

Letter to Editor



Role of Empathy in Trauma Care: Enhancing Patient Outcomes through Compassionate Practice

Amin Beigzadeh¹ , Maryam Maroufi² 

¹ Education Development Center, Sirjan School of Medical Sciences, Sirjan, Iran

² Medical Informatics Research Center, Institute for Future Studies in Health, Kerman University of Medical Sciences, Kerman, Iran

✉ **Corresponding Author:** Tel: +989132969679; Email: maroufi1991@gmail.com



Received: August 13, 2025 **Revised:** August 25, 2025 **Accepted:** September 06, 2025

Citation: Beigzadeh A, Maroufi M. Role of Empathy in Trauma Care: Enhancing Patient Outcomes through Compassionate Practice. *J Surg Trauma.* 2026;14(2):55-57. DOI:10.61882/jsurgtrauma.14.2.55

Dear Editor,

Trauma care is a critical component of modern medicine, requiring not only technical proficiency but also a profound understanding of the human experience. Surgeons and trauma specialists frequently operate at the intersection of life and death, where the stakes are incredibly high, and decisions must be made swiftly and effectively. In this high-pressure environment, the role of empathy becomes paramount. Empathy has been shown to significantly impact patient outcomes, satisfaction, and overall well-being. This Letter to the Editor aimed to explore the importance of empathy in trauma care, emphasizing its vital role in enhancing patient experiences and outcomes. It also discusses the implications for healthcare education and practice, advocating for the integration of empathy training into medical curricula to better prepare future healthcare providers.

Importance of Empathy in Trauma Care

Emergency medicine doctors and trauma specialists must possess the ability to communicate appropriately and effectively with patients and their companions to deliver optimal care in high-stakes environments. The emergency department (ED) is a complex and dynamic setting where numerous critically ill patients may present simultaneously, necessitating clear and compassionate communication. Effective communication not only fosters a strong physician-patient relationship but

also enhances the overall quality of care provided (1,2). Research has shown that empathy is a crucial component of effective communication in the ED, as it allows healthcare professionals to connect with patients on a human level, alleviating anxiety and fear during traumatic experiences (3).

Moreover, empathetic interactions can lead to improved patient satisfaction and their adherence to treatment plans, ultimately influencing clinical outcomes (4). In trauma care, where patients are often in acute distress, the ability of healthcare professionals to connect with patients on an emotional level can alleviate anxiety and foster trust. In this context, it is imperative that emergency medicine training programs prioritize the development of communication skills, including empathy, to prepare physicians for the unique challenges of the ED.

By emphasizing the importance of empathy, healthcare professionals can cultivate a more compassionate and effective approach to patient care in emergency settings. A study conducted by Kellezi et al. (2020) highlighted that trauma patients who perceive their caregivers as empathetic report feeling more informed and involved in their care decisions. This involvement is crucial, as it empowers patients and can lead to better adherence to treatment protocols, ultimately enhancing their overall recovery experience (5).

Moreover, trauma patients frequently experience significant psychological distress, including



anxiety, depression, and post-traumatic stress disorder. Research indicates that empathetic interactions can effectively mitigate these adverse effects. For instance, a study performed by Matthias et al. (2010) demonstrated that patients who felt their healthcare providers understood their emotional pain reported lower levels of distress (6).

Empathy Training in Medical Education

Given the profound impact of empathy on patient care, it is essential to integrate empathy training into medical education, particularly in surgical and trauma disciplines. Traditional medical training often prioritizes technical skills over emotional intelligence, which can lead to a disconnect between providers and patients. Curricula that include empathy training have been shown to enhance the ability of medical students and residents to connect with patients. For example, the incorporation of standardized patient encounters, where learners practice empathetic communication, has been effective in improving the empathetic skills of students (7). Such training not only benefits the patients but also enhances the professional satisfaction of healthcare providers, reducing burnout and improving job retention (8).

Moreover, empathy training can foster a culture of compassion within healthcare settings, encouraging collaborative practices that prioritize patient-centered care. Longitudinal studies indicate that empathy can be cultivated over time with appropriate training. A study carried out by Batt-Rawden et al. (2013) followed medical students throughout their training and found that those who received formal empathy training showed sustained improvements in empathetic behaviors, compared to their peers (9).

Furthermore, integrating reflective practices, such as journaling and peer feedback, into empathy training can deepen the understanding of students regarding their emotional responses and enhance their ability to empathize with patients. This holistic approach to empathy training not only prepares future healthcare professionals to address the emotional needs of their patients but also contributes to the overall effectiveness of healthcare delivery.

