

The Empathy Effect: Countering Bias to Improve Health Outcomes



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Disclosure of Commercial Support for IHC Faculty

As an IHC faculty member,
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Workshop Goal



**To enhance our skills in
effectively conveying
empathy to others, with a
special focus on vulnerable
populations**



OBJECTIVES:

By the end of this workshop, participants will be able to:

1. List three premises for empathy and empathy-based care
2. Identify the elements of the IN GEAR model for empathy conveyance
3. Identify cues that invite judgment and replace bias with counter cues to increase understanding, connection, and trust.
4. Demonstrate at least two empathy conveyance skills.



Plan for the workshop

- Review premises and research about impact of empathy
- Introduce model of empathy conveyance: IN GEAR
- Practice IN GEAR empathy conveyance skills with exercises and video cases
- Select two skills to add to your practice



PREMISE ONE

**Empathy is
healing
and
Judgment is
harmful**

What is EMPATHY?

RESEARCH

AMA 2016; APA 2010; CMA 2015; NASW 2008; Rogers, 1959; 1969;
Ruberton et al., 2016; Sinclair et al., 2016; Tumolo & Biedendorf, 2016



Types of Empathy

- **AFFECTIVE**
- **COGNITIVE**



Neither automatically results in effectively conveying empathy

Budell et al., 2012; Duarte et al., 2016; Goleman, 2007;
Hoffman, 2000; Sherman & Cramer, 2005; Krznaric, 2015



Premise One: Empathy

- **Empathy is not the same as:**
 - Giving in
 - Being a doormat
 - Caring 'too much'
- **Empathy is compatible with:**
 - Self-care
 - Boundaries and limits
 - Saying no

Newcomb et al., 2017



Premise One: Empathy & Self-Care



- Burnout/Vicarious Trauma
- Signs of Burnout
- What is Self-Care?
- Benefits of Self-Care

Barnett, J.E. Distress, Therapist Burnout, Self-Care, and the Promotion of Wellness for Psychotherapists and Trainees-Issues, Implications, and Recommendations. Retrieved from <https://societyforpsychotherapy.org/distress-therapist-burnout-self-care-promotion-wellness-psychotherapists-trainees-issues-implications-recommendations/>; Hurst, Katherine. What is Self-Care and Why is Self-Care Important? Retrieved from <http://www.thelawofattraction.com/self-care-tips/>



PREMISE ONE

Empathy is
healing
and
**Judgment is
harmful**

What is JUDGMENT?

Cohen et al, 2011; Cooper et al. 2012; Corrigan et al., 2014; Evans-Lacko et al., 2010; Goffman, 1963; Land & Linsk, 2014; Kassam et al., 2012; Shah & Diwan, 2010; Van Boekel et al., 2013

RESEARCH





Reflect on a situation...

EMPATHY

or

JUDGMENT

Empathy impacts:

- Health outcomes
- Patient/client experience
- Healthcare team experience



**In fact, empathy, in itself,
is a treatment**

Cobos et al., 2015; Del Canale et al., 2012; Fong et al., 2010; Hojat et al., 2011; Miller & Rollnick, 2012; Ruben et al., 2018; Tait, 2008; Verheul et al., 2010; Westra, 2012; Blatt et al., 2010; Boodman, 2015; Buszewicz et al., 2006; Decety & Fotopoulou, 2015; Derksen et al., 2013; Epstein et al., 2007; Flickinger et al., 2015, 2016; Pollak et al., 2011; Tamblyn et al., 2010; Yagil & Shnapper-Cohen, 2016; Boodman, 2015; Duarte et al., 2015; Bourgeault et al., 2015; Cosley et al., 2010; Gosselin et al., 2015 Lamothe et al., 2014; Lee et al., 2016; Scott et al., 2010;



Judgment & Stigma impact...

- Health outcomes and adherence
- Quality of care
- Patient/client experience

Brandes et al., 2015; Browne et al., 2013;
Gemmitti et al., 2016; Moyers & Miller, 2013;
Patten et al., 2012; Shah & Diwan, 2010; van
Boekel et al., 2013; Werner & Walterud, 2005;
Wolitski et al., 2009



PREMISE TWO

Vulnerable populations
experience greater harm
by judgment and lack of
empathy



What are Vulnerable and Under-served, and Historically Marginalized Populations?



Vulnerable, Under-served, and Marginalized populations often experience...

