

Project in Osteopathic Medical Education and Empathy Survey (POMEE)

Default Question Block

TO THE STUDENTS: Our medical college is pleased to partner with AACOM to participate in this nationwide Project in Osteopathic Medical Education and Empathy (POMEE). The validity of the findings depends on representativeness of the participating samples to reflect the entire population of osteopathic medical students in the U.S. Thus, we would like to encourage all of our students to complete this survey, assuring broad representation across all colleges of osteopathic medicine.

NOTE: Please use the survey's navigation buttons (e.g., BACK, NEXT) to move throughout the survey. Do not use your web browser's forward and back buttons to move through the survey. Please do not complete this survey more than once.

* Indicates required response.

* Osteopathic Medical School

Please read the following statements before starting the survey:

My completion of this survey is an indication of my voluntary participation in this Project in Osteopathic Medical Education and Empathy. I can refuse to participate or stop my participation at any time without penalty. I understand that individual data will remain confidential, and only aggregate, group data will be reported.

* Would you like to proceed with completing the Osteopathic Medical Education and Empathy Survey?

Yes

No

Part I: DEMOGRAPHIC DATA

This information is for classification purposes only and is considered confidential. Information will only be used by AACOM and affiliated organizations in totals or averages.

Please provide the following information:

* Date of Birth (MM/DD/YYYY):

Assigned sex at birth: What sex were you assigned at birth, on your original birth certificate?

- Male
- Female

Current Gender Identity: How do you describe yourself?

- Male
- Female
- Transgender Female
- Transgender Male
- Gender Variant/Non-Conforming
- Not Listed
- Decline to Answer

Race/Ethnicity - How do you self-identify? Check all that apply.

- American Indian/Alaska Native
- Native Hawaiian/Pacific Islander

- | | |
|---|--|
| <input type="checkbox"/> Asian | <input type="checkbox"/> White/Caucasian |
| <input type="checkbox"/> Black/African American | <input type="checkbox"/> Decline to Answer |
| <input type="checkbox"/> Hispanic/Latino/Spanish origin | |

Ethnic Description:

American Indian/Alaskan Native: *A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.*

Asian: *A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.*

Black/African American: *A person having origins in any of the black racial groups of Africa. Terms such as “Haitian” can be used in addition to “Black or African American.”*

Hispanic/Latino: *A person of Cuban, Mexican, Puerto Rican, South or Central America, or Spanish culture or origin, regardless of race.*

Native Hawaiian/Other Pacific Islander: *A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.*

White/Caucasian: *A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.*

Part II: PROJECT IN OSTEOPATHIC MEDICAL EDUCATION AND EMPATHY (POMEE)

Please answer ALL questions on the POMEE Survey.

Area of Interest: Select ONE specialty in which you are most likely to work or seek training.

- | | |
|---|--|
| <input type="radio"/> Allergy and Immunology | <input type="radio"/> Orthopedic Surgery |
| <input type="radio"/> Anesthesiology | <input type="radio"/> Osteopathic Neuromusculoskeletal Medicine |
| <input type="radio"/> Colon Rectal Surgery | <input type="radio"/> Otolaryngology |
| <input type="radio"/> Critical Care | <input type="radio"/> Pathology including Subspecialties |
| <input type="radio"/> Dermatology | <input type="radio"/> Pediatrics Subspecialty |
| <input type="radio"/> Emergency Medicine | <input type="radio"/> Physical Medicine and Rehabilitation |
| <input type="radio"/> Family Medicine | <input type="radio"/> Plastic Surgery/Reconstructive Surgery |
| <input type="radio"/> General Internal Medicine | <input type="radio"/> Preventive Medicine including Subspecialties |
| <input type="radio"/> General Pediatrics | <input type="radio"/> Psychiatry including Subspecialties |
| <input type="radio"/> General Surgery | <input type="radio"/> Radiology including Subspecialties |
| <input type="radio"/> Geriatrics | <input type="radio"/> Sports Medicine |

- | | |
|--|--|
| <input type="radio"/> Internal Medicine Subspecialty | <input type="radio"/> Surgery Subspecialty |
| <input type="radio"/> Medical Genetics | <input type="radio"/> Thoracic Surgery |
| <input type="radio"/> Neurology including Subspecialties | <input type="radio"/> Urology/Urological Surgery |
| <input type="radio"/> Nuclear Medicine | <input type="radio"/> Vascular Surgery |
| <input type="radio"/> Ob/Gyn including Subspecialties | <input type="radio"/> Undecided or Indefinite |
| <input type="radio"/> Ophthalmology | |

Were you ever employed in a health care role prior to entering medical school?

