

ART OF DOCTORING ELECTIVE

GENERAL REMARKS

Art of Doctoring is a longitudinal educational experience August-March (with significant time off Nov-Dec for interviewing) primarily for fourth year medical students. Each academic year, there will be approximately 20 sessions, 10 sessions in each half of the course. Of the 10 sessions in each half of the course, 8 sessions will be conducted via Zoom format and 2 sessions will be IN PERSON sessions.

The goals of the course are to:

- Develop self-awareness and reflective skills in the service of patient care
- Enhance the physician-patient relationship and expand students' communication skills
- Highlight the importance of intra-professional team relationships
- Promote compassion, empathy, and self-care as core physician values
- Build additional skills in conducting difficult conversations
- Consider patient/family interactions within a larger structural context.

The class uses didactic presentations, self-reflective practices, and small group case-based problem-solving discussion, as well as observation of ward rounds/clinic sessions. Students should have the willingness to participate in reflection and a reasonable degree of self-disclosure for developing more compassionate and caring attitudes and behaviors toward patients.

ENROLLMENT

Enrollment is open 60 students. Student will be added to the waitlist after all spots have been filled. Students will not be allowed to enroll after the first 2 weeks of the course.

Students enrolled will receive two weeks of non clinical elective credit towards graduation requirements. To request further information, contact Martha Sosa-Johnson M.D. (msosajoh@ucil.edu) or enroll directly in **Elective 647A** listed under Division of Educational Affairs.

SCHEDULE

DAY: Wednesdays exact date to be determined at beginning of academic year
TIME: 4:00-6:00 PM
LOCATION: ZOOM PRESENTATION OR Bldg 22A, Room 2107 (Auditorium), depending on UCI SOM distancing guidelines or if session is designated an IN PERSON session.

ART OF DOCTORING DATES

P= In person session

Aug	Introduction (Dr. Sosa-Johnson, Nancy Dang)
Aug	Doctor-Patient Relationship (Dr. Osborn, Dr. Sasson)
Sept	Establishing effective intra-professional teams/Physician in leadership roles (Dr. Hann, Dr. Lin, and Dr. Bhatia)
Sept	Improvitational Theater for Clinical Practice (Joel Veenstra)
Sept	Alternative paths taken in the practice of medicine (Dr. Moss, Dr. Yu, Dr. Chiang, Dr. Bui)

Sept (P) Breaking Bad News (Dr. Liao, Chaplain Thompson, Dr. Wray)
 Oct Self-Care: establishing wellness strategies during residency training
 (Dr. Sosa-Johnson, Resident Panel)
Oct Assignment #1: Difficult patient encounters
 Oct Professionalism In Medicine (Art of Doctoring faculty TBA)
 Oct (P) Challenging Clinical Interactions (Dr. Lai and Dr. Sosa-Johnson)
 Oct Religious beliefs and impact on patient care (Chaplain Thompson, Dr. Fa-Chyi Lee)

WINTER BREAK:

Jan Stories of Sickness: (Dr. Johanna Shapiro and Dr. McMullin)
 Jan Physicians as Patients: (Dr. Meyskens, and Dr. Lin, Dr. Sosa-Johnson)
Jan Loss, Grief, and Healing (Dr. Ryan-Rafael)
 Feb. Medical Error/Mistake, Silent Victim (Dr. Rajan, Dr. Kroner and Dr. Zand)
 Feb. Diversity, Inclusion and Equity in Healthcare (Dr. Candice Taylor Lucas, Dr. Xavier Hernandez)
Feb. Assignment #2: Reflective Essay
 Feb. (P) Experiences of Multicultural Physicians (Dr. Rahimi, Dr. Barrios, Dr. Seard, Dr. Nguyen)
 Feb. Patient Panel from the UCI Experience. Moderator Brad Giafaglione, Director of UCI Experience
 March (P) Compassion in Medicine (Dr. Cynthia Haq, Dr. Frank Meyskens)
 March Student Presentation #1
 March Student Presentation #2

COURSE SPECIFICS

Faculty Director: Martha Sosa-Johnson, M.D. msosajoh@uci.edu
Course Coordinator: Nancy Dang ndang3@uci.edu

FORMAT: Students will meet weekly, with a break at approximately the half way point of the course for interview season. Faculty will give short “seed talks” (presentations designed to stimulate self-reflection and discussion), sometimes in panel format, followed by small group activities and discussion.

