

Flourishing as an Aim of Medical Education

UCSF 2022 Medical Educator Course Workshop
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KERN NATIONAL NETWORK
FOR CARING & CHARACTER IN MEDICINE

Today's Speakers



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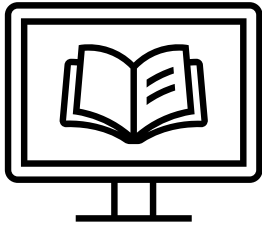
Associate Professor, Department of Cell Biology,
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Flourishing as an Aim of Medical Education



SESSION OBJECTIVES

- 1) Increase our understanding of human flourishing with focused discussion on the KNN's integrated framework.
- 2) Experience the challenges of developing a human flourishing intervention with the aim of learning from each other.
- 3) Apply concepts of the workshop to our institutional settings with the intention of enhancing human flourishing.

Flourishing Workshop: Overview



Everyone is encouraged to take a rest break at any time during the presentation as needed.



Introduce KNN Integrated Framework for Human Flourishing
15 min.



Explore Flourishing as an Individual and a Community Aim
10 min.



Develop a Flourishing Intervention
65 min.

KNN Integrated Framework

Approaches to human flourishing vary—we provide the following model to focus our efforts today. Please incorporate your perspectives throughout the session.

KNN Integrated Framework for Caring, Character and Human Flourishing

Rev. 8/17/2021

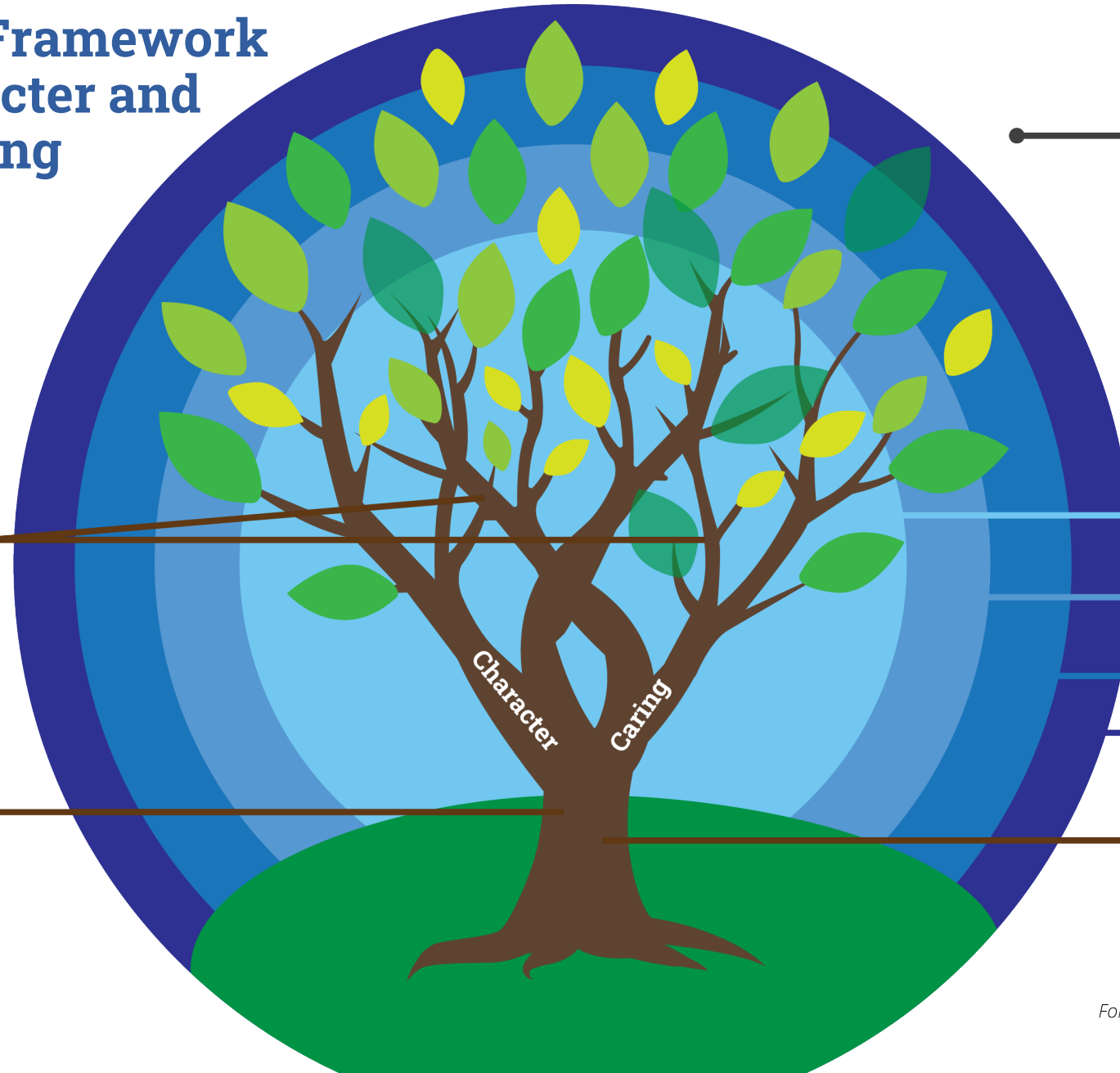
Practical Wisdom

Using acquired experience to discern the right way to do the right thing in a particular circumstance, with a particular person, at a particular time²

Character Key Elements

Moral, civic, intellectual and performance⁴

***Corresponding references are available in appendix**



Human Flourishing

A state in which all aspects of life are good including happiness, life satisfaction, physical and mental health, meaning and relationships¹

