



**HAL**  
open science

## Mindfulness and compassion training for health professionals: a qualitative study

Clémence Brun, Alexis Akinyemi, Laurène Houtin, Claire Mizzi, Thierry Cardoso, Corinne Isnard Bagnis

► **To cite this version:**

Clémence Brun, Alexis Akinyemi, Laurène Houtin, Claire Mizzi, Thierry Cardoso, et al.. Mindfulness and compassion training for health professionals: a qualitative study. 2022. halshs-03844883

**HAL Id: halshs-03844883**

**<https://shs.hal.science/halshs-03844883v1>**

Preprint submitted on 9 Nov 2022

**HAL** is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

**Mindfulness and compassion training for health professionals: a qualitative study**

Clémence Brun<sup>1,2</sup>, Alexis Akinyemi<sup>1</sup>, Laurène Houtin<sup>1</sup>, Claire Mizzi<sup>3</sup>, Thierry Cardoso<sup>4</sup>,

Corinne Isnard Bagnis<sup>3</sup>

APHP Sorbonne University,

47-83 Boulevard de l'hôpital,

75013 Paris, France

**Author note**

Correspondence concerning this article should be addressed to Professor Corinne Isnard Bagnis, Pitie Salpetriere Hospital, Nephrology Department, APHP Sorbonne University, 47-83 Boulevard de l'hôpital, 75013 Paris, France, Email: [corinne.bagnis@aphp.fr](mailto:corinne.bagnis@aphp.fr). Phone Number : 01 42 17 72 27.

Submitting author is Clémence Brun, AD-HOC Lab, 13 Rue Hispano Suiza, 92270

Bois-Colombes, Email: [clemence.brun@adhoclab.fr](mailto:clemence.brun@adhoclab.fr).

<sup>1</sup>: AD-HOC Lab, 13 Rue Hispano Suiza, 92270 Bois-Colombes, France

<sup>2</sup>: Université Grenoble Alpes, TIMC-IMAG UMR CNRS 5525, ThEMAS team, Domaine de la Merci, 5 Avenue du Grand Sablon, 38700 La Tronche, France

<sup>3</sup>: APHP Sorbonne University, 3 Avenue Victoria, 75004 Paris, France

<sup>4</sup>: Santé Publique France, 12, rue du Val d'Osne 94 415 Saint-Maurice Cedex, France

ORCID:

Clémence Brun: 0000-0001-6880-6674

Alexis Akinyemi: 0000-0002-6027-675X

Laurène Houtin: 0000-0002-7619-5639

Thierry Cardoso: 0000-0003-0162-4272

Corinne Isnard Bagnis: 0000-0002-1048-6636

### **Declarations**

**Funding:** This research was funded by the APHP Sorbonne University, 47-83 Boulevard de l'hôpital, 75013 Paris, France.

**Conflict of Interest:** The Authors declare that there is no conflict of interest.

**Ethical approval:** All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

**Informed Consent:** Informed consent was obtained from all participants included in the study.

## Abstract

**Objectives:** Compassion is a key component of quality care. Therefore, encouraging health professionals (HCPs) to develop a patient-centred care relationship through mindfulness and compassion training may be beneficial for both patients and HCPs. We aimed at assessing the impact of a compassion-centred mindfulness program (*i.e.*, the Mindfulness Based (MB) CARE programme) on healthcare practice. We hypothesised this training could improve patient–health professionals relationships and perceived quality of life at work of HCPs.

**Methods:** We conducted a qualitative study including 10 phone interviews designed to explore the perceived psychological consequences of such training programme amongst HCPs who experienced the MB CARE programme at APHP Sorbonne University or during a private course. Interviews were conducted between May and July 2020.

**Results:** Content analysis results showed that the training had an overall positive impact on the HCPs ability to feel compassion toward their patients and themselves. The HCPs were more attentive to their patient’s needs and theirs, without being able to articulate how well they were paying attention to them. The programme also helped them develop kindness towards themselves and their patients. Participants were better able to accept the difficult experiences they might encounter in the workplace or those their patients experienced, with more perceived equanimity and less reactivity.

**Conclusions:** We conclude that professional mindfulness and compassion training programmes could be operational levers for institutions aiming at fostering a more compassionate health professionals–patient relationship, through improvement of perceived quality of life at work, more focused attention and better management of emotions.

*Keywords:* compassion, stress, burnout, patient-centred care, mindfulness

### **Mindfulness and compassion training for health professionals: A qualitative study**

According to the UK Department of Health (2012, UK), *compassion* is a state wherein ‘care is provided in relationships based on empathy, respect and dignity; it can also be described as intelligent kindness, and is central to how people perceive their care’ (Walker & Mann, 2016, p. 1). Compassion can have benefits in many areas, and this is particularly the case for healthcare as it is considered a key to providing quality care to patients in need (Adams et al., 2006; Figley, 1995, 2002; Kretz, 2011). However, healthcare professionals (HCPs) are currently among the professionals considered most vulnerable to compassion fatigue and stress overload (Raab, 2014). *Compassion fatigue* can be defined as ‘the reduced ability or interest of the HCPs to empathise or “bear the patient’s suffering” and corresponds to the ‘natural behaviours and emotions that result from knowledge of a traumatic event experienced or suffered by a person’ (Figley, 1995, p. 7, as cited in Raab, 2014). It has a negative influence on the quality of care. Stress, in turn, reduces HCPs’ ability to concentrate and focus (Miller et al., 1988).

*Self-compassion* is defined as involving ‘feelings of caring and kindness towards oneself in the face of personal suffering and involves the recognition that one’s suffering, failures and inadequacies are part of the human condition’ (Birnie et al., 2010, p. 1). Self-compassion includes three essential elements (Neff, 2003, p. 224, as cited in Birnie et al., 2010): 1) showing kindness and understanding, rather than self-criticism and harsh judgement towards oneself; 2) considering one’s experiences as part of humanity as a whole rather than separating and isolating them; and 3) keeping painful thoughts and feelings in a balanced consciousness rather than over-identifying with them. Some researchers (*e.g.*, Kristeller & Johnson, 2005) stated that the practice of meditation is a good way to enhance the qualities of self-compassion and empathy (Newsome et al., 2012). Consequently, specific training programmes for meditation and self-compassion have been developed.

On the other hand, researchers are struggling to reach a consensus on the definition of *empathy*, which refers to the overall ability to take another person's point of view and experience the resulting thoughts and feelings (Davis, 1996, as cited in Birnie et al., 2010). Thus, this skill includes both cognitive (accurately imagining another person's point of view) and affective (emotional reactions to taking a point of view) components. Compassion is derived from the latter component, as it is expressed when one observes a person's suffering and wishes to help him/her (Steffen & Masters, 2005, as cited in Birnie et al., 2010). Notably, accurate empathy, as theorised by Rogers, is the most interesting empathy skill that must be developed by HCPs. Empathy includes a commitment to understanding the context surrounding a patient and the ability to communicate back to that patient what is understood about their request (Moyers & Miller, 2013). As such, it is considered to be a likely candidate as the 'ultimate factor' for caring relationships (Moyers & Miller, 2013; Sturzu et al., 2019). It has been suggested that treatment outcomes would be improved if therapists are prepared to have authentic, empathetic relationships and possess an unconditional positive outlook towards their patients (Baldwin et al., 2007, as cited in Moyers & Miller, 2013). In fact, it explains more variance in outcomes than therapeutic alliance or type of intervention (Bohart et al., 2002; Imel et al., 2008, as cited in Moyers & Miller, 2013). Although empathy has a very positive impact on treatment outcomes, one must keep in mind that whilst empathy allows individuals to notice the pain of others, it also makes them more vulnerable to compassion fatigue (Raab, 2014). Therefore, this skill must be managed in association with other skills (*e.g.*, being caring towards oneself) that help an individual limit such an effect. For these reasons, it is relevant to consider empathy as part of the basis of a good health professionals–patient relationship, alongside compassion and self-compassion.

We argue that HCPs'<sup>1</sup> self-compassion and compassion towards others can be increased with the practice of mindfulness, specifically through healthcare-focused mindfulness training programmes, such as the Mindfulness-Based Stress Reduction (MBSR) and the Mindful Self-Compassion (MSC) programmes. *Mindfulness* is 'a state of mind that permits insight, presence, and reflection, and also a habit of relating to the world' (Epstein, 2003a, p. 2). It is often seen as a process that combines two components: 1) attention to both internal and external experiences in the present moment and 2) non-judgmental acceptance of emotions and thoughts (Sáiz-Manzanares & Montero-García, 2015). Practising mindfulness (particularly as part of the MBSR programme and the MSC) seems to be a good way of developing self-compassion amongst HCPs, as the changes in the ability to be self-compassionate are predicted by mindfulness-related changes (Birnie et al., 2010; Neff, 2003). Notably, mindfulness develops prerequisite qualities for self-compassion and empathy (e.g., non-judgmental attitude, present-moment awareness; Beckman et al., 2012; Beddoe & Murphy, 2004; Block-Lerner et al., 2007; Neff, 2003; Malpass et al., 2019; Verweij et al., 2018a). Irving et al. (2014) showed that HCPs considered the practice of mindfulness to have opened their minds, allowing them to be more compassionate towards themselves and others (particularly towards their patients). The development of self-compassion is, therefore, essential to prevent compassion fatigue and promote compassionate care (Gustin & Wagner, 2013). According to many researchers, including Figley (2002), the most effective HCPs are those who use and express compassion and empathy.