- Yes
- No

What was your undergraduate major? (Check all that apply)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Aerospace Engineering | <input type="checkbox"/> Computer Science | <input type="checkbox"/> Humanities | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Anthropology | <input type="checkbox"/> Economics | <input type="checkbox"/> Instrumental Music | <input type="checkbox"/> Physiology |
| <input type="checkbox"/> Applied Mathematics | <input type="checkbox"/> Electrical Engineering | <input type="checkbox"/> Interdisciplinary | <input type="checkbox"/> Pre-Med |
| <input type="checkbox"/> Architecture | <input type="checkbox"/> Engineering | <input type="checkbox"/> Literature | <input type="checkbox"/> Psychobiology |
| <input type="checkbox"/> Arts/Fine Arts | <input type="checkbox"/> English | <input type="checkbox"/> Linguistics/Speech | <input type="checkbox"/> Psychology |
| <input type="checkbox"/> Biochemistry | <input type="checkbox"/> Environmental Studies | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Mechanical Engineering | <input type="checkbox"/> Science General |
| <input type="checkbox"/> Biomath | <input type="checkbox"/> General Studies | <input type="checkbox"/> Microbiology | <input type="checkbox"/> Science-Business |

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Biomedical Engineering | <input type="checkbox"/> Genetics | <input type="checkbox"/> Microbiology & Immunology | <input type="checkbox"/> Science other Bio |
| <input type="checkbox"/> Biomedical Sciences | <input type="checkbox"/> Geology | <input type="checkbox"/> Molecular Biology | <input type="checkbox"/> Sociology |
| <input type="checkbox"/> Biophysics | <input type="checkbox"/> Hispanic Studies | <input type="checkbox"/> Music | <input type="checkbox"/> Theatre Arts |
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> History | <input type="checkbox"/> Natural Science | <input type="checkbox"/> Zoology |
| <input type="checkbox"/> Chemical Engineering | <input type="checkbox"/> Honors Program | <input type="checkbox"/> Neuroscience | <input type="checkbox"/> Other |
| <input type="checkbox"/> Civil Engineering | <input type="checkbox"/> Human Biology | <input type="checkbox"/> Philosophy | <input type="checkbox"/> No Major |
| <input type="checkbox"/> Classics | <input type="checkbox"/> Human Evolution Biology | | |

Please indicate the extent of your agreement or disagreement with each of the following statements by clicking the appropriate circle. A higher number on the scale indicates more agreement.

	Strongly Disagree	(1)	(2)	(3)	(4)	(5)	(6)	St A
Physicians' understanding of their patients' feelings and the feelings of their patients' families does not influence medical or surgical treatment	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
Patients feel better when their physicians understand their feelings	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
It is difficult for a physician to view things from patients' perspectives	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	
Understanding body language is as important as	<input type="radio"/>		<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	

verbal communication in physician-patient relationships

Strongly Disagree

St
A

A physician's sense of humor contributes to a better clinical outcome

(1) (2) (3) (4) (5) (6)

Because people are different, it is difficult to see things from patients' perspectives

Attention to patients' emotions is not important in history taking

Attentiveness to patients' personal experiences does not influence treatment outcomes

Physicians should try to stand in their patients' shoes when providing care to them

Patients value a physician's understanding of their feelings which is therapeutic in its own right

Patients' illnesses can be cured only by medical or surgical treatment; therefore, physicians' emotional ties with their patients do not have a significant influence in medical or surgical treatment

Asking patients about what is happening in their personal lives is not helpful in understanding their physical complaints

Physicians should try to understand what is going on in their patients' minds by paying attention to their non-verbal cues and body language

I believe that emotion has no place in the treatment of medical illness

Empathy is a therapeutic skill without which the physician's success is limited

Physicians' understanding of the emotional status of their patients, as well as that of their families is one important component of the physician-patient relationship

Physicians should try to think like their patients in order to render better care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	St A
	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	
Physicians should not allow themselves to be influenced by strong personal bonds between their patients and their family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I do not enjoy reading non-medical literature or the arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I believe that empathy is an important therapeutic factor in medical treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Please respond to the following statements by indicating if the statement is “True” or “False” about you.

	True	False
I never met a person that I didn't like	<input type="radio"/>	<input type="radio"/>
I have always told the truth	<input type="radio"/>	<input type="radio"/>
I always win at games	<input type="radio"/>	<input type="radio"/>
I have never been bored	<input type="radio"/>	<input type="radio"/>
I never get lost, even in unfamiliar places	<input type="radio"/>	<input type="radio"/>
I never get annoyed when people cut ahead of me in line	<input type="radio"/>	<input type="radio"/>
I never have any trouble understanding anything I read the first time I read it	<input type="radio"/>	<input type="radio"/>
No matter how hot or cold it gets, I am always quite comfortable	<input type="radio"/>	<input type="radio"/>
I have never lost anything	<input type="radio"/>	<input type="radio"/>
It doesn't bother me if someone takes advantage of me	<input type="radio"/>	<input type="radio"/>

Please indicate the extent of how the following statements best describes you by clicking the appropriate circle. Items are answered on a 5-point Likert scale (1=Does not describe me at all, 5=Describes me very well).