COURSE CONTENT:

Course will include the following:

- 2 written assignments/essays to enable students to learn more about compassionate, empathic care through reflection on various patient care-related topics.
 - Difficult Clinical Encounter Essay
 - Reflective Essay: Student will choose one of the topics discussed during course and write an in-depth 1–2-page reflective essay. The essay will focus on what student learned from session, what resonated with them, how it changed their view of medicine if any and how they will implement information shared in the session as they transition to their next stage of training and beyond.

All written assignments are to be submitted on Canvas.

Course content continued:

- Self-reflective techniques to promote compassion and critical thinking including learning to:
 - Be mindful, centered, and fully present with patients
 - Achieve emotional equilibrium: balance tenderness and steadiness
 - Maintain attitudes of appreciation, gratitude, service
- Problem solving in a case-based format how to work most compassionately and effectively in situations involving time constraints, language barriers, and/or difficult patient-student or supervisor-student interactions.
- Optional readings and videos exploring various relevant issues from a professional and personal perspective
- **Final project** (humanities/arts-based) designed to improve caring attitudes, self- and other awareness, and humanistic behaviors in the clinical setting
 - Examples include but are not limited to: PowerPoint presentations about personal reflection/growth; reflective poetry, art or music; self-change experiment with data pre-post data, letter to future MD self with focus on one of the topics explored in AoD, Vision Boards
 - Presentation is expected to be **no more than 5 minutes**
 - Students are encouraged to work in small teams of 3-5 members

OBJECTIVES:

- At the end of these sessions, students will understand the usefulness of reflection and imaginative perspective in cultivating compassion and empathy for patients, patients' family members, peers, self, and others
 - developing insight into how best to convey compassion and caring in the doctor-patient relationship
- Have developed specific skills for empowering themselves as learners and as student-physicians
- Have improved communication skills for use with both patients and colleagues
- Have greater understanding of skills to work successfully in intra-professional teams
- Know how to work with their own and others' emotions in a clinical context

GRADING

HONORS/PASS/FAIL CRITERIA

Honors = 90-100 POINTS

Pass = 70--89 POINTS

To pass Art of Doctoring elective, students need to accumulate a **minimum of 70 points**.

Students must achieve the 70 points by:

- attending a minimum of 14 sessions
- completing the mandatory assignments

Description and breakdown of course points for each activity.

***Attendance:** 80 POINTS maximum = 20 regular sessions @ 4 points per session

Mandatory Minimum Attendance:

-Minimum of 14 class sessions to pass the course = 56 points

-Of these 14 sessions, 12 sessions will be Zoom attendance and 2 sessions will be in person attendance.

Mandatory Assignments:

1. Difficult Encounter Essay =5 points
2. Reflective Essay =5 points
3. Group Project Class Presentation =4 points

Minimum Mandatory Attendance and Assignments = 70 points

Additional points for course available through the following activities:

***Session Evaluations –**

* 2 POINTS maximum –each completed session evaluation is worth .2 points

* 2 POINTS maximum –for completing course evaluation by deadline given

***Extra credit options @ 4 points per activity + write-up**

- Tag-along, clinical observation with write up- Set up time to follow a faculty of choice during one clinical session (outpatient or in patient). Submit 1-2 page essay on experience, what you liked about their style, communication with patients, staff and what you think was useful as you reflect on how you want to conduct clinical interactions with patients.
- Participation (including a paragraph write-up) in an event contributing to student growth

Student Moderator: Will help guide discussions during breakout sessions and summarize group discussions in larger group at end of each session.

2 points for participating for first half of course

2 points for participating for 2nd half of course

SUMMARY of ART OF DOCTORING GRADING POLICY:

ACTIVITY	20 classes attended	Minimum Attendance requirement 14 classes attended- 12 ZOOM sessions and 2 IN PERSON sessions
Attendance (4 per session)	80 points	56 points
Mandatory Assignments		
1 Difficult Clinical Encounter Essay	5 points	5 points
1 Reflective Essay	5 points	5 points
1 Group Final Project	4 points	4 points
Total points from Attendance and Mandatory assignments	94 points (HONORS)	70 points (PASSING)
Additional Available Course Points		
*Session Evaluations (.2 each point, so total of 2 Max points possible	2 points	2 points
*Course evaluation completion	2 points	2 points
**EXTRA CREDIT OPTIONS		
-Additional tag-along, clinical observation with write up	4	4
-Participation, including a paragraph write-up, in an event contributing to student growth (2 activities MAX)	8	8
Participation as Student Moderator	2 or 4 points	2 or 4 points
Total course possible points	112/1114	88/90