Positive effects of mindfulness are also noticeable in interpersonal areas, as it develops empathic understanding and enables an unconditional positive relationship with the patient (Bentley et al., 2018; Hick & Bien, 2008; Hoenders et al., 2016; Lases et al., 2016; Verweij et al., 2018b). HCPs with higher levels of mindfulness tend to be more attentive and

---

<sup>1</sup> As defined here :

<https://www.vie-publique.fr/fiches/37855-categorie-de-professionnels-de-sante-code-se-la-sante-publique>

are more likely to use patient-centred communication. In turn, patients are more satisfied with this type of HCPs (Beach et al., 2013; Beckman et al., 2012; Bentley et al., 2018; Hoenders et al., 2016; Krasner et al., 2009; Lases et al., 2016; Verweij et al., 2018a; Verweij et al., 2018b). Attention and compassion towards the patient seem to be crucial for a good health professionals–patient relationship. Nonetheless, these elements can only lead to an optimal relationship with the patient if the HCPs is able to step back from their practice and become aware of their negative patterns (Sáiz-Manzanares & Montero-García, 2015). So, it is worth noting that mindfulness programmes prepare trainees so that they can endure a large amount of suffering without being overwhelmed or becoming insensitive to patient suffering (Birnie et al., 2010).

Mindfulness includes a set of methods that train the mind in order to reach a level of mental stability that fosters compassion and focused action (Rinpoche & Shlim, 2006, as cited in Epstein et al., 2008). This can help to fully awaken metacognition, a naturally present in everyone but hard to foster skill. It corresponds to an objective awareness of the internal events (mainly thoughts) and implies re-perception, which is the ability to change one's perspective regarding current experience (Jankowski & Holas, 2014). Amongst the meta-cognitive experiences that can impact warmth and self-compassion is an attitude of benevolence and acceptance of current experiences, and seeing one's experiences as part of the common human experience (Jankowski & Holas, 2014). Metacognition also allows HCPs to self-monitor themselves, i.e., to make it a practice to seek, integrate and respond to external and internal data on one's own performance (Epstein et al., 2008). In this way, HCPs can assess their internal state and their anxiety about external actions and act on it (Kabat-Zinn, 2009; Nyima & Shlim, 2006, as cited in Epstein et al., 2008).

Modern programmes also help HCPs regain their calm in stressful situations. It can happen by helping HCPs become more aware of the stress they feel and to proactively set



priorities and limits (Scheepers et al., 2020). It can also happen by reducing the tendency to strive for perfectionism and increasing their emotional intelligence. This, in turn, leads to greater compassion for patients (Dobkin & Hassed, 2016). Mindfulness can also help create a spaciousness in one's experience that enables greater awareness and acceptance of 'what is' (Raab, 2014). Also, the positive effects of these mindfulness trainings are long-lasting. In fact, Warnecke et al. (2017) proved that mindfulness training effects are long-lasting. Five years after mindfulness training, 88% of participants continued to use some form of mindfulness, meditation or relaxation exercise, of whom 63% specifically used mindfulness practices. Others, like Scheepers et al. (2020), claimed an effect of up to six years after implementation.

This practice thus seems as relevant for the well-being of patients as for that of HCPs. The burnout rate amongst doctors in France is between 38% and 52% (Shadili et al., 2018). *Burnout* is one of the most serious work-related problems in modern times and is a concept that is still being discussed in the scientific community. It can be defined as a process of emotional, physical and psychological exhaustion experienced by an individual when confronted with emotionally demanding work situations (Maslach & Jackson, 1981). We can identify three dimensions in this concept (Angermeyer et al., 2006; Keidel, 2002; Lazarescu et al., 2018; Zawieja & Benattar, 2019). *Emotional burnout* corresponds to the individual's feeling of being physically and emotionally drained in the face of the emotional demands of their work. *Depersonalisation* (or *dehumanisation*) corresponds to the attitude of withdrawal and indifference adopted by an individual towards work and people in general. Finally, the *Reduction of personal fulfilment at work* corresponds to the individual's feeling of professional failure and inability to meet the demands of the job. Burnout consequences include emotional (*e.g.*, nervous tension, sad mood, etc.), physical (*e.g.*, sleep disorders, chronic fatigue, etc.), cognitive (*e.g.*, decreased concentration, difficulty performing several

tasks at once, etc.), behavioural/interpersonal (*e.g.*, withdrawal, social isolation, aggressive or even violent behaviour, etc.), and motivational/attitudinal manifestations (*e.g.*, disengagement, decreased motivation, etc. ; DGT, ANACT, & INRS, 2015; Sturzu et al., 2019). Thus, HCPs experiencing burnout become no longer able to have a meaningful relationship with their patients (Braun et al., 2018; Gueritault-Chalvin et al., 2000; Lazarescu et al., 2018; Lemoine et al., 2017; Merlani et al., 2011; Penson et al., 2000). Fortunately, a large body of literature has shed light on the positive effects of mindfulness on well-being and burnout prevention (Epstein, 1999; Epstein, 2003a; Epstein, 2003b; Hassed et al., 2009; Irving et al., 2009), indicating that it leads to a feeling of being able to perceive the return of dysfunctional coping patterns and take a step back from negative events.

Thus, empathy, compassion and metacognition seem to be at the core of an optimised mindfulness practice. However, these three components are rarely found in the same programme (however, while not directly offered with meditation in the programmes, empathy is transmitted through instructor-trainee relationship). To our knowledge, no programmes have been developed to better understand the impact of vocational training in empathy, compassion and metacognition through mindfulness on the health professionals-patient relationship. Thus, we decided to design a programme dedicated to this purpose and to investigate its effects on healthcare reported by HCPs. We hypothesised that a program of this kind could improve patient–health professionals relationships and the care provided by the latter.

## Methods

### Description of the programme

The MB CARE programme, drawn from the MBSR and MSC training programs, is a curriculum dedicated to HCPs aiming at reducing burnout level, whilst enhancing patient centricity by training HCPs critical qualities of mindfulness and self compassion (Isnard Bagnis, 2019). In this sense, MB CARE differs from the MSBR and the MSC as it is an integration of these approaches adapted to the practice of HCPs. The programme integrates three themes, namely, mindfulness, compassion and self-compassion. Mindfulness training focuses on the development of a non-judgmental attitude and good attentional skills. The compassionate component is to enable HCPs to embrace their imperfection and accept themselves as human beings. Delivered by experienced MBSR/compassion instructors (not involved in the research), the MB CARE programme offers meditation and compassion exercises, dyad communication training, and guided dialogue with the same pedagogical frame that MBSR (Figure 1 and Table 1).

An essential feature of this programme is the exercises' focus on professional daily life stressors, interpersonal communication and stressful emotions that HCPs actually experience in their practice, in a uniquely recontextualized meditation experience. The programme follows an incremental overview of practices. First, learners work on personal themes before practising with patient or work-related themes. It features exercises on the body and sensations, followed by discussions about pleasant/unpleasant experiences combined with thoughts and bodily sensations, whilst putting trainees back into situations where they have experienced these sensations on their own. The issue of stress is introduced through work on situations where HCPs experience difficulties with others. As a new feature amongst the mindfulness training programmes being implemented, the MB CARE programme directly adapts the practice of mindfulness and compassion to professional

situations that are relevant for HCPs, either focusing on patient/health professionals relationships or in between professionals. As in the MBSR programme, the agenda and objectives were not communicated to the trainees so that they experience living in the moment through experiential pedagogy. Also, MB CARE did not offer a one day long intensive meditation practice day (*i.e.*, as in the MBSR programme). More details about the content of the programme can be obtained by contacting the authors.

The MB CARE programme was introduced via an announcement in the internal service of the *Faculté de Médecine Pitié Salpêtrière* that informed HCPs that a new programme promoting a health professionals–patient relationship based on compassion and empathy would be implemented (*i.e.*, the MB CARE programme). The HCPs were invited to register on a voluntary basis through a large communication conducted via institutional newsletter (35 000 email addresses) or through a continuous medical education program in the community. Because HCPs had to be fully engaged into the program and be perfectly available, we chose to offer the program in full day sessions and not weekly 2 to 3 hours sessions. The HCP's were totally off duty on those days. Once participants agreed to take part in the programme, they received an email informing them that a study -which would take the form of a one-on-one interview - would be conducted to evaluate the impact of the programme on their professional practice. They were invited to accept or refuse to participate in this study by return email. Participants followed the programme according to the following modalities:

- Programme implementation of four days in a row ( $n = 4$ ) vs. once a week for four weeks ( $n = 7$ );
- At the hospital ( $n = 7$ ) vs. at the Espace City'zen ( $n = 4$ ) (*i.e.*, a place dedicated to the practice of yoga, meditation and personal development located at the Parc Floral in Paris);

- Paid ( $n = 4$ ) vs. free training ( $n = 7$ );
- Experienced ( $n = 5$ ) vs. inexperienced ( $n = 6$ ) in mindfulness (*i.e.*, if the person has ever practised mindfulness before the training); and
- Training given by C. ( $n = 4$ ) vs. Training given by T. ( $n = 7$ ) (*i.e.*, the two trainers teaching the programme together with CB).

## **Our study**

We conducted our study after the delivery of the MB CARE sessions. For participant recruitment, we used a relevant convenience sample of former participants who were contacted through their email addresses that they had provided to the MB CARE organisers during their participation. All had completed the training program at least one year before the interview period to assess the long-term effects of the programme. They were all experienced HCPs (over 10 years of practice) as defined in the Public Health Code<sup>2</sup> that participated on a voluntary basis. Participant willingness to be involved in the interviews was provided through email written consent.

