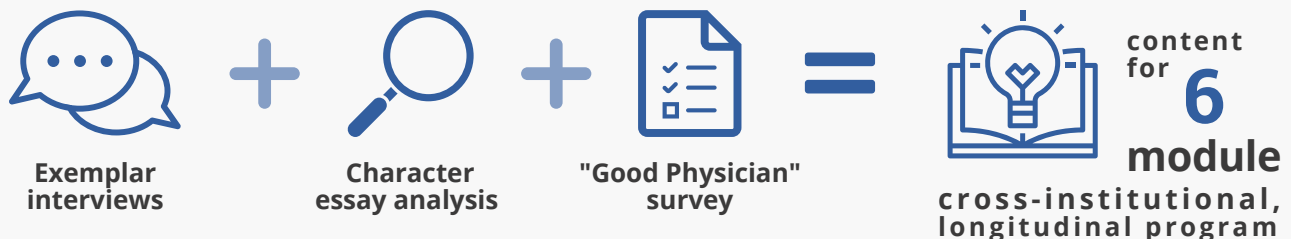
Across the KNN, coaching and mentoring supported character development, built equitable access to mentorship and enriched learning communities.

508 learners  **87** faculty
have directly benefitted from the coaching programs across three schools



- Discussions and reflection lead to personal and professional character growth.
- Mentors benefit from training and other support as role models.
- At UW School of Medicine and Public Health, a focus on groups underrepresented in medicine builds participants' social and cultural capital.

Additionally, **faculty development initiatives** provide foundational, transformational training. For instance, one KNN workgroup conducted a three-pronged needs assessment to underpin a faculty development program that builds skills in character education.

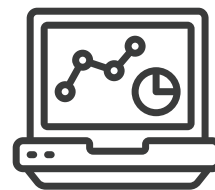


TRANSFORMING CLINICAL LEARNING ENVIRONMENTS

To transform clinical learning environments (CLEs), the KNN and founding member schools have developed tools with validated measures to assess learning climates. Schools also collaborated on an initiative to create healthy CLEs by **identifying and reporting on three key issues:**

CLEs are anywhere students or other learners learn about patient care: the bedside, team rooms, the ER and OR, the clinic and hospital wards, and even the virtual spaces of telehealth.

- 1 Mitigating challenges to learning and patient care (mistreatment, microaggressions, etc.).
- 2 Identifying exemplars who model key character traits.
- 3 Developing skills and processes to react to and report challenging events or behaviors.



LEAF
report card
at Vanderbilt

Combines department and institutional data to identify opportunities and excellence

Validated measures that evaluate the learning environment enable healthy, supportive surroundings.

Mayo's learning climate survey generated

1,770
responses
from learners



100
pages
of comments

To catalyze this important work and CLE quality improvement efforts, KNN colleagues have **developed a video series**, now available online to medical schools. The series explores character strengths that foster well-being, psychological safety and flourishing in the CLE and how healthcare team members can apply those character strengths.

EXPANDING REACH TO CREATE SUSTAINABLE CHANGE



To spark sustainable change, we are investing in expanding our reach to care teams and health system leaders in clinical practice settings.

For instance, we have expanded beyond existing founding members and educators to convene diverse audiences through **national programming**, such as the KNN's 2021 discussion series on flourishing.

Approximately 42% of the **279 attendees** to the first three events were from outside the KNN. Participants attended from **23 U.S. states** and **four countries globally**.

Growing interest also prompted investment in outreach, enabling broader **spread of ideas** as well as leaders endorsing the KNN to clinical and regulatory connections.

"[I plan to] be more mindful of my values and how [they] affect my interactions"

- Discussion series participant's plan to apply lessons



>11,500
views of KNN
Twitter profile
during this period



**Through efforts
to impact key
touchpoints across the
healthcare landscape,
the KNN is sparking
a movement in
medicine.**

The outcome? Effecting change at all levels creates a **continuous growth cycle** across generations, who rise from learners to residents to faculty, leaders and practitioners, becoming **exemplars for caring and character** in medicine's learning and practice environments.

Contact

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