Individuals

Medical and Other Health Professions Education

Health Systems and Other Practice Environments

Society

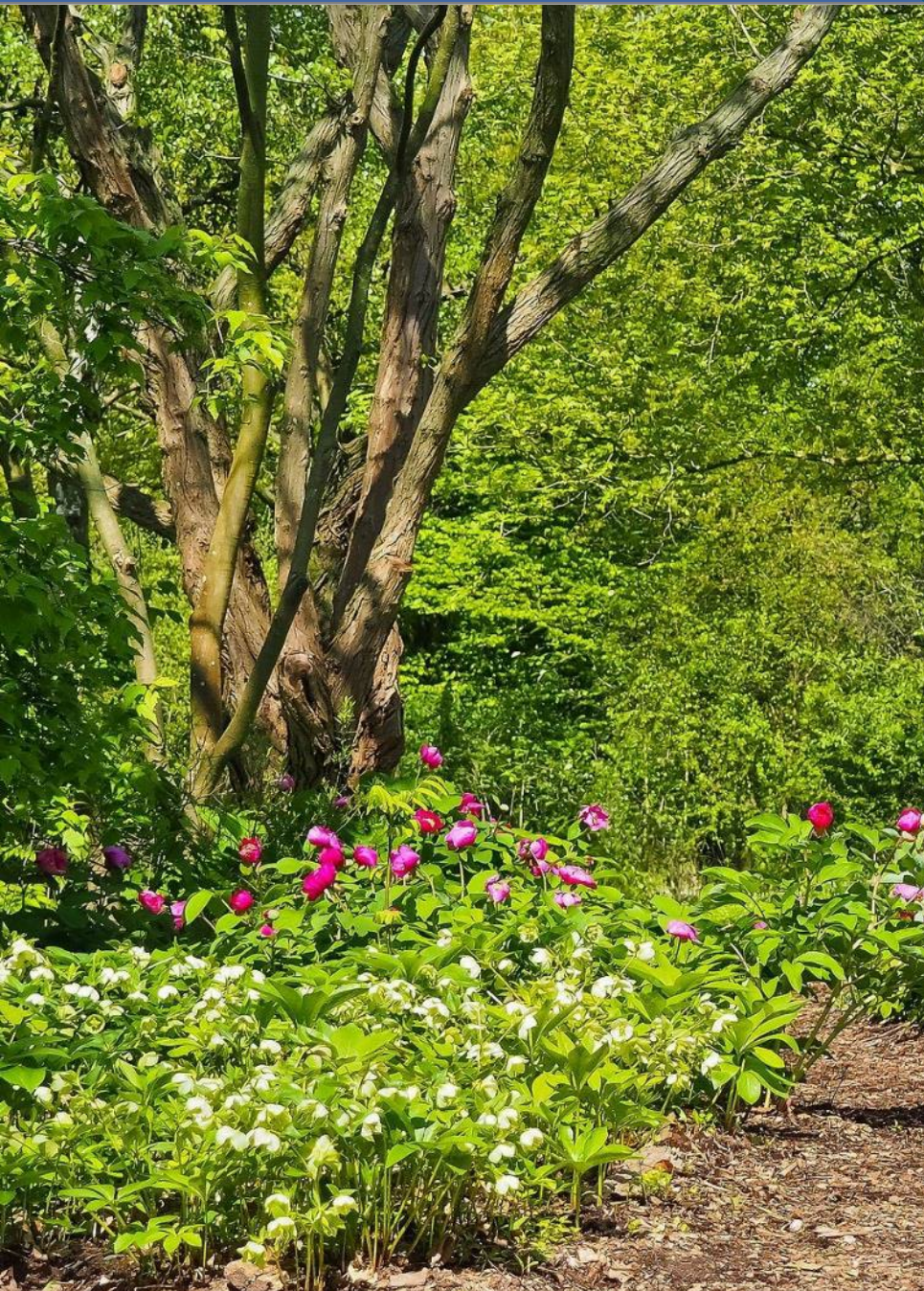
Caring Key Elements

Attentiveness, responsibility, competency, responsiveness, engagement/citizenship³