We used semi-structured interviews to assess the impact of the MB CARE with 11 HCPs who had fully completed the program ( $M_{age} = 43.55$ ,  $ET_{age} = 9.50$ , 10 women, 1 man). Of these, five had already practised mindfulness, five had not and one did not specify. There were three nurses, six doctors, one social worker and one nurse manager. All interviews were conducted between May and July 2020. Due to the sanitary context during the study, all interviews were conducted using phone calls. The interviews were conducted by one of this article's authors. At the interview's beginning, the participants were informed that the purpose of the interview was to assess the programme's impact on work practices and, more specifically, the health professionals–patient relationship. Consent was ensured by asking if

---

<sup>2</sup> As defined here :

<https://www.vie-publique.fr/fiches/37855-categorie-de-professionnels-de-sante-code-se-la-sante-publique>

participants agreed to take part in the interview and have their data processed afterwards. The participants were free to accept or refuse to answer each question. It was clarified that the interview was unrelated to current events and the global health context of COVID-19. For each person, we used the same interview grid that was especially designed for the study. The interview grid (Supplemental data 1) was built around three main themes:

1. The experience of the training (*i.e.*, satisfaction and potential improvements);
2. How HCPs take care of themselves (*i.e.*, what are their stressors and support systems); and
3. How the programme has impacted the practice of HCPs (*i.e.*, in their relationship with patients). This third category had three sub-categories:
  - a) Impact on practice (*i.e.*, better work balance and mindfulness practice),
  - b) Impact on metacognitive skills (*i.e.*, emotion regulation and reflective thinking), and
  - c) Impact on the participants' empathy skills and the therapeutic relationship (*i.e.*, empathy and compassion towards oneself and towards the patient).

The grid had two purposes. First, it provided answers to the questions raised in the introduction. Second, it allowed for the assessment of the four levels of Kirkpatrick's (1959) training evaluation model. This is the reference model in this area, particularly because it is broad enough to correspond to the needs of professionals for all types of training (Bates, 2004; Santos & Stuart, 2003). The first level, 'Reactions', assesses learners' satisfaction with the training (What did the learner like about it?). We asked questions such as 'What did you like (What were the criteria for satisfaction: content, teaching methods, etc.)'? The second level, 'Learning', evaluates the knowledge that the learners will keep (What will they have

learned at the end of the training? What knowledge, know-how and interpersonal skills will they have gained?). HCPs were asked: ‘What did you learn during the training’? The third level, ‘Behaviours’ (or transfer), is an assessment of the behaviours that the learners will be able to transfer from training to their work practice (What new behaviours have they learned? Do they use them in their workplace?). We asked: ‘How do you take care of yourself’? Finally, the fourth level, ‘Results’, evaluates the results at the end of the training in terms of economic gain, profitability, productivity, and so on. We did not ask questions at this level, as profitability was not a goal of the programme. It should also be noted that we did not assess participant’s personal involvement in practising mindfulness or compassion.

The interview always ended in the same way. We asked the participants how they felt. We also reminded them of the purpose of the interview and asked for any additional information that they felt would help meet that purpose and had not been addressed during the interview.

### **Results analysis procedure**

When transcribing the interviews into Word documents, each interview was anonymised by being assigned a number (*e.g.*, Interview 1). We chose to remove one person's interview from the analyses because of irrelevance. We made sure that the transcriptions accurately reflected what the participants had said. We analysed these interviews using King’s template analysis method (1998; see also King, 2004; King 2010). Each question within each topic was analysed, and we selected the most relevant verbatim statements for each question. These were considered relevant when they were representative of an opinion expressed by the majority or when they raised important issues for future programme development. Specifically, we inputted the interview grid into an Excel spreadsheet. For each question, we created an "Answer" column. For every interview, we took the section where a question was

addressed and chose one or more verbatim that expressed in the most representative way what the participant thought about the question asked. Verbatim was then included in the "Answer" column of the respective question. Like most similar research, the data was analysed by a single researcher. The credibility of results was then assessed by ensuring that verbatims were representative of the interview findings (Elo et al., 2014). We went back and forth between the questions and the interviews to make sure we were capturing what the participants reported. This method seemed relevant to avoid common problems such as over-reliance on qualitative software packages, word overload due to line-by-line approaches or difficulty of retaining the integrity of each respondent's story (de Casterlé et al., 2012).

## **Results**

### **The training experience**

Overall, the training was considered to be a very enjoyable experience: 'The experience of the programme [was] very pleasant' (Interviews 5 and 9). Only one person found the experience in itself difficult, pointing out the resulting effects as positive.

When participants described what they liked about the training, they brought up the small group size: 'What I liked a lot was that we were a very small group' (Interviews 2, 5, 7, 8 and 9). This encouraged sharing and allowed participants to realise that other HCPs shared their difficulties, without feeling ashamed or embarrassed, because everyone understood the situations they were facing.

The majority of the participants perceived the programme not as professional training, but as personal development training that could have indirect positive effects on their practice afterwards: 'It's personal development at the service of professional development' (Interviews 10 and 6). Only one person, who had been meditating for many years, considered this training to be fundamentally professional: 'Obviously it involves the whole being, both in



its private and professional dimensions, but the internship is very structured on the care relationship, it is very structured on work, it is really centred on that. So it's 100% professional training' (Interview 5).

When asked what they would like to change in the program, the participants often mentioned a need for post-training follow-up and reminders: 'So what I would like is to have something after [...] a reminder' (Interviews 5, 6, 7 and 10). One person also reported that the programme should offer more intersessional follow-up to encourage the sharing of feelings and changes that they were experiencing. Finally, several people mentioned the duration of the training, which was considered too short to have a long-term impact: 'Afterwards, I sincerely think that four days of MB CARE training will not be enough to develop caring listening skills. If the people who follow this training do not continue on this path, well, I am not sure of the impact on their daily professional life' (Interview 9).

### **The impact of the MB CARE programme on self-care**

The participants mentioned a variety of stressors that hindered their well-being in their daily work, such as their work environment and hierarchy ('Having several demands at the same time' (Interview 2); 'It is organisational stress' (Interview 5)), and psychological factors related to self-confidence and overwork ('The fear of not being competent and that the signs of my lack of confidence are legitimate' (Interview 6); 'It's the workload, the diversity of things I have to do' (Interviews 3 and 10)).

A large part of the participants reported that their self-confidence had evolved following the MB CARE programme, and that they allowed themselves more room for error: 'It allowed me to evolve, to have more confidence in myself' (Interviews 4, 3 and 2); 'I'm now less a perfectionist' (Interview 4). Nevertheless, some noted that this confidence was still fragile: 'My confidence in myself is fragile and needs to be supported and encouraged'

(Interviews 1 and 6). Participants also reported practising multiple stress-reducing activities, for example, ‘By taking breaks [...] By trying to give myself time [...] I take care of myself with meditations at home, which are more formal practices and then sports’ (Interview 5). They also mentioned the exercises they learned in the program, such as the use of breathing techniques.

### **The impact of the MB CARE programme at work**

We evaluated the impacts of the MB CARE programme along three axes: the impacts on HCPs’ professional practice, on their metacognition skills and on their empathy/compassion/self-compassion skills.

Interestingly, one participant noted the importance of the HCP’s emotions in providing optimal care: ‘I realised how much my positioning or emotional state could influence the quality of the relationship’ (Interview 5). The programme appeared to have taught the participants to remain calm in stressful work situations, including those who did not continue practising meditation. The participants also mentioned a greater capacity to take a step back (*i.e.*, to put distance between themselves and the occurring situation). According to them, the training helped them to manage strong emotional feelings and to reflect on their emotions, thereby enabling them to react in a more appropriate way: ‘So the MB CARE training has taught me a lot, like to take a step back, to try to understand what state I’m in, what’s going on inside me, that’s how I can better face things’ (Interview 10). The programme seems to have enhanced participants’ ability to balance their emotions and reason as well: ‘Trying to respond to the situation rather than reacting according to one’s emotions’ (Interview 3). They were also better able to realise when they were immersed in their emotions and thoughts: ‘So it happens to me sometimes in extreme situations, but it doesn’t

last long. I notice it pretty quickly' (Interview 4). However, a number of participants were still overwhelmed by their emotions, sometimes at the expense of their being grounded in reality. They mostly used breathing methods to manage their emotions and defer their effects to give themselves time to reflect. However, this kind of practice seemed to only be effective under certain conditions, such as anticipating the situation: 'If I can anticipate the situation, the problem, yes. But if I really get caught up in a situation where I know I'm going to escalate, no.' (Interview 2).

The participants also reported being more able to manage their workloads in order to make time for themselves: 'It didn't necessarily change my relationship with work, [but] it changed the way I perceive the effect work has on me' (Interview 5). This tendency to take better account of one's limits and needs was noted when participants talked about burnout. The programme seemed to have helped them to become aware of 'risky' situations as well as to accept their human condition and an ability to let go: 'I accept that when I'm tired I'm less efficient and that, therefore, it is necessary to stop and hand over work' (Interviews 6, 9 and 10).

Many of the interviewees spoke of increased caring listening skill: 'I am more attentive to what the other person says to me, I leave room for the other person, I really listen to them' (Interview 2). The participants paid attention to their patients, especially through the identification of perceptual clues. The former also mentioned paying more attention to the latter by managing their priorities: 'Well, I'm getting better [...] I can see what is a priority and what is not' (Interview 4). However, there were those who said that they did not really pay more attention to themselves or the patient in their interaction.

The MB CARE programme also reduced the participants' tendency to be judgemental: 'My view of others, of life, of myself, of judgement, all of this has changed' (Interview 4). The interviewees explored their feelings and emotions to a greater extent, and

the majority were more accepting of them. This included acknowledging the emotion and accepting its existence: ‘That was quite new during the training. To tell myself I can recognise emotion without judging it and without asking myself why it is there [...] I don’t inhibit it, I regulate it’ (Interview 10). The participants were more likely to regulate them than inhibit them. A few of them, however, felt that they were still judgemental towards their emotions, which they considered to be inadequate and not required. These people were the ones who preferred to inhibit those emotions: ‘I can’t welcome them without judgement. I will consider myself as weak, as fragile if I still feel fear or anxiety’ (Interviews 1 and 3).