Clement et al., 2014; Corrigan et al., 2009; DFID, 2014; Kassam et al., 2012; Nguyen et al., 2017; Patten et al., 2012; Peters et al., 2015; Wolitski et al., 2009

RESEARCH



Vulnerable & Under-Served populations:

ADVERSE CHILDHOOD EXPERIENCES

Adverse experiences in childhood negatively impact health in adults

RESEARCH

ACES Connection Network, 2016; Felitti & Anda, 1997; The Adverse Childhood Experiences (ACE) Study, CDC, 1997; Felitti et al., 1998



Vulnerable, Under-served, and Marginalized Populations:

TRAUMA-INFORMED CARE

Shifting the conversation from:
“What is wrong with you?” to *“What happened to you?”*





QUIZ TIME!

PREMISE THREE

We all have judgments

- Mostly unintentional
- Shows up in our language and actions
- We are exposed and influenced by stereotypes and stigma



Judgments are normal

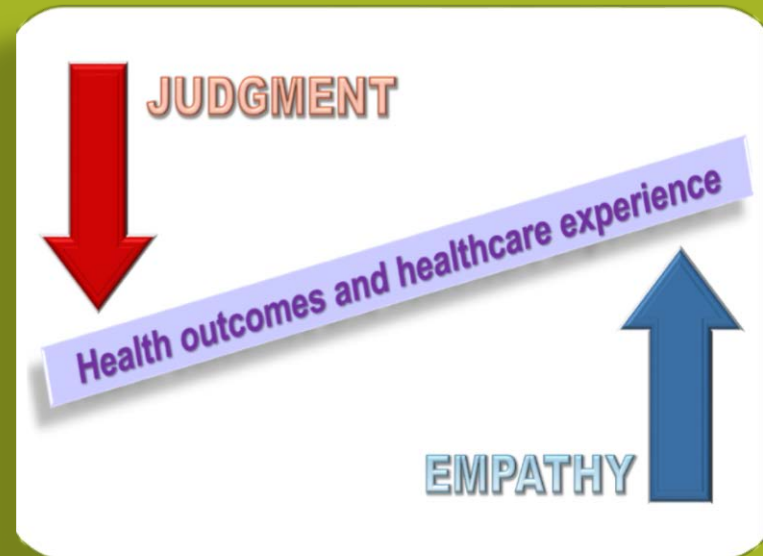
Broyles et al., 2014; Kanter & Rosen, 2016; Pfister et al., 2015; Smith & Mendoza-Denton, 2016; Szeto et al., 2013; Wakeman, 2016





SUMMARY of PREMISES

1. Empathy is healing and judgment is harmful.
2. Vulnerable populations experience greater harm by judgment and lack of empathy.
3. We all have judgments.



We can learn to manage our judgments and improve our empathy conveyance

A Model for Effective Empathy Conveyance



Essential Skills for Empathy Conveyance

- I** = Identify Your Internal and External cues
- N** = Notice Judgments and Use Counter Cues to Shift Gears
- G** = Goodwill Greeting
- E** = Empathic Language
- A** = Affirm Strengths
- R** = Reflective Listening



IN GEAR:

IDENTIFY external and internal cues



Blaire et al., 2011; Tumolo & Biedendorf, 2016

IN GEAR:

NOTICE judgments and biases, then employ counter cues

- Noticing make implicit biases explicit
- Use counter cues to shift gears from position of judgment to position of empathy



Ballon & Skinner, 2008; Blaire et al. 2011; Cohen et al., 2011; Reiss & Kraft-Todd, 2014; Smith & Mendoza-Denton, 2016; Pfister et al., 2015

COUNTER CUES



EXERCISE 1:

USING COUNTER CUES TO SHIFT GEARS

Write in workbook on page 19:

1. Internal & external cues
2. Judgments and biases
3. Counter cue to shift gears
4. Discuss with small group

IN GEAR:



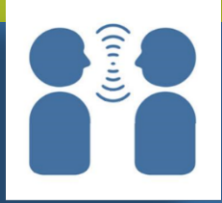
GOODWILL GREETING

Repair is difficult if goodwill greeting is missed or omitted

Makoul et al., 2007; O'Conner et al., 2011

GOODWILL GREETING - ESSENTIAL SKILLS





EXERCISE 2:

GOODWILL GREETING

1. View first video and note what the staff member could have done differently using the Goodwill Greeting skills on page 24 in workbook
2. View second video and identify Goodwill Greeting skills you see demonstrated using skills list on page 25
3. Note other Goodwill Greeting skills to make interaction even better

IN GEAR:

EMPATHIC LANGUAGE

- Words matter
- Unskilled language can convey judgment and lack of caring

Friedman & Schwartz, 2012; Wakeman, 2016



EMPATHIC LANGUAGE





EXERCISE 3:

PRACTICE ACKNOWLEDGING FEELINGS SKILLS

1. View brief video
2. Write an Acknowledging Feelings response on the worksheets starting on page 29 in workbook
3. Share in large group
4. Record responses you like given by other participants



EXERCISE 4:

OPEN-ENDED QUESTION SKILLS PRACTICE

Work in small groups of 3 or 4.