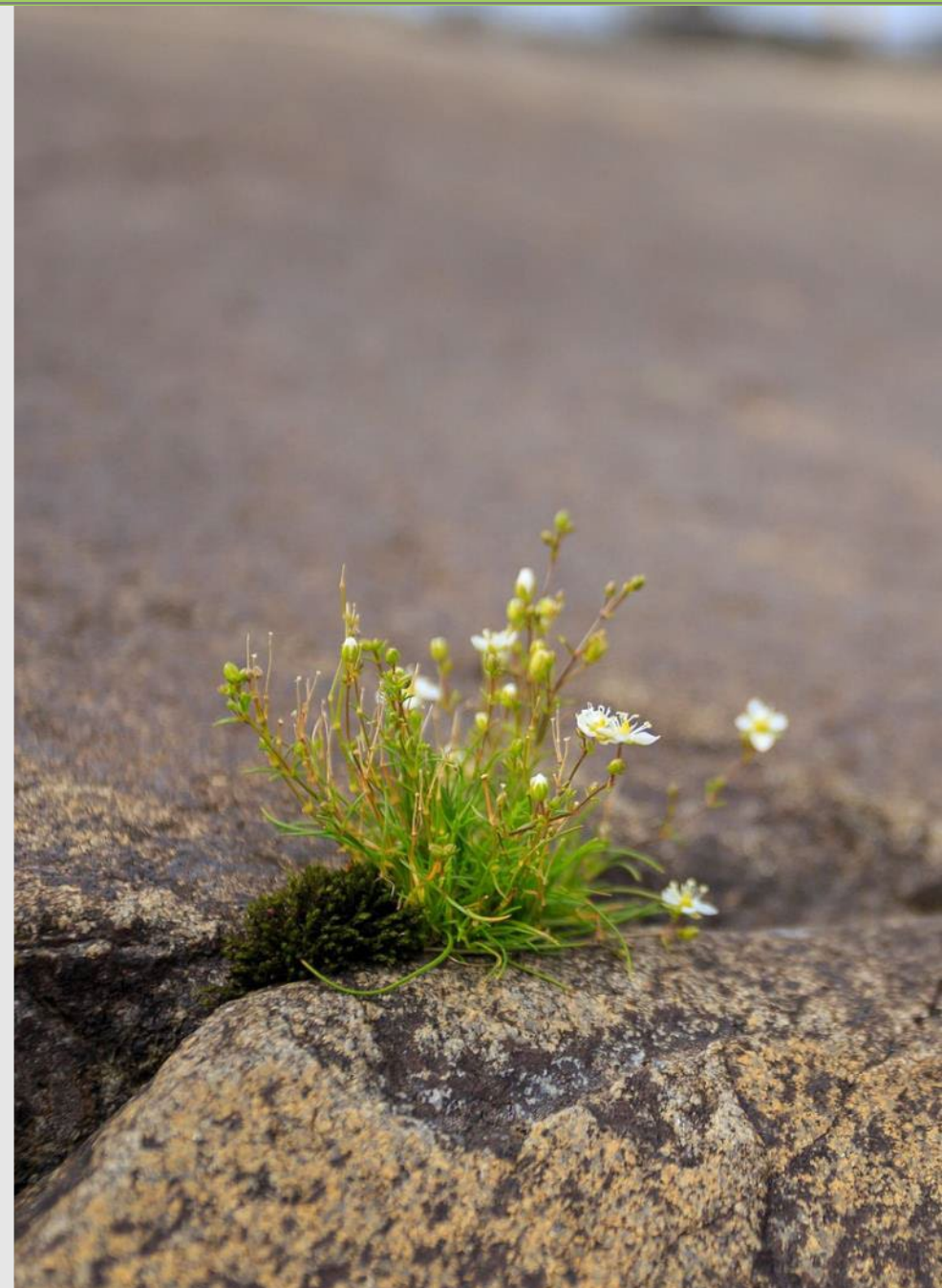
Breakout Group Session #1

As you introduce yourself, share with the group your perspectives on and experiences of human flourishing:

- What images come to your mind around flourishing?