The programme also helped the participants to live more in the present moment: ‘There you are, you’re really in the moment, you’re listening to your body, you’re in what’s happening right now for you, and it helped me to put things into perspective and get back to work’ (Interview 4). They reported refocusing through short meditative practices (*e.g.*, focusing on sensations): ‘I realise that I am doing some sort of micro meditation. It means micro refocusing on the present moment’ (Interview 6).

Furthermore, the programme appeared to have had a great influence on participants’ ability to concentrate: ‘It allowed me to better identify my needs and, therefore, better focus on what I’m doing’ (Interview 2). More specifically, the programme impacted participants’ ability to focus on one task at a time: ‘I stopped doing two things at the same time [...] That’s one of the big points of the programme. To understand that actually I’m like everyone else—I’m not able to do two things at the same time’ (Interview 8).

Many participants talked about exploring their sensations as a way to refocus on the present moment, including vision, hearing and taste: ‘I’m reconnecting to the heat [...], a breeze, some air, a ray of sunlight [...] I’m going to be more attentive to the texture, the taste, of what I’m eating’ (Interview 1). These sensations were also used during the professional practice to monitor one’s state: ‘When there is something that I am experiencing that is too

intense [...] I feel it quite quickly and I sit down. And I take a deep breath' (Interview 4).

Nevertheless, two participants reported not being able to explore their sensations, especially during difficult experiences at work.

When participants talked about their current practice of mindfulness, this mostly included informal practices, such as micro-meditations in the workplace: 'I practice in informal micro meditation all day long, but not ritualised' (Interview 6); 'On stressful consultations, I try to take 3 minutes afterwards to try to refocus on myself' (Interview 9). This informal practice was often coupled with formal practices, especially between consultations. The participants mostly practised meditation for short periods of time, ranging from 10 to 30 minutes, often daily: 'I try to do 10 to 15 minutes of breathing techniques. It's going to be at home [where I] do a scan, do a compassionate meditation' (Interview 9). The body scan was often cited, but some found it rather unpleasant. Regarding the equipment used, two people mentioned a guided meditation application: 'I practice it with the Petit Bambou application' (Interviews 1 and 3). However, two participants had abandoned this practice. Others said they often thought about practising, especially when they experienced difficulties, but did not do so: 'When I feel that I am beginning to be overwhelmed, when I feel that I am starting to feel emotions that are too intense, that tend to parasitise me, then I think about it' (Interview 6, Interview 1).

The majority of the trainees reported that the programme improved their ability to understand patients' perspectives in order to better accept situations: 'Well, if I had someone talking to me like that in front of me, what would I understand? [...] Do I get the impression that he is interested in me or that he is not interested in me'. I find this change of perspective interesting [...] It allows me to see my position in relation to the patient' (Interview 5). Some

participants mentioned conditions that affected their ability to change their perspective, such as the emotional intensity felt at the time.

Some participants showed signs of developing their metacognitive capacity, but were not able to express it clearly: '[There is] a lot of confusion at first [...] I try to think about situations at the same time and then I try to reassure the person [...] There are a lot of things going on in our heads, I can't necessarily identify them, I recognise them' (Interview 10). One person mentioned the possibility of analysing one's thoughts afterwards in order to react in a more appropriate way in the future.

Regarding decision-making, the majority of the HCPs considered that they were aware of the decisions they made: 'Well, when I make a decision, I usually know' (Interview 4). For some, they considered that they now took more time to think about it: 'It has evolved a bit, because at the beginning I tended to make decisions from scratch [...] I'm going to give myself time to think about what I've been asked to do, or what could be done' (Interview 1). However, their decision-making remained very factual and did not yet demonstrate high-level metacognitive abilities. One participant even said he did not think anything through during the decision-making process. Much of the thinking seemed to come after the decision was made: 'Well, there is always a questioning, "Did I make the right decision?" and a questioning of "I didn't make that decision"' (Interview 7).

The HCPs felt that they were kind to their patients: 'I think I am kind to them' (Interviews 1 and 7). They also felt that the programme had helped them to be kinder to themselves, which they thought had positive repercussions for their patients: 'With MB CARE's meditation approaches, I try to be kinder to myself and it helps me to be kinder to others as well' (Interview 3). Some, however, stated that they were already kind to their patients even before the training. A few expressed the fact that the term 'kindness' was not

appropriate, pointing out instead the characteristics of a warm relationship: ‘I don’t think “kindness” is really the right term [...] maybe a lot of things that might pass for kindness from the outside, but I think it’s not really the same’ (Interviews 6 and 10).

Overall, the participants were still self-critical but considered this criticism to be constructive and benevolent: ‘I am still self-critical but in something constructive’ (Interview 10). This self-criticism also seemed to encourage acceptance of boundaries: ‘What MB CARE has done for me is that before, when there was a conflict, I always told myself that I was the only one responsible [...] And now I tell myself, ‘Well, maybe’. Anyway, there is always responsibility on your part when something goes wrong, but maybe there was no solution anyway’ (Interview 6). Only one participant stated that they never criticised themselves anymore and were strongly opposed to it. The interviewees were generally more benevolent towards themselves.

The majority of the respondents considered that they were able to feel the pain of their patients: ‘I share their suffering a little and without feeling it [...] Sometimes, it can shock me [...] there is a form of acceptance’ (Interviews 4 and 7). Some indicated that the programme did not enable them to feel the patients' suffering, but that it had helped them identify and perceive it: ‘I imagine how I would feel if I felt the same suffering, but it is not the reality of his suffering, because I am convinced that the reality of his suffering is something only he can feel’ (Interview 5). The participants also seemed to be more accepting of their patients’ negative experiences. Some people pointed out a greater ability to distance themselves from patients when necessary: ‘So it may seem a little negative, but I am not always available for them’ (Interview 1). However, two participants considered that there had been no changes in their relationships with patients.

Finally, reflecting an empathetic image was important to the participants. It seemed to be the cornerstone of the health professionals-patient relationship for them: ‘I hope they have

a warm and empathetic image of me. It's part of the job' (Interviews 3 and 4). Interestingly, one participant mentioned the use of empathy and compassion as a practical resource to be consciously integrated into the health professionals-patient relationship: 'If we manage to put empathy and compassion in even a 2/3 minute regulation, it changes things completely, but really fundamentally' (Interview 5).

### **Discussion**

Compassion is considered a key factor in providing quality care to patients in need (Adams et al., 2006; Figley, 1995, 2002; Kretz, 2011). However, HCPs are currently amongst the professionals most vulnerable to compassion fatigue and stress overload (Raab, 2014). We know that encouraging HCPs to develop a patient-centred care relationship has beneficial effects for both the patients and their HCPs (Isnard Bagnis, 2019). The literature suggests that HCPs' compassion and self-compassion can be increased with the practice of mindfulness, more particularly through caregiving-focused mindfulness training programmes (Birnie et al., 2010; Hick & Bien, 2008; Neff, 2003). Those programmes are particularly relevant for HCPs, who have a greater risk for professional burnout due to the high level of involvement required. Thus, we hypothesised that a mindfulness training programme specifically focused on situations that are relevant for HCPs could improve patient-health professionals relationships, and ultimately, the care provided. We conducted a qualitative study designed to explore the perceived psychological consequences of such training programmes among HCPs who experienced mindfulness and compassion training (*i.e.*, the MB CARE programme).

We conducted interviews with 10 HCPs who had fully completed the MB CARE programme. Our objective was to evaluate the impact of this type of practice-based training through the study of the capacity of HCPs to apply its methods in their daily practice.

Our content analysis results showed that the training seemed to have an overall positive impact on the HCPs' ability to take care of themselves, particularly through the



ability to ‘take a step back’. It appears to have helped the participants to remain calm in stressful situations. In terms of their relationship with the patient, caring listening seemed to be one of the main skills that the programme helped the HCPs to develop. Participants seemed to use mainly informal practices in their workplace. In comparison, formal practices were preferred at home, in time slots not exceeding 30 minutes.

The programme also appears to have enhanced the participants’ ability to recognise the presence of their emotions, which were better accepted—especially negative ones—with benevolence. The participants also seemed to be able to change their perspective in order to better understand their patients. They were more attentive to their patients and their needs, without being able to articulate how well they were paying attention to them.

The participants felt they shared their human nature with their patients, although they still acknowledged their individuality. The majority considered themselves empathetic and thought they could perceive their patients’ suffering without feeling it. The programme also facilitated the development of kindness towards themselves and their patients. Overall, the participants were better able to accept the difficult experiences they encountered in the workplace or those reported to them by their patients. A graphical summary of the results can be found in Figure 2.

Thus, we conclude that professional mindfulness training programmes could be operational levers for institutions aiming at fostering a more compassionate health professionals–patient relationship, ultimately ensuring the efficient provision of care. However, it is worth noting that those claims are relying solely on the perceptions of HCPs and do not engage the feelings of their patients.

**MB CARE’s main point**

One of the most crucial elements in this series of interviews was to determine whether HCPs considered the MB CARE to be a vocational training or a personal development programme. The respondents offered a variety of responses, ranging from viewing it as a full personal development programme or as a very grounded, practice-oriented training. However, the modal response is that it is a personal development programme that can have positive consequences for the health professionals–patient relationship. The MB CARE programme, therefore, seems to be perceived as a kind of support that enables HCPs to better cope with their practice and protect themselves from problems related to personal exhaustion and lack of consideration for their limits. Exerting efforts to better understand their needs and listening to their feelings would enable them to be more empathetic towards themselves and, indirectly, towards others, thus resulting in compassionate care. These results are very encouraging insofar as HCPs are able to see the value of the programme for their professional practice and for the majority of them to use those teachings for the benefit of their health professionals–patient relationships. It now remains to be established whether there is a need for more emphasis on the vocational aspect or whether this perception of the programme as personal development with indirect vocational effects is sufficient to have truly positive effects on their relationships with their patients. Future studies of other practice-based and compassion focused programs should be undertaken to determine what adaptations are needed.