Interviewer:

Interviewee:

Observer:

**TYPES of
Questions:**

See page 33 in workbook



EXERCISE 5:

PRACTICE EMPATHIC LANGUAGE SKILLS

1. View brief video
2. Individually, write Empathic Language responses starting on page 36 in workbook
3. Share responses in large group
4. Record responses you like given by other participants

IN GEAR:

AFFIRM STRENGTHS

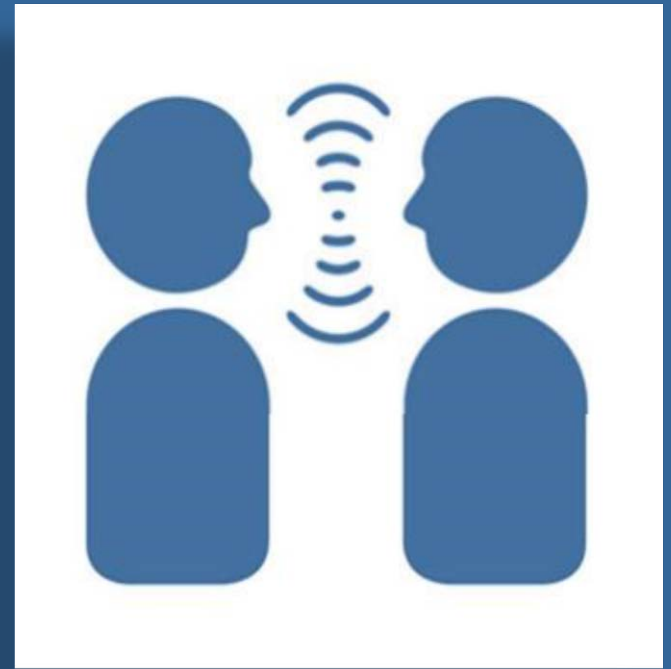


- Affirming is noticing and amplifying a person's strengths

Back et al., 2010; Manthey et al., 2011; McElheran & Harper-Jaques, 1994; Robinson, 2016

EXERCISE 6:

PRACTICE AFFIRM
STRENGTHS SKILLS



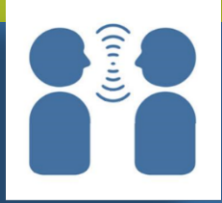
IN GEAR:

REFLECTIVE LISTENING

- Reflective listening lets people know that we hear them and that we understand.
- Reflective listening requires that we...



Coulehan et al., 2001; Ford & Snyder, 2000; Miller & Rollnick, 2012;
Pollak et al., 2007, 2011; Rosengren, 2009; Stephens et al., 2010



EXERCISE 7:

PRACTICE REFLECTIVE LISTENING SKILLS

1. View brief video.
2. Write Reflective Listening responses, starting on page 42 in your workbook.
3. Share your response with large group.
4. Record responses you like given by other participants.

Essential Skills for Empathy Conveyance

- I** = Identify Your Internal and External cues
- N** = Notice Judgments and Use Counter Cues to Shift Gears
- G** = Goodwill Greeting
- E** = Empathic Language
- A** = Affirm Strengths
- R** = Reflective Listening





EXERCISE 8

PRACTICE **IN GEAR** EMPATHY CONVEYANCE SKILLS

Visit A

1. Read background information (page 57)
2. View **Visit A** video (scripts start on page 57)
3. Note (below script for each) what the staff member could have done differently using the **IN GEAR** empathy conveyance skills.



EXERCISE 8

PRACTICE **IN GEAR** EMPATHY CONVEYANCE SKILLS

Visit B

1. View **Visit B** video (scripts start on page 60)
2. Identify IN GEAR empathy conveyance skills you see demonstrated using the checklists provided on pages 61 and 63

**Next
steps...**



**Session
Closure...**

Choose 2-3 skills that you want to practice, or changes you'd like to make at your organization, regarding empathy conveyance.

Write them in your workbook in the space provided as a reminder.