- When have you witnessed or experienced human flourishing?



**What
Type of
Culture
Are We
Creating?**



Shifting Aim: Crisis Response to Human Flourishing

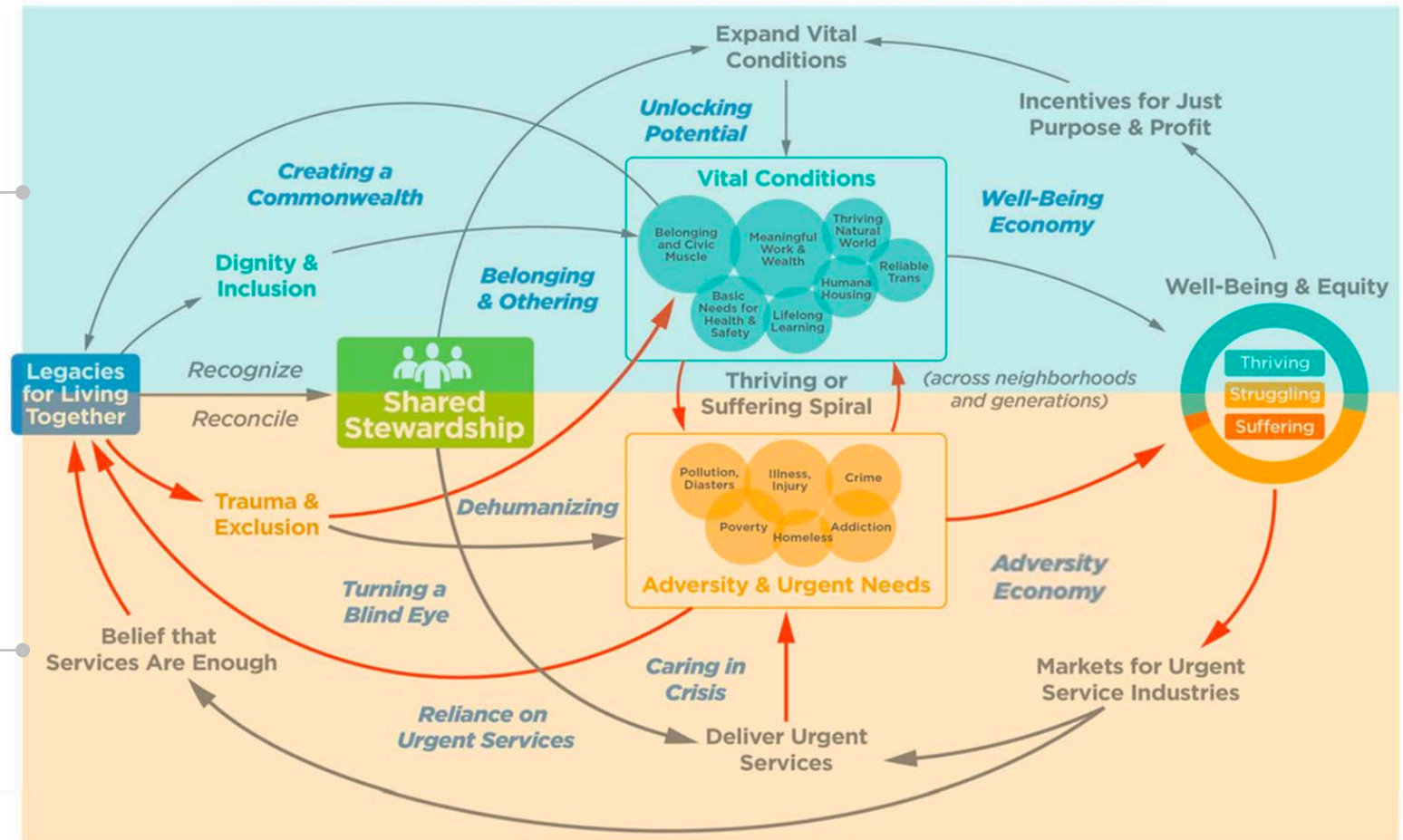
Stewards today must do more to expand the top