### **MB CARE's future improvements**

One potential area for improvement would be a focus on the development of metacognitive skills, as many participants expressed difficulties in this area. The development of HCPs' metacognitive abilities was notably intended to enable them to better identify the internal processes involved in their practice and to foster their capacity for

empathy. However, many HCPs were not able to demonstrate significant metacognitive abilities. The majority of the respondents were not able to spontaneously express any internal processes, or when they did, it was very superficial. This brings back to the vision of meditation as an ongoing training that needs to be nourished by regular practice, a classical condition for self development through mindfulness. Nonetheless, the results were encouraging. For these reasons, the programme will likely need to focus on further developing these skills, emphasising their importance and explaining them more clearly to future participants.

### **Limitations and Future Research**

Some limitations should be noted in this study. The main limitation is due to the time lag between the programme and the investigative phase of the interviews we conducted. The programme was conducted in 2018 and 2019, and we carried out the interviews in 2020. Therefore, for the participants, one to two years had elapsed since they had completed the programme. This implies that their memories were very fragmented, and only the most vivid memories remained in their minds. In fact, many participants brought this up spontaneously, as noted: ‘This programme was [implemented] a long time ago’. However, one can argue that this period of time allowed professionals to implement real changes in their practice following the program.

It is important to note that participation in the MB CARE programme was voluntary. Therefore, the interviewees had a certain degree of interest in a humanistic perspective in their work. They were also those who suffered the most in their daily practice. Individuals who do not feel this kind of distress generally do not turn to this type of training. Our study, therefore, focused on HCPs who may not be wholly representative of the HCPs population. We cannot guarantee that comparable results would be observed in individuals who had no

particular interest in the mindfulness approach. Thus, future studies could address this issue and consider those related to adherence to programmes without prior motivation and issues of engagement and reactance.

Because participation was voluntary and few participants had the opportunity to attend the MB CARE program, the study was conducted on a relatively small sample of HCPs. We believe that this sample is of sufficient size to discern patterns of impact of MB CARE, but future studies should include larger samples, possibly of 20 or even 30 HCPs. Indeed, we consider to have reached good data saturation on results referring to the HCP-patient relationship (*e.g.*, impact of mindfulness practice on the ability to take a step back). However, a larger sample would make our findings more robust, or be more likely to highlight between group (*e.g.*, specialty, managerial position, etc.) differences.

In addition, we did not make any selection in regard to the HCPs' professions, which gives access to a sample of HCPs in different positions with similar problems but with significant disparities (*e.g.*, paediatricians have to handle the relationship with the parents of their patients more than that with their patients). Thus, future studies should propose methodologies that ensure better control of samples, allowing conclusions that can be better generalised to specific HCPs populations.

Furthermore, we did not control for the level of pre-programme mindfulness practice amongst the participants. This was noticeable in the interviews, as some participants emphasised the richness of this first experience, without really being able to describe how the training had changed their practice, whilst others were unable to tell us about the specifics of the programme, because they already had so much experience in this area. Unfortunately, we do not have precise data on mindfulness training participants may have received before, during, or after MB CARE (*i.e.*, exercise type, practice duration). Future studies should collect this information in order to accurately determine the effects of a program comparable

to MB CARE in conjunction with other mindfulness programs that participants may have taken.

Besides, we decided to look at the overall impact of MB CARE without distinguishing between the different modalities available in the program (*e.g.*, we did not distinguish our analysis by the type of person who delivered the program). This is because we wanted to assess the impact of MB CARE as a whole. However, the training experience section of the interview grid was intended to help identify whether there were any differences in the program that were important. Further studies could investigate, among other things, the variation in results according to the location of the training, the type of trainers, or the timing of the training.

Also, the very focus of the program means that we have little insight. Indeed, as previously stated, many mindfulness programs have demonstrated positive effects. However, as programs that specifically develop compassion are, to our knowledge, currently very under-represented, it is difficult to make comparisons. Therefore, the results of this study cannot be compared to other similar studies. Furthermore, this study focused on the impact on the HCPs' side. Future studies will need to compare their perceptions with those of their patients to see if there is any agreement.

## **Conclusion**

The development of more compassionate health professionals–patient relationships through mindfulness is still in its infancy. This study is an encouraging first step towards more comprehensive programmes that are, hopefully, attended by more HCPs. Our goal is to adjust the programme so that it better aligns with the areas for improvement that we have identified. Thus, we plan to conduct further series of evaluations in order to validate the

positive effects of the MB CARE programme for developing a caring relationship based on compassion and empathy whilst preventing burnout.

Moreover, mindfulness impacts care through other constructs. As we have seen here, metacognition is particularly of concern, but this could be the case for other concepts as well, such as for example critical thinking. Since the work of Hofling et al. (1966), it has been known that HCPs can sometimes listen to the instructions they are given without being critical. Many researchers currently believe that the development of critical thinking skills is an important factor in improving the quality of care. This is notably the case of Facione and al. (2017, p. 2), who stated that: ‘Nurses with strong critical thinking do not function as clinical robots’. As good critical thinking requires excellent metacognition skills, it seems that an interesting avenue is to develop these linked constructs in order to promote quality care. This is but one of the many constructs impacting care on which mindfulness can have a positive effect.

To conclude, our results demonstrate that mindfulness and compassion could become relevant tools for fostering healthy, empathetic and compassionate health professionals–patient relationships. We hope that more research will be done to identify the levers that will allow mindfulness and compassion programmes to become a key component of professional training for HCPs.

**Authors contribution:** CB: Did the material preparation, data collection and analysis. Wrote the first draft of the manuscript. AA: Led the research project. Commented previous versions of the manuscript. Assisted in the material preparation, data collection, analysis and writing of the manuscript. LH : Led the research project. Commented previous versions of the manuscript. Assisted in the material preparation, data collection, analysis and writing of the manuscript. CM: Organised the sessions of the programme. TC: Organised the sessions of the programme. CIS: Led the research project, created and implemented the MB CARE programme. Organised the sessions of the programme. Commented previous versions of the manuscript.

The authors have no conflict of interest for the study.

### References

- Adams, R. E., Boscarino, J. A., & Figley, C. R. (2006). Compassion fatigue and psychological distress among social workers: A validation study. *American Journal of orthopsychiatry*, 76(1), 103-108. <http://dx.doi.org/10.1037/0002-9432.76.1.103>
- Amutio, A., Martínez-Taboada, C., Delgado, L. C., Hermosilla, D., & Mozaz, M. J. (2015). Acceptability and effectiveness of a long-term educational intervention to reduce physicians' stress-related conditions. *Journal of Continuing Education in the Health Professions*, 35(4), 255-260. <http://dx.doi.org/10.1097/CEH.0000000000000002>
- Angermeyer, M. C., Bull, N., Bernert, S., Dietrich, S., & Kopf, A. (2006). Burnout of

caregivers: a comparison between partners of psychiatric patients and nurses.

*Archives of psychiatric Nursing*, 20(4), 158-165.

<http://dx.doi.org/10.1016/j.apnu.2005.12.004>

Baldwin, S. A., Wampold, B. E., & Imel, Z. E. (2007). Untangling the alliance-outcome correlation: Exploring the relative importance of therapist and patient variability in the alliance. *Journal of consulting and clinical psychology*, 75(6), 842.

<http://dx.doi.org/10.1037/0022-006X.75.6.842>

Bates, R. (2004). A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence. *Evaluation and program planning*,

27(3),341-347.<http://dx.doi.org/10.1016/j.evalprogplan.2004.04.011>

Beach, M. C., Roter, D., Korthuis, P. T., Epstein, R. M., Sharp, V., Ratanawongsa, N., Cohn, J., Eggly, S., Sankar, A., Moore, R., & Saha, S. (2013). A multicenter study of physician mindfulness and health care quality. *The Annals of Family Medicine*,

11(5), 421-428.<http://dx.doi.org/10.1370/afm.1507>

Beckman, H. B., Wendland, M., Mooney, C., Krasner, M. S., Quill, T. E., Suchman, A. L., & Epstein, R. M. (2012). The impact of a program in mindful communication on primary care physicians. *Academic Medicine*, 87(6),

815-819.<http://dx.doi.org/10.1097/ACM.0b013e318253d3b2>

Beddoe, A. E., & Murphy, S.O. (2004). Does mindfulness decrease stress and foster empathy among nursing students? *Journal of Nursing Education*, 43(7),

305–312.<http://dx.doi.org/10.3928/01484834-20040701-07>

Bentley, P. G., Kaplan, S. G., & Mokonogho, J. (2018). Relational mindfulness for psychiatry residents: a pilot course in empathy development and burnout prevention. *Academic Psychiatry*, 42(5), 668-673.