	Does not describe me well (1)	(2)	(3)	(4)	Describes me very well (5)
I often have tender, concerned feelings for people less fortunate than me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I don't feel very sorry for other people when they are having problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I see someone being taken advantage of, I feel kind of protective towards them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people's misfortunes do not usually disturb me a great deal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I see someone being treated unfairly, I sometimes don't feel very much pity for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often quite touched by things that I see happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would describe myself as a pretty soft-hearted person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In emergency situations, I feel apprehensive and ill-at-ease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel helpless when I am in the middle of a very emotional situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I see someone get hurt, I tend to remain calm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being in a tense emotional situation scares me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am usually pretty effective in dealing with emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Does not describe me well (1)	(2)	(3)	(4)	Describes me very well (5)
I tend to lose control during emergencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I see someone who badly needs help in an emergency, I go to pieces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent of your agreement or disagreement with each of the following statements by clicking the appropriate circle. A higher number on the scale indicates more agreement.

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)
Health professionals should be viewed as collaborators rather than superiors or subordinates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All health professionals should have responsibility for monitoring the effects of interventions on their patients/clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork in healthcare cannot be an outcome of interdisciplinary education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic institutions should develop interdisciplinary educational programs to enhance collaborative practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health professionals should not question decisions made by colleagues even if they feel that it might have detrimental effects on the patient/client.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All health professionals can contribute to decisions regarding the well-being of patients/clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)
Collaborative practice always works best when health professionals develop working relationships to achieve agreed upon goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary education and interprofessional collaboration are not linked to one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The primary function of other health professionals is to follow, without question, orders by the physicians who are treating the patients/clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interprofessional collaboration which includes mutual respect and communication improves the work environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All health professionals should contribute to decisions regarding improving care of their patients/clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job satisfaction has nothing to do with interprofessional collaborative practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health professionals should be made aware that their colleagues in other health- related disciplines can contribute to the quality of care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health professionals should be involved in making policy decisions concerning their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of role differentiation, there are not many overlapping areas of responsibility among health professionals in providing care to their patients/clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To promote the best interest of the patient/client, health professionals should use their own judgment rather than consulting their colleagues in other health-related disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)
Medical errors will be minimized when collaboration exists among health professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All health professionals have their own special expertise to render quality care to their patients/clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health professionals working together cannot be equally accountable for the care/service they provide.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During their education, all health profession students should have experience working in teams with other health profession students in order to understand their respective role.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent of your agreement or disagreement with each of the following statements by clicking the appropriate circle. A higher number on the scale indicates more agreement.

	Strongly Disagree (1)	(2)	(3)	Strongly Agree (4)
Searching for the answer to a question is, in and by itself rewarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life-long learning is a professional responsibility of all physicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy reading articles in which issues of medicine are discussed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I routinely attend meetings of student study groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree (1)	(2)	(3)	Strongly Agree (4)
I read medical literature in journals, websites or textbooks at least once every week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I routinely search computer databases to find out about new developments in medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I would fall behind if I stopped learning about new developments in medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of the important goals of medical school is to develop students' life-long learning skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rapid changes in medical science require constant updating of knowledge and development of new professional skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I always make time for learning on my own, even when I have a busy class schedule and other obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I recognize my need to constantly acquire new professional knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I routinely attend optional sessions, such as grand rounds, guest lectures, or clinics where I can volunteer to improve my knowledge and clinical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I take every opportunity to gain new knowledge/skills that are important to medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preferred approach in finding an answer to a question is to consult a credible resource such as a text, computer database, or colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below are a number of statements that describe different feelings that you may feel at work. Please indicate how often, in the past 30 days, you have felt each of the following feelings.

	Never or Almost Never (1)	Very Infrequently	Quite Infrequently	Sometimes	Quite Frequen
I feel tired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have no energy for going to class in the morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel physically drained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel fed up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like my "batteries" are "dead"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel burned out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My thinking process is slow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulty concentrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I'm not thinking clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I'm not focused in my thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulty thinking about complex things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am unable to be sensitive to the needs of coworkers and customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am not capable of investing emotionally in coworkers and customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am not capable of being sympathetic to co-workers and customers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please indicate the extent of your agreement or disagreement with each of the following statements by clicking the appropriate circle. A higher number on the scale indicates more agreement.