Healthy soil, greater flourishing.



Resilience amidst adversity.



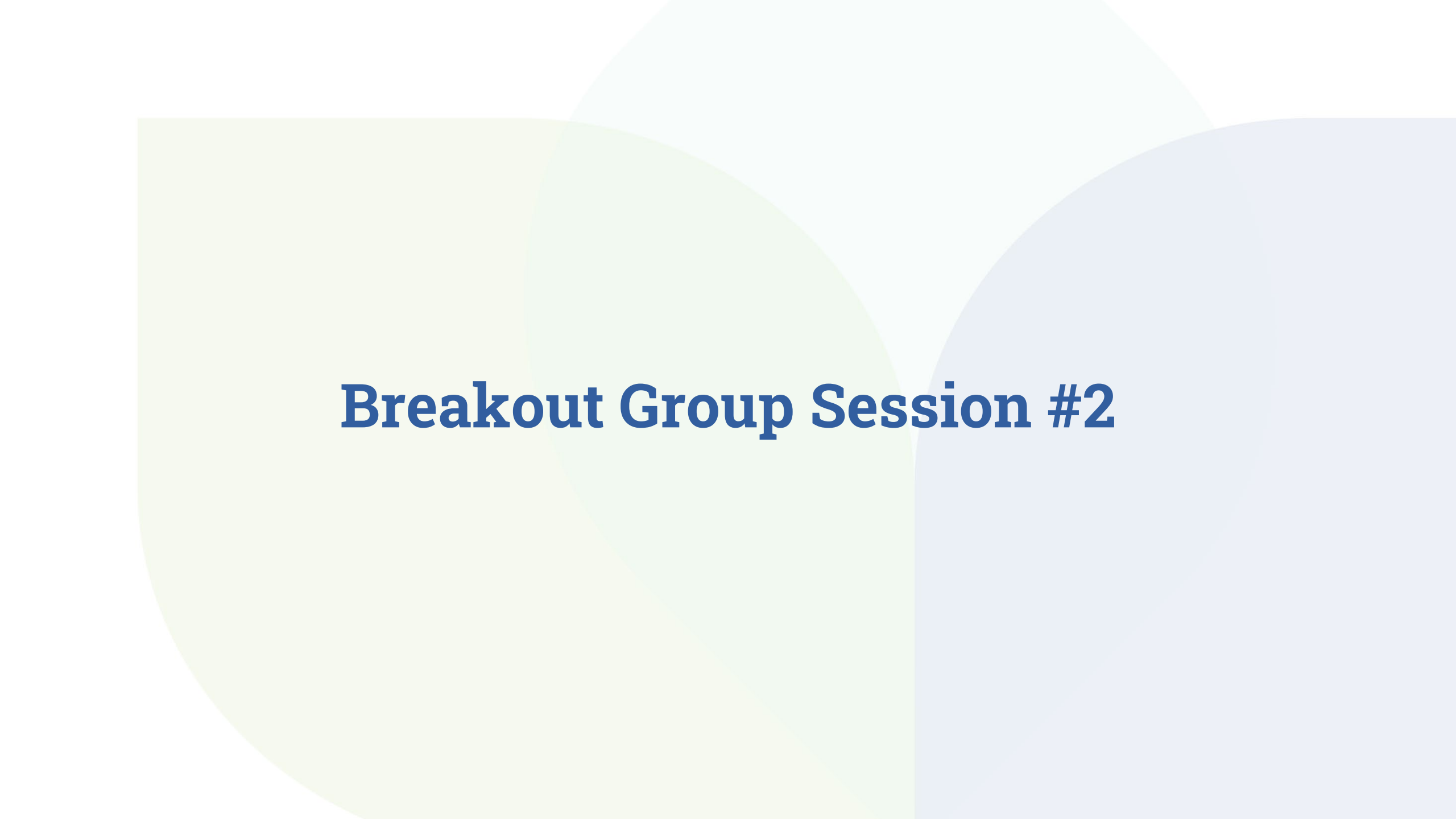
Past stewards over-relied on the bottom half