<http://dx.doi.org/10.1007/s40596-018-0914-6>

Birnie, K., Speca, M., & Carlson, L. E. (2010). Exploring self-compassion and empathy in



- the context of mindfulness-based stress reduction (MBSR). *Stress and Health*, 26(5), 359-371. <http://dx.doi.org/10.1002/smi.1305>
- Block-Lerner, J., Adair, C., Plumb, J. C., Rhatigan, D. L., & Orsillo, S. M. (2007). The case for mindfulness-based approaches in the cultivation of empathy: Does nonjudgmental, present-moment awareness increase capacity for perspective-taking and empathic concern?. *Journal of marital and family therapy*, 33(4), 501-516. <http://dx.doi.org/10.1111/j.1752-0606.2007.00034.x>
- Bohart, A. C., Elliott, R., Greenberg, L. S., & Watson, J. C. (2002). Empathy.
- Braun, S. E., Anne Kinser, P., & Rybarczyk, B. (2018). Can mindfulness in health care professionals improve patient care? An integrative review and proposed model. *Translational Behavioral Medicine*, iby059. <http://dx.doi.org/10.1093/tbm/iby059>
- Dobkin, P. L., & Hassed, C. S. (2016). *Mindful Medical Practitioners: A Guide for Clinicians and Educators*. Springer. <http://dx.doi.org/10.1016/j.ijnurstu.2011.09.012>
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE open*, 4(1). <http://dx.doi.org/10.1177/2158244014522633>
- Epstein, R. M. (1999). Mindful Practice. *JAMA: the journal of the American Medical Association*, 282 (9), 833-839. <http://dx.doi.org/10.1001/jama.282.9.833>
- Epstein, R. M. (2003a). Mindful practice in action (I): Technical competence, evidence-based medicine, and relationship-centered care. *Families, Systems, & Health*, 21(1), 1. <http://dx.doi.org/10.1037/h0089494>
- Epstein, R. M. (2003b). Mindful practice in action (II): Cultivating habits of mind. *Families, Systems, & Health*, 21(1), 11. <http://dx.doi.org/10.1037/h0089495>
- Epstein, R. M., Siegel, D. J., & Silberman, J. (2008). Self-monitoring in clinical practice: a

- challenge for medical educators. *Journal of Continuing Education in the Health Professions*, 28(1), 5-13. <http://dx.doi.org/10.1002/chp.149>
- Facione, P. A., Crossetti, M. D. G. O., & Riegel, F. (2017). Holistic Critical Thinking in the Nursing Diagnostic Process. *Revista gaucha de enfermagem*, 38(3). <http://dx.doi.org/10.1590/1983-1447.2017.03.75576>
- Figley, C. R. (1995). *Compassion fatigue as secondary traumatic stress disorder: An overview*. In C. R. Figley (Ed.), *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized* (pp. 1–20). New York, NY: Routledge. <http://dx.doi.org/10.4324/9780203777381>
- Figley, C. R. (2002). Compassion fatigue: Psychotherapists' chronic lack of self care. *Journal of clinical psychology*, 58(11), 1433-1441. <http://dx.doi.org/10.1002/jclp.10090>
- Freudenberger, H. J. (1974). Staff Burnout. *Journal of Social Issues*, 30(1), 159-165. <https://doi.org/10.1111/j.1540-4560.1974.tb00706.x>
- Gilmartin, H., Saint, S., Rogers, M., Winter, S., Snyder, A., Quinn, M., & Chopra, V. (2018). Pilot randomised controlled trial to improve hand hygiene through mindful moments. *BMJ quality & safety*, 27(10), 799-806. <http://dx.doi.org/10.1136/bmjqs-2017-007359>
- Goodman, M. J., & Schorling, J. B. (2012). A mindfulness course decreases burnout and improves well-being among healthcare providers. *The International Journal of Psychiatry in Medicine*, 43(2), 119-128. <http://dx.doi.org/10.2190/PM.43.2.b>
- Gueritault-Chalvin, V., Kalichman, S. C., Demi, A., & Peterson, J. L. (2000). Work-related stress and occupational burnout in AIDS caregivers: test of a coping model with nurses providing AIDS care. *AIDS care*, 12(2), 149-161. <http://dx.doi.org/10.1080/09540120050001823>
- Gustin, L. W., & Wagner, L. (2013). The butterfly effect of caring—clinical nursing teachers'

understanding of self-compassion as a source to compassionate care. *Scandinavian Journal of Caring Sciences*, 27, 175–183.

<https://doi.org/10.1111/j.1471-6712.2012.01033.x>

Hamilton-West, K., Pellatt-Higgins, T., & Pillai, N. (2018). Does a modified mindfulness-based cognitive therapy (MBCT) course have the potential to reduce stress and burnout in NHS GPs? Feasibility study. *Primary health care research & development*, 19(6), 591-597. <http://dx.doi.org/10.1017/S1463423618000129>

Hassed, C., De Lisle, S., Sullivan, G., & Pier, C. (2009). Enhancing the health of medical students: outcomes of an integrated mindfulness and lifestyle program. *Advances in health sciences education*, 14(3), 387-398.

<http://dx.doi.org/10.1007/s10459-008-9125-3>

Hick, S. F., Bien., T. (2008). *Mindfulness and the Therapeutic Relationship*. Guilford Press.

Hoenders, H. J., Booij, S. H., & Knegtering, H. (2016). Mindfulness training for psychiatrists in residency: a pilot study. *Tijdschrift voor psychiatrie*, 58(11), 809-813.

Hofling, C. K., Brotzman, E., Dalrymple, S., Graves, N., & Pierce, C. M. (1966). An experimental study in nurse-physician relationships. *The Jour*:

<http://dx.doi.org/10.1097/00005053-196608000-00008>

Imel, Z. E., Wampold, B. E., Miller, S. D., & Fleming, R. R. (2008). Distinctions without a difference: direct comparisons of psychotherapies for alcohol use disorders; *Psychology of Addictive Behaviors*, 22(4), 533. <http://dx.doi.org/10.1037/a0013171>

Ireland, M. J., Clough, B., Gill, K., Langan, F., O'Connor, A., & Spencer, L. (2017). A randomized controlled trial of mindfulness to reduce stress and burnout among intern medical practitioners. *Medical Teacher*, 39(4), 409-414.

<http://dx.doi.org/10.1080/0142159X.2017.1294749>

Irving, J. A., Dobkin, P. L., & Park, J. (2009). Cultivating mindfulness in health care

professionals: A review of empirical studies of mindfulness-based stress reduction (MBSR). *Complementary therapies in clinical practice*, 15(2), 61-66.

<http://dx.doi.org/10.1016/j.ctcp.2009.01.002>

Irving, J. A., Park-Saltzman, J., Fitzpatrick, M., Dobkin, P. L., Chen, A., & Hutchinson, T. (2014). Experiences of health care professionals enrolled in mindfulness-based medical practice: a grounded theory model. *Mindfulness*, 5(1), 60-71.

<http://dx.doi.org/10.1007/s12671-012-0147-9>

Isnard Bagnis, C. (9-13 february 2019). *Mindfulness in the field of healthcare relationships* [Conférence]. International Conference on Mindfulness (ICM) Asia Pacific, Auckland University of Technology (AUT) Auckland, New Zealand,

<https://www.cmc-ia.org/events/archive/icm-2019-international-conference-on-mindfulness-asia-pacific/>

Jankowski, T., & Holas, P. (2014). Metacognitive model of mindfulness. *Consciousness and cognition*, 28, 64-80. <http://dx.doi.org/10.1016/j.concog.2014.06.005>

Kabat-Zinn, J. (1993). *Mindfulness meditation: Health benefits of an ancient Buddhist practice*. In D. Goleman & J. Gurin (Eds.), *Mind=body medicine* (pp. 259–275). New York, NY: Consumer Reports Books.

Kabat-Zinn, J. (2009). *Wherever you go, there you are: Mindfulness meditation in everyday life*. Hachette Books.

Keidel, G. C. (2002). Burnout and compassion fatigue among hospice caregivers. *American Journal of Hospice and Palliative Medicine®*, 19(3), 200-205.

<http://dx.doi.org/10.1177/104990910201900312>

King, N. (1998). *Template analysis*. In G. Symon & C. Cassell (Eds.), *Qualitative methods and analysis in organizational research: A practical guide* (p. 118–134). Sage Publications Ltd.

- Kirkpatrick, D. L. (1959). Teaching for evaluating training programs. *J. American Society of Training Directors*, 13, 3-9.
- Krasner, M. S., Epstein, R. M., Beckman, H., Suchman, A. L., Chapman, B., Mooney, C. J., & Quill, T. E. (2009). Association of an educational program in mindful communication with burnout, empathy, and attitudes among primary care physicians. *Jama*, 302(12), 1284-1293. <http://dx.doi.org/10.1001/jama.2009.1384>
- Kret, D. D. (2011). The qualities of a compassionate nurse according to the perceptions of medical-surgical patients. *Medsurg Nursing*, 20(1), 29.
- Kristeller, J. L., & Johnson, T. (2005). Cultivating loving kindness: A two-stage model of the effects of meditation on empathy, compassion, and altruism. *Journal of Religion and Science*, 40(2), 391–408. <http://dx.doi.org/10.1111/j.1467-9744.2005.00671.x>
- Lases, S. S., Lombarts, M. J. M. H., Slootweg, I. A., Arah, O. A., Pierik, E. G. J. M., & Heineman, E. (2016). Evaluating mind fitness training and its potential effects on surgical residents' well-being: a mixed methods pilot study. *World journal of surgery*, 40(1), 29-37. <http://dx.doi.org/10.1007/s00268-015-3278-z>
- Lazarescu, I., Dubray, B., Joulakian, M. B., Blanchard, P., Chauvet, B., Mahé, M. A., & Thureau, S. (2018). Prevalence of burnout, depression and job satisfaction among French senior and resident radiation oncologists. *Cancer/Radiothérapie*, 22(8), 784-789.
- Lemoine, J. E., Roland-Lévy, C., Zaghouni, I., & Deschamps, F. (2017). Contribution d'une catégorisation des RPS à la prédiction du stress et du burnout (ou du mal-être au travail) des soignants. *Psychologie du Travail et des Organisations*, 23(4), 292-307. <http://dx.doi.org/10.1016/j.pto.2017.08.005>
- Malpass, A., Binnie, K., & Robson, L. (2019). Medical Students' Experience of Mindfulness