	Absolutely Disagree (1)	(2)	(3)	(4)	(5)	(6)	Absolute Agree (7)
The osteopathic philosophy of holistic care greatly influenced my decision to attend an osteopathic school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A patient is healed when the underlying pathological processes are corrected or controlled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patients whose physicians are knowledgeable of multiple medical systems and complementary and alternative practices (i.e., Chinese, Ayurvedic, Osteopathic Manipulative Medicine, Homeopathic, etc.), in addition to conventional medicine, do better than those whose physicians are only familiar with conventional medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapeutic touch has been completely discredited as a healing modality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physicians who model a balanced lifestyle (i.e. Attending to their own health, social, family and spiritual needs, as well as interests beyond medicine) generate improved patient satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Osteopathic Manipulation often makes patients "feel" better temporarily, but does not lead to objective improvement in long-term outcomes for patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A strong relationship between patient and physician is an extremely valuable therapeutic intervention that leads to improved outcomes

Absolutely
Disagree
(1)

(2)

(3)

(4)

(5)

(6)

Absolutely
Agree
(7)

Instilling hope in patients is a physician's duty

Osteopathic manipulative therapy is a valuable method for resolving a wide variety of musculoskeletal problems (beyond back pain)

Information about the relative effectiveness of treatments that is obtained by research methods other than randomized controlled trials has little value to physicians

Physicians who strive to understand themselves provide better care than those who do not

Psychosocial factors are as important as biomedical factor in health and illness

Medical problems need specific medical and surgical interventions, thus, holistic approaches to medical problems cannot be as beneficial as targeted biomedical treatment

Touch and tactile approaches may not serve a significant purpose in patient care

Part III: PAST YEAR'S EXPERIENCES

Please indicate if any of the following statements below describes events/observations/ experiences/learning **in the past year** that either positively or negatively influenced your

views on the patient-physician empathic relationship by clicking on as many selections below.

- | | |
|---|--|
| <input type="checkbox"/> Positive role model | <input type="checkbox"/> Learning what not to do by observing “bad” doctors |
| <input type="checkbox"/> Negative role model | <input type="checkbox"/> Overly demanding patients |
| <input type="checkbox"/> High volume of materials to learn | <input type="checkbox"/> Unappreciative patients |
| <input type="checkbox"/> Sleep deprivation | <input type="checkbox"/> Hospital policies and regulations |
| <input type="checkbox"/> Market-driven health care system | <input type="checkbox"/> Insurance regulations |
| <input type="checkbox"/> Defensive medicine to protect one’s own benefit or to avoid litigation | <input type="checkbox"/> Over-hearing attending physicians, faculty, or medical staff stating that medicine is a business not a human service profession |
| <input type="checkbox"/> Overreliance on computer-based diagnostic and therapeutic technology | <input type="checkbox"/> Heavy workload and demanding curriculum in medical school |
| <input type="checkbox"/> The art of medicine is not viewed by faculty in the realm of evidence-based medicine | <input type="checkbox"/> Hostile environment of medical school |
| <input type="checkbox"/> Emotional detachment and clinical neutrality in clinical relationships | <input type="checkbox"/> Verbally abusive medical staff/attending |
| <input type="checkbox"/> Harassment and belittlement experiences | <input type="checkbox"/> Lack of sufficient time to form empathic relationship |
| <input type="checkbox"/> Vulgar humor and unprofessional attitudes among attending physicians or residents | <input type="checkbox"/> Bureaucratic side of medicinal practice that overshadows empathic engagement |
| <input type="checkbox"/> Learning what to do by observing “good” doctors | <input type="checkbox"/> A lack of caregiver’s autonomy |
| <input type="checkbox"/> COVID-19 pandemic | |

Please list in the following box any other events/experiences/observations/learning, not listed above,

that either positively or negatively influenced your views on patient-physician empathic relationship *in the past year*:

Please enter your e-mail address in the following box. We strongly recommend you to write your email address because of two reasons: first, we will send to your email address a confidential report of your empathy scores and related norm table for assessment of your scores at the completion of the project; second, your email address will be used as a unique identifier to merge data from different survey administrations, and will never be shared. After data merging is completed, your e-mail address will be removed from the database.

Email

Thank you for your participation in the Project in Osteopathic Medical Education and Empathy Survey. If you have any

questions about the Project in Osteopathic Medical Education and Empathy Survey please contact meded@aacom.org. If you have questions about your rights as a research participant, you can contact the American Association of Colleges of Osteopathic Medicine at 301-968-4148.

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