

647A Art of Doctoring

Non-Clinical Elective. This rotation does not accept international students. Approval Required

Elective at a Glance

Available: ☐ UCI MS3 students ☒ UCI MS4 students ☐ Extramural Students

Duration: 20 sessions (August-March)

Number of Students: 60

Grading: H / P / F

Periods Available: August to March

1. Course Director, Coordinator and General Administrative Information

FACULTY AND STAFF

Name	Office Location	Phone	Email
Director: Nikita Joshi, MD	3800 W. Chapman Avenue, Ste. 3200, Orange, CA 92868	714-456-5239	nikitj3@hs.uci.edu
Coordinator: Tina Hendi	101 City Drive, Pavilion, Orange, CA 92868		thendi@hs.uci.edu

DESCRIPTION

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.

PREREQUISITES

This course is intended for final year students enrolled in the undergraduate medical education program at the University of California, Irvine School of Medicine (UCISOM).

RESTRICTIONS

Final year students only. Students must be enrolled in the winter quarter.

COURSE DIRECTOR

Nikita Joshi, MD, Associate Clinical Professor of Emergency Medicine with academic interests and focus on medical education, narrative medicine, simulation, patient safety, quality improvement, and healthcare leadership. She is also the Medical Director in the Emergency Department at UCI Health – Los Alamitos Hospital.

INFORMATION FOR THE FIRST DAY

Who to Report to First Day: Nikita Joshi, MD

Location to Report on First Day: UC Irvine Medical Center

Time to Report on First Day: 4:00 pm

SITE: UC Irvine Medical Center

DURATION: 20 sessions (August-March); 2 hours each; 1 required clinical observation; approximately 4 hours per week independent study (reading, writing, clinical observations).

Scheduling Coordinator: UCI students please email comsched@hs.uci.edu to make a scheduling appointment.

Periods Available: August to March (weekly classes; break Nov-Dec for interviews) Wednesdays 4 to 6pm exact date to be determined at beginning of academic year

NUMBER OF STUDENTS ALLOWED: Enrollment is open to 60 students. Students 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.

WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE

Students must have the willingness to participate in reflection and a reasonable degree of self-disclosure for the purpose of developing more compassionate and caring attitudes and behaviors toward patients.

COMMUNICATION WITH FACULTY

Questions about logistics should be directed to the Course Coordinator. Direct questions, comments, or concerns about the course can be directed to the Course Director. Contact information and office location are at the beginning of this document.

The Course Director is also available to meet in person. Please email Tina Hendi to arrange an appointment. To ensure that your email will not be lost in the large volume of email received, please use the following convention for the subject line:

SUBJECT: COURSE NAME, your last name, your issue (e.g. 647A, Smith, Request for appointment)

2. Course Objectives and Program Objective Mapping

The following are the learning objectives for the 647A course. Students are expected to demonstrate proficiency in these areas in order to satisfactorily complete the course. In addition, the extent of a student's mastery of these objectives will help guide the course evaluation and grade.

Course Objective	Mapped UCI School of Medicine Program Objective	Sub Competency	Core Competency
Develop self-awareness and reflective skills in the service of patient care			
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.			
Enhance the physician-patient relationship and expand students' communication skills			
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			

3. Course Resources

TEXTS AND READINGS: RECOMMENDED

- Eric Cassell – The Healer’s Art
- Howard Brody – Stories of Sickness
- Arthur Frank – The Wounded Storyteller
- Rachel Naomi Remen – Kitchen Table Wisdom
- David Loxterkamp – A Measure of My Days
- David Hilfiker – Healing the Wounds
- Richard Selzer – Letters to a Young Doctor
- Richard Selzer – The Doctor Series
- Jon Mukland (ed) Articulations: The Body and Illness in Poetry
- James Pennebaker – Opening Up
- Pema Chodron – When Things Fall Apart
- Jack Kornfield – A Path with Heart
- John Kabat-Zinn – Where Ever You Go, There You Are
- Pauline Chen Final Exam
- Atul Gawande – Complications; Being Moral
- Danielle Ofri – Singular Intimacies; Incidental Findings; What Doctors Feel
- A Life in Medicine: A Literary Anthology Robert Coles, Testa eds.
- Suzanne Poirer – Doctors in the Making

4. Major Exams, Assignments and Grading

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 will include the following:

1. 2 written assignments/essays to enable students to learn more about compassionate, empathic care through reflection on various patient care-related topics.
2. -Difficult Clinical Encounter Essay

3. -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.
4. Self-reflective techniques to promote compassion and critical thinking including learning to:
 - a. Be mindful, centered, and fully present with patients
 - b. Achieve emotional equilibrium: balance tenderness and steadiness
 - c. Maintain attitudes of appreciation, gratitude, service
5. 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.
6. Optional readings and videos exploring various relevant issues from a professional and personal perspective
7. **Final project** (humanities/arts-based) designed to improve caring attitudes, self- and other awareness, and humanistic behaviors in the clinical setting
 - a. 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
 - b. Presentation is expected to be **no more than 5 minutes**
 - c. Students are encouraged to work in small teams of 3-5 members

All written assignments are to be submitted on Canvas.

GRADING

HONORS/PASS/FAIL CRITERIA

Honors = 90-100 POINTS

Pass = 70--89 POINTS

Requirements for “Pass”

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

*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:

Assignment	Points
Difficult Encounter Essay	5
Difficult Encounter Essay	5
Group Project Class Presentation	4
Minimum Mandatory Attendance and Assignments	70

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

Requirements for “Honors”

Honors = 90-100 POINTS

ACTIVITY	Max Attendance 20 classes	Minimum Attendance 14 classes 12 ZOOM 2 IN-PERSON
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 points	4 points
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	112/114	88/90

Grounds for "Incomplete"

You will not be issued a grade until all elements of the course have been completed.

Remediation

Remediation, if needed, will be designed by the Course Director to suit the issue at hand.

Grounds for "Fail": You will receive a grade of "Fail" if the requirements for passing the course have not been met. Please refer to the [Grading Policy](#) for the impact of the "Fail" grade to the transcript.

If the student fails the elective a grade of "F" will be permanently recorded on his/her transcript. The student can repeat the course for a second grade, however, the "F" will not be *removed* from the transcript.