Source: Well Being in the Nation Network. WIN Theory of Change Full Diagram.

Human Flourishing Intervention

How can we create an environment that cultivates human flourishing and makes it easy for learners and practitioners to demonstrate the values of caring and character?

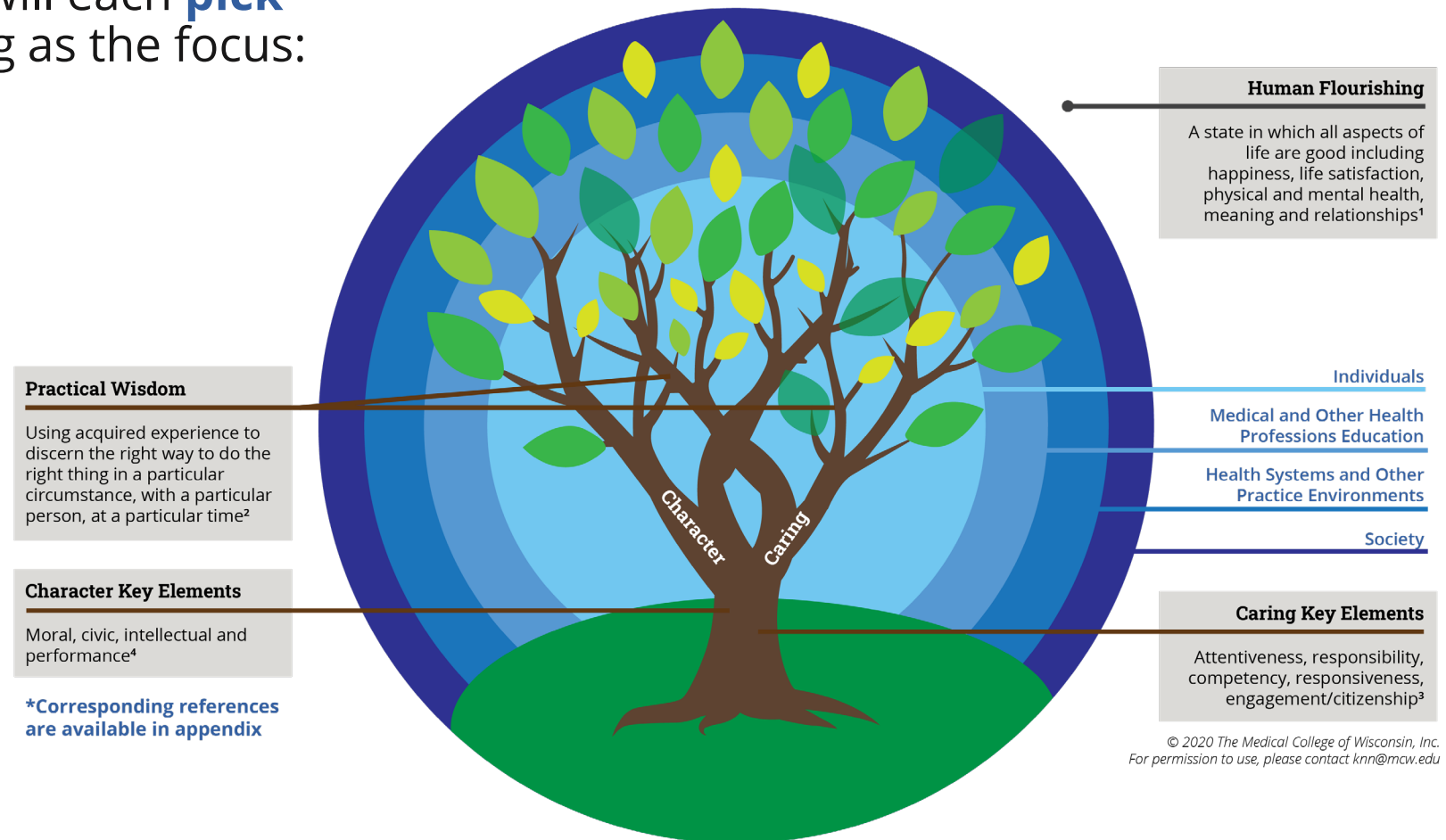
Group project: Select a domain of focus for the intervention.