- Training in the UK: Well-Being, Coping Reserve, and Professional Development. *Education research international*, 2019. <http://dx.doi.org/10.1155/2019/4021729>
- Manocha, R., Gordon, A., Black, D., Malhi, G., & Seidler, R. (2009). Using meditation for less stress and better wellbeing: A seminar for GPs. *Australian family physician*, 38(6), 454.
- Maslach, C., Jackson, S.E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2, 99-113. <http://dx.doi.org/10.1002/job.4030020205>
- Merlani, P., Verdon, M., Businger, A., Domenighetti, G., Pargger, H., & Ricou, B. (2011). Burnout in ICU caregivers: a multicenter study of factors associated to centers. *American journal of respiratory and critical care medicine*, 184(10), 1140-1146. <http://dx.doi.org/10.1164/rccm.201101-0068OC>
- Miller, K. I., Stiff, J. B., & Ellis, B. H. (1988). Communication and empathy as precursors to burnout among human service workers. *Communications Monographs*, 55(3), 250-265. <http://dx.doi.org/10.1080/03637758809376171>
- Moyers, T. B., & Miller, W. R. (2013). Is low therapist empathy toxic?. *Psychology of Addictive Behaviors*, 27(3), 878. <http://dx.doi.org/10.1037/a0030274>
- Neff, K. D. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2 (85–101). <http://dx.doi.org/10.1080/15298860309032>
- Newsome, S., Waldo, M., & Gruszka, C. (2012). Mindfulness group work: Preventing stress and increasing self-compassion among helping professionals in training. *The Journal for Specialists in Group Work*, 37(4), 297-311. <http://dx.doi.org/10.1080/01933922.2012.690832>
- Nyima, C., & Shlim, D. R. (2006). *Medicine and Compassion: A Tibetan Lama's Guidance for Caregivers*. Simon and Schuster.

- Penson, R. T., Dignan, F. L., Canellos, G. P., Picard, C. L., & Lynch Jr, T. J. (2000). Burnout: caring for the caregivers. *The Oncologist*, 5(5), 425-434.  
<http://dx.doi.org/10.1634/theoncologist.2000-0425>
- Pflugeisen, B. M., Drummond, D., Ebersole, D., Mundell, K., & Chen, D. (2016). Brief video-module administered mindfulness program for physicians: a pilot study. *Explore*, 12(1), 50-54.<http://dx.doi.org/10.1016/j.explore.2015.10.005>
- Raab, K. (2014). Mindfulness, self-compassion, and empathy among health care professionals: a review of the literature. *Journal of health care chaplaincy*, 20(3), 95-108.<http://dx.doi.org/10.1080/08854726.2014.913876>
- Razzaque, R., & Wood, L. (2016). Exploration of the effectiveness and acceptability of a professional mindfulness retreat for psychiatrists. *Mindfulness*, 7(2), 340-348.  
<http://dx.doi.org/10.1007/s12671-015-0443-2>
- Rinpoche, C. N., & Shlim, D. R. (2006). *Medicine and compassion* (Vol. 37). Boston: Wisdom Publications.
- Ruiz-Fernández, M. D., Ortiz-Amo, R., Ortega-Galán, Á. M., Ibáñez-Masero, O., Rodríguez-Salvador, M. D. M., & Ramos-Pichardo, J. D. (2020). Mindfulness therapies on health professionals. *International journal of mental health nursing*, 29(2), 127-140. <http://dx.doi.org/10.1111/inm.12652>
- Sáiz-Manzanares, M. C., & Montero-García, E. (2015). Metacognition, self-regulation and assessment in problem-solving processes at university. In *Metacognition: Fundamentals, Applications, and Trends* (pp. 107-133). Springer, Cham.  
[http://dx.doi.org/10.1007/978-3-319-11062-2\\_5](http://dx.doi.org/10.1007/978-3-319-11062-2_5)
- Santos, A., & Stuart, M. (2003). Employee perceptions and their influence on training effectiveness. *Human resource management journal*, 13(1)27-45.  
<http://dx.doi.org/10.1111/j.1748-8583.2003.tb00082.x>

- Scheepers, R. A., Emke, H., Epstein, R. M., & Lombarts, K. M. (2020). The impact of mindfulness-based interventions on doctors' well-being and performance: A systematic review. *Medical education*, *54*(2), 138-149.  
<http://dx.doi.org/10.1111/medu.14020>
- Shadili, G., Goumard, D., Provoost, J. P., & Le Pallec, G. (2018). Burn out des médecins et autres praticiens hospitaliers. *L'information psychiatrique*, *94*(1), 13-18.  
<http://dx.doi.org/10.1684/ipe.2018.1735>
- Shapiro, S. L., Astin, J. A., Bishop, S. R., & Cordova, M. (2005). Mindfulness-based stress reduction for health care professionals: results from a randomized trial. *International journal of stress management*, *12*(2), 164.  
<http://dx.doi.org/10.1037/1072-5245.12.2.164>
- Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). *Mechanisms of mindfulness*. *Journal of Clinical Psychology*, *65*(6), 613–626.
- Sood, A., Sharma, V., Schroeder, D. R., & Gorman, B. (2014). Stress Management and Resiliency Training (SMART) program among Department of Radiology faculty: a pilot randomized clinical trial. *Explore*, *10*(6), 358-363.  
<http://dx.doi.org/10.1016/j.explore.2014.08.002>
- Sood, A., Prasad, K., Schroeder, D., & Varkey, P. (2011). Stress management and resilience training among Department of Medicine faculty: a pilot randomized clinical trial. *Journal of general internal medicine*, *26*(8), 858-861.  
<http://dx.doi.org/10.1007/s11606-011-1640-x>
- Sturzu, L., Lala, A., Bisch, M., Gutter, M., Dobre, D., & Schwan, R. (2019). Empathy and burnout—a cross-sectional study among mental healthcare providers in France. *Journal of medicine and life*, *12*(1), 21. <http://dx.doi.org/10.25122/jml-2018-0050>
- Thimmapuram, J., Pargament, R., Sibliss, K., Grim, R., Risques, R., & Toorens, E. (2017).



- Effect of heartfulness meditation on burnout, emotional wellness, and telomere length in health care professionals. *Journal of community hospital internal medicine perspectives*, 7(1), 21-27. <http://dx.doi.org/10.1080/20009666.2016.1270806>
- Verweij, H., van Ravesteijn, H., van Hooff, M. L., Lagro-Janssen, A. L., & Speckens, A. E. (2018a). Does mindfulness training enhance the professional development of residents? A qualitative study. *Academic Medicine*, 93(9), 1335-1340. <http://dx.doi.org/10.1097/ACM.0000000000002260>
- Verweij, H., van Ravesteijn, H., van Hooff, M. L., Lagro-Janssen, A. L., & Speckens, A. E. (2018b). Mindfulness-based stress reduction for residents: a randomized controlled trial. *Journal of general internal medicine*, 33(4), 429-436. <http://dx.doi.org/10.1007/s11606-017-4249-x>
- Verweij, H., Waumans, R. C., Smeijers, D., Lucassen, P. L., Donders, A. R. T., van der Horst, H. E., & Speckens, A. E. (2016). Mindfulness-based stress reduction for GPs: results of a controlled mixed methods pilot study in Dutch primary care. *Br J Gen Pract*, 66(643), e99-e105. <http://dx.doi.org/10.3399/bjgp16X683497>
- Walker, M., & Mann, R. A. (2016). Exploration of mindfulness in relation to compassion, empathy and reflection within nursing education. *Nurse Education Today* 40, 188-190. <http://dx.doi.org/10.1016/j.nedt.2016.03.005>
- Warnecke, E., Ogden, K., Bentley, M., & Nelson, M. (2017). 5-year follow-up of a randomised controlled trial of the effects of mindfulness practice on medical practitioners' stress. *MedEdPublish*, 6. <http://dx.doi.org/10.15694/mep.2017.000049>
- Webster's New Universal Unabridged Dictionary*. (1996). Springfield, MA: MerriamWebster, Inc.
- Zawieja, P., & Benattar, L. (2019). Burnout des soignants en gériatrie: prévalence et

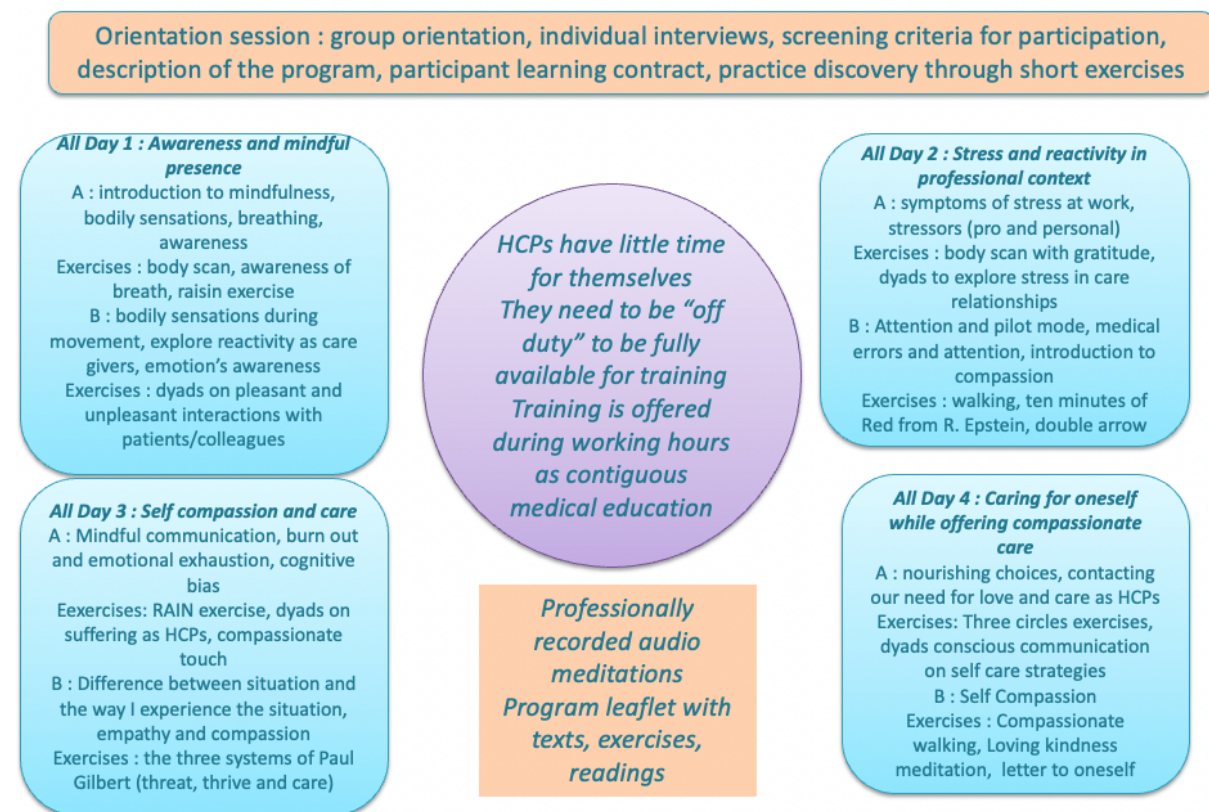
déterminants dans 185 établissements français. NPG

*Neurologie-Psychiatrie-Gériatrie*, 19(113), 286-293.