Despite the clear benefits of empathy, maintaining it in the fast-paced environment of trauma care presents challenges. High-stress situations, emotional exhaustion, and the demands of surgical procedures can lead to compassion fatigue among healthcare providers. Healthcare

institutions play a critical role in promoting empathy among their staff. Therefore, managers should encourage an organizational culture that values compassionate care. This can be achieved through policies that recognize and reward empathetic behaviors, along with the provision of training and resources that emphasize the importance of emotional intelligence in patient care.

In conclusion, the integration of empathy into trauma care is not merely an enhancement but a necessity for improving patient outcomes and experiences. As trauma care professionals navigate the complexities of high-stress environments, the ability to connect with patients on an emotional level can significantly alleviate distress and foster trust. Furthermore, embedding empathy training within medical education will equip future healthcare providers with the essential skills required to maintain compassionate care amidst the challenges of the profession. By promoting a culture that values empathy, healthcare institutions can mitigate compassion fatigue and enhance job satisfaction among providers. Ultimately, prioritizing empathy in trauma care will lead to a more holistic approach to patient management, benefiting both patients and healthcare professionals alike.

Conflict of Interest

There is no conflict of interest to be declared.

Declaration of Generative Artificial Intelligence (AI) in Scientific Writing

No generative AI technologies were used during the preparation of this manuscript.

References

1. Delzende M, Nazarieh M, Beigzadeh A. Empathy as an essential component in the practice of medicine. *J Emerg Med Trauma Acute Care*. 2023;2023(4):28. [DOI: [10.5339/jemtac.2023.28](https://doi.org/10.5339/jemtac.2023.28)]
2. Beigzadeh, A, Naghibzadeh Tahami, A, Rezaei H, Bahmanbijari B, Nazarieh M, Seyed Askari SM. Epidemiology of trauma in Shahid Bahonar hospital in Kerman. *J Emerg Pract Trauma*. 2016; 2(2): 33-6. [DOI: [10.15171/jept.2015.16](https://doi.org/10.15171/jept.2015.16)]
3. Hojat M, Louis DZ, Markham FW, Wender R, Rabinowitz C, Gonnella JS. Physicians' empathy and clinical outcomes for diabetic patients. *Acad Med*. 2011;86(3):359-64. [DOI: [10.1097/ACM.0b013e3182086fe1](https://doi.org/10.1097/ACM.0b013e3182086fe1)]
4. Nembhard IM, David G, Ezzeddine I, Betts D, Radin J. A systematic review of research on empathy in

- health care. *Health Serv Res.* 2023;58(2):250-63.
[DOI: [10.1111/1475-6773.14016](https://doi.org/10.1111/1475-6773.14016)]
5. Kellezi B, Earthy S, Slaney J, Beckett K, Barnes J, Christie N, et al. What can trauma patients' experiences and perspectives tell us about the perceived quality of trauma care? A qualitative study set within the UK National Health Service. *Injury.* 2020;51(5):1231-7.
[DOI: [10.1016/j.injury.2020.02.063](https://doi.org/10.1016/j.injury.2020.02.063)]
 6. Matthias MS, Parpart AL, Nyland KA, Huffman MA, Stubbs DL, Sargent C, et al. The Patient-Provider Relationship in Chronic Pain Care: Providers' Perspectives. *Pain Med.* 2010; 11 (11): 1688-97.
[DOI: [10.1111/j.1526-4637.2010.00980.x](https://doi.org/10.1111/j.1526-4637.2010.00980.x)]
 7. Kurtz S, Silverman J, Draper J, van Dalen J, Platt FW. *Teaching and Learning Communication Skills in Medicine.* Landon: CRC press; 2017.
[DOI: [10.1201/9781315378398](https://doi.org/10.1201/9781315378398)]
 8. Rezaei H, Bahmanbijari B, Beigzadeh A, Askari SM, Khadir E. Job satisfaction and organizational commitment of nurses in teaching hospitals affiliated to Kerman University of Medical Sciences. *Iran J Med Educ.* 2017;17(26):245-50.
[URL: <http://ijme.mui.ac.ir/article-1-3927-en.html>]
 9. Batt-Rawden SA, Chisolm MS, Anton B, Flickinger TE. Teaching empathy to medical students: an updated, systematic review. *Acad Med.* 2013;88(8):1171-7.
[DOI: [10.1097/ACM.0b013e318299f3e3](https://doi.org/10.1097/ACM.0b013e318299f3e3)]