Breakout Group Session #2

Instructions for Breakout Group Session #2

- Building on the domain selected by the large group, the breakout groups will each **pick their own area** of flourishing as the focus:
 - Character
 - Caring
 - Practical wisdom
- Each group will **develop an intervention** based on its preferred context and approach
- At the end of the creative period, each group will be asked to **share its intervention**



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Thank You

Thank you to everyone for your wholehearted participation in today's session.

- Thanks also to the Kern Family Trust and Kern Family Foundation whose investment makes this work possible.

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Appendix

Symbolic Significance of Imagery

- **Blue concentric rings:**
show the levels of the ecosystem across which the elements of character, caring and practical wisdom operate to promote flourishing from the individual to society as a whole
- **Tree as a whole:**
tree represents how the profession of medicine contributes to human flourishing through caring and character
- **Tree trunk:**
depicts interrelationship of caring and character as the structure that supports and leads to human flourishing
- **Branches:**
two main branches represent the different but related roles of caring and character; practical wisdom is represented by the off-shooting limbs from the main branches
- **Leaves:**
individuals, patients, families, communities and society that should flourish if KNN is successful; different leaf colors reflect that human flourishing can ebb and flow

Evolving Definitions Informing Work

1. **Human Flourishing:** “a state in which all aspects of a person’s life are good; involves numerous domains of life, including happiness and life satisfaction, physical and mental health, meaning and purpose, character and virtue, and close social relationships.” (VanderWeele)
2. **Practical Wisdom:** “The right way to do the right thing in a particular circumstance, with a particular person, at a particular time.”
[One who:]
 - “knows the proper aims of the activity she is engaged in, wants to do the right thing to achieve these aims, and wants to meet the needs of the people she is serving;
 - knows how to improvise, balancing conflicting aims and interpreting rules and principles in light of the particularities of each context;
 - is perceptive, reads social contexts, and [...] sees the gray in a situation;
 - knows how to take on the perspective of another, [...] feels empathy and make decisions that serve others’;
 - knows how to make an emotional appeal of reason, rely on emotion to signal what a situation calls for, and inform judgment without distorting it; and,
 - Is an experienced person. (Schwartz & Sharpe)
3. **Caring:** a blend of practices, dispositions and motivations all aimed at ensuring that individuals and populations grow, develop and flourish as best they can. Caring is:
 - situated in the context of relationships and built on acceptance of interdependence;
 - acknowledges inherent power imbalances but eschews dominance and seeks humility;
 - reliant on trust as a precondition and is also generated in a reinforcing loop, and is mutually beneficial and rewarding. (Tronto, Held, and Mayeroff)
4. **Character:** “The complex [constellation] of psychological characteristics that [motivates and] enables individuals to act as moral agents.” (Berkowitz & Bier) 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: all definitions were adapted from their referenced sources on the following slide

References for Components in Framework

Human Flourishing

- 1) VanderWeele, T.J. (2017). On the promotion of human flourishing. *Proceedings of the National Academy of Sciences*, 114(31), 8148-8156.

Practical Wisdom

- 2) Schwartz, B., & Sharpe, K. (2010). *Practical wisdom: The right way to do the right thing*. Penguin.

Caring

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

Character

- 4) Berkowitz MW, Bier MC. Research-Based Character Education. *The Annals of the American Academy of Political and Social Science*. 2004;591(1):72-85.
Jubilee Centre for Character and Virtues (2013). *A Framework for Character Education in Schools*. University of Birmingham, Jubilee Centre for Character and Virtues. Retrieved April 13, 2021, from <https://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/character-education/Framework%20for%20Character%20Education1.pdf>

In addition, this definition was adapted from and informed by the work of several other authors including Larry Nucci, PhD and Philippa Foot, PhD.