<http://dx.doi.org/10.1016/j.npg.2019.06.003>

**Figure 1**

*MB CARE' curriculum*



**Figure 2**

*Impact of the MB Care programme by domain of the interview grid*

**Experience of the training**

Enjoyable experience  
 Appreciation of the small group format  
 Perception of the programme as dealing with personal development with indirect effects on work  
 Need for post-training follow-up and reminders

**Impact on self-care**

**Increased self-confidence**

**Impact at work**

Increased capacity to take a step back  
 Increased caring listening skill  
 Less judgement, more concentration  
 Focus on the present moment  
 Better understanding of the patients' perspective  
 Kinder to themselves and their patients

**Table 1***Themes covered by the MB CARE programme.*

| Themes                          | Content                                                                                                                                           |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognitive                       | Attention/Awareness<br>Disengagement, critical thinking, non judgemental thinking                                                                 |
| Physical                        | Body awareness/Breath awareness<br>Reconnecting appropriated use of body signals to experience emotions while in empathy with patients            |
| Emotional                       | Emotions awareness in relation to therapeutic relationships<br>Reducing reactivity<br>Empathy/Compassion/Emotional exhaustion                     |
| Behavioural                     | Impulse control/Deconditioning                                                                                                                    |
| Relationship to self and others | Connectedness acceptance/Improving self acceptance and forgiveness<br>Self compassion/Loving kindness practices<br>Caring practices<br>Game roles |
| Spiritual intelligence          | Inner peace/Increasing sense of connection with wiser thinking                                                                                    |

## Supplemental Data

### Supplemental data 1 : Interview Grid

#### *Introduction to the interview*

Hello and thank you for coming. I am ---- and I am conducting interviews on the MB CARE programme in order to evaluate its impact on professional practices and more specifically on the caregiver-patient relationship.

I am going to ask you various questions on this subject: please note that everything that is said during this interview will remain anonymous and confidential. You are of course entirely free to accept or refuse to answer each of my questions. You should also know that this interview is not related to current events and the global health context.

Do you agree that I may record our exchanges in order to facilitate the transcription? I will be the only person to have the recording and will delete it as soon as the transcript is complete.

#### *Checking the independent variables invoked*

Among the modalities I am going to mention, which ones are related to the training you attended?

- Place of training: Zen space vs. hospital,
- Organisation of days: 4 days in a row vs. 4 independent days separated by a week,
- Public: Initiated (DU etc) vs. non-initiated,
- Finances: Paid vs. free,
- Presentation: Training vs. clinical study,
- Trainers: Corinne + Claire or Thierry vs. Corinne,
- Context: All contexts vs. Public assistance.

#### *Themes and follow-up questions*

*Initial open question:*

How did you experience the MB CARE programme and how has it impacted your professional practice?

*Theme 1: Training*

Open question to address the theme:

Can you tell me about your experience of this training programme?

Follow-up questions to explore the theme:

- How did you come to want to participate in the training?
- How would you define this experience if you were to tell someone who had never heard of this training?
- How did you experience the training?
- What did you like (what were the criteria for satisfaction: content, teaching methods, etc.)?
- How did you experience learning mindfulness in a small group?
- What did you learn during the training?
- For you, can this training be considered as professional training or more as personal development?
- If you had to change something in this training, what would you do and how? (regarding the content, the format, the deployment).

*Theme 2: Caring for yourself as a caregiver.*

Open question to address the theme:

How has this training impacted your relationship with yourself and the way you care for yourself?

Follow-up questions to explore the theme:

- What are the stressors in your daily practice?
- How do you take care of yourself?
- How do you deal with adversity?
- How do you deal with strong emotions
- How do you deal with self-confidence
- How do you deal with the separation of life domains
- Do you seek support when you need it? In what way?
- Have you ever asked your colleagues for help and encountered obstacles? What obstacles?
- How is it to seek help in the workplace?
- Do your colleagues express particular emotions?
- Do you feel support from peers?

*Theme 3: MB CARE in current care practice*

*Sub-theme 1: Practice*

Open-ended question to address the sub-theme:

Does what you have learned during the MB CARE training programme have a place in your daily work and if so, what is it?

Follow-up questions to explore the sub-theme:

- How has this training changed your practice?  
If so,
- How does what you have learned in the MB CARE programme enable you to decrease your burnout?
- How has what you have learned in the MB CARE Programme changed your relationship with work?
- How has what you have learned in the MB CARE Programme changed your relationship with patients?
- How has what you have learned in the MB CARE Programme changed your interactions with your patients and the way you approach care?
- How has the MB CARE Programme helped you to gain the ability to balance reason and emotion?
- How has the MB CARE Programme helped you to gain the ability to adopt a non-judgemental stance?
- How has the MB CARE programme enabled you to gain the ability to create an inner distance to observe or describe the situation (to take a break from reactivity)?
- How has the MB CARE programme enabled you to gain the ability to focus on one thing at a time?
- How has the MB CARE programme changed your relationship to time?
- How do you currently practice mindfulness?
- How many days a week and minutes a day do you use mindfulness and compassion practices?
- How much time do you use informal practices (such as a brief awareness practice)?

- How much time do you use formal practices (such as body scans or sitting meditation)?
- Where do you practice mindfulness?
- Do you ever try to explore sensations in mindfulness during your work to get through difficult times?

Using touch (touching something comfortable),

Using vision (looking at something beautiful),

Using smell (smelling a scent you like),

Using taste (eating something you like),

Using hearing (listening to something you like),

Affecting emotions (creating another emotion),

Using inner images (imagining soothing scenes).

- Do you think you are more curious in your practice?

### *Sub-theme 2: Metacognition*

Open question to address the sub-theme:

Does mindfulness have a place in your daily work today, and if so, what is it?

Follow-up questions to explore the sub-theme:

- Before you visit a patient, do you plan what you are going to say carefully or do you rather let yourself go when you are with your patient?
- When you are with your patients, do you pay attention to your surroundings and to what is going on inside you?
- What are the clues that help you to review your approach while you are treating?



- How do you detect potential conflicts? How do you deal with potential conflicts?
- Can you tell me about your ability to 'switch'?
- Can you tell me about your ability to integrate new information into your thinking and decisions?
- Can you tell me about your ability to concentrate?
- Can you tell me about your ability to manage priorities?
- To what extent do you consider that you accept your emotions and thoughts without judgement?
- Are you able to inhibit strong emotional signals?
- Are you able to regulate your emotions before you 'react'?
- Do you feel able to change your perspective on the different experiences you have in your work?
- What happens in your mind when things happen that you did not expect?
- Are you looking for an answer based on previous experience?
- Do you try to step back and let the process happen so you can understand it better?
- How do you make decisions in your practice?
- To what extent are you aware of making decisions while you are treating someone?
- What makes it easier to shift your approach when you are providing care? What makes it more difficult?
- How could you adapt your care to meet the needs of your patients?
- How do you monitor your patients when caring for them? To meet their needs for example.

How do you monitor yourself?

How aware are you of this monitoring?

*Sub-theme 3: Empathy and compassion*

Open-ended question to address the sub-theme:

Can you tell me about the relationship you have with your patients today, in terms of empathy and compassion?

Follow-up questions to explore the sub-theme:

- Do you feel you have anything in common with your patients?
- Do you feel you have a reciprocal relationship with your patients?
- Do you feel that you share a common humanity with your patients?
- Or do you feel that you are different from them or from your colleagues?
- Do you tend to criticise or blame yourself?
- Are you kind to yourself? To your patients?
- Do you sometimes feel too immersed in your emotions, that you are not present in reality?
- Do you feel you are empathetic to your patients?

Do you think it is important to project a warm, authentic, empathetic image?

Do you feel you have a good relationship with your patients? (therapeutic alliance)

Can you tell me about your relationship with anxiety and concern?

Do you feel their suffering?

Do you ever feel bad about your patients' negative experiences?

- Do you feel that you are now able to change your perspective on your experiences, to step back?
- Do you feel that you are more accepting of the difficult experiences you encounter at work?

*End of the interview*

Thank you again for your participation. How do you feel after this interview?

Our aim was to get your impressions of the training in order to evaluate its impact, especially in terms of how you manage to mobilise the MB CARE method in your daily work and how it helps you in your practice.

Do you think that there are elements that we have not covered but that may be important to mention?

If you would like to receive the results of this study, I suggest you write down your email address so that we can send them to you as soon as the report is written.