

647A Art of Doctoring

Students must obtain permission from the Elective Director prior to enrollment in this course.

This rotation is not accepting international students.

Course Name Art of Doctoring

Course Director: Martha Sosa-Johnson, M.D.

Academic Year 2020-2021

1. Course Director, Consultant, Course Coordinator and General Administrative Information

FACULTY AND STAFF

Name	Office Location	Phone	Email
Director: Martha Sosa-Johnson, MD	101 City Drive, Pavillion, Orange, CA 92868	(714) 456- 7542	msosajoh@uci.edu
Consultant: Johanna Shapiro, Ph.D.			jfshair@hs.uci.edu
Coordinator: Marvin Paguio		(562)448- 8661	mjpaguio@hs.uci.edu

DESCRIPTION

Art of Doctoring combines large-group mini-presentations by outstanding UCI-SOM faculty and small group discussions designed to enhance the physician-patient relationship; expand students' communication skills, and provide strategies to promote compassion and empathy as core physician values. The class uses self-reflective practices, role-modeling, reflective writing, and case-based practical problem solving.

PREREQUISITES

This course is intended for 4th-year students enrolled in the undergraduate medical education program at University of California, Irvine School of Medicine (UCISOM).

RESTRICTIONS

This course is intended for 4th-year students enrolled in the undergraduate medical education program at University of California, Irvine School of Medicine (UCISOM).

COURSE DIRECTOR

Dr. Sosa-Johnson earned her BA in psychology from Pitzer College and her medical degree from UC San Diego SOM. Since joining the Health Sciences clinical faculty in 1999, she has served as a primary care provider providing excellent bilingual, bicultural patient centered primary care medical services. In addition she has held various clinical and leadership roles including Co-Medical Director at UCI Anaheim FHC, Clinic Attending and Mentor in the Internal Medicine Residency continuity clinic, lecturer in the Residency Noon Lecture Series and Academy sessions. She has worked extensively with medical students as a faculty mentor in the Clinical Foundations Course and teaching in the Prime LC (Program in Medical Education for the Latino Community) component of the course. Her involvement continued as clinic mentor during their 3rd year Internal Medicine Ambulatory rotation.

In 2010-2011, she served as the first Director of the Office of Diversity and Community Engagement at the School of Medicine (ODCE). In 2011 she was appointed Assistant Dean of Diversity and Community Engagement. In this role, she worked closely with medical students through the UC Irvine School of Medicine Diversity Coalition to coordinate various community outreach activities focused on strengthening the pipeline to medical school for under-represented students in medicine. In addition, she also served as Co-Faculty Director for the annual Diversity in Medicine Seminar Series which has been sponsored since 1999 by the UC Irvine Health School of Medicine, UC Irvine School of Biological Sciences, and the UC Irvine Office of Equal Opportunity and Diversity (OEOD).

It has been Dr. Sosa-Johnson's distinct honor to receive several awards and honors since joining the faculty. The most meaningful to her are those she received for her teaching activities, the Gold Humanism award with subsequent induction into the national Gold Humanism Society and the 2012 faculty nomination by the medical students for the Association of American Medical Colleges Compassion in Medicine Award.

Dr. Sosa-Johnson's role as an Internal Medicine physician has been productive and dynamic. As a Clinical Professor of Medicine, she continues to strive to provide excellent patient centered medical care and to support UC Irvine Health's mission to provide excellent health care to all our diverse patient populations as well as continue to be a supportive mentor for both our Internal Medicine residents and medical students.

CONSULTANT

Johanna Shapiro earned her B.A., MA (counseling psychology), and PhD (counseling/women's studies) from Stanford University. She is professor of family medicine and founder and director of the Program in Medical Humanities & Arts, University of California Irvine, School of Medicine (<http://www.meded.uci.edu/student-life/medical-humanities.asp>). She is the recipient of many teaching awards and an elected member of the Gold Humanism Honor Society.

As a psychologist and medical educator, Dr. Shapiro has focused her research and scholarship on the socialization process of medical education, with a special focus on the impact of training on student empathy; professional identity formation; and the medical student-patient relationship. She routinely uses reflective writing in medical student and resident teaching and has also presented workshops on reflective writing to family physicians, cancer survivors, and primary care patients.

Dr. Shapiro has served as poetry co-editor for the e-magazine *Pulse* and the journal *Families, Systems, and Health*; and as an assistant editor for *Family Medicine*. She is widely published in the field of medical humanities, and has over 160 peer-reviewed publications. Her book, *The Inner World of Medical Students: Listening to Their Voices in Poetry*, is a critical analysis of important themes in the socialization process of medical students as expressed through their creative writing.

She taught or co-taught Art of Doctoring every year from 2003-4 to 2019-20. Student evaluations have been extremely positive (available on request).

Course Coordinator:

Marvin Paguio, BS is the course coordinator for the Art of Doctoring course. He is a recent graduate of the University of California, Irvine where he majored in Human Biology with a minor in the Medical Humanities. Marvin found his love for the medical humanities early at UCI, where he was captivated by the ability to honor people's stories of health and bring their perspectives to life. From there, Marvin actively pursued medical humanities projects with the undergraduate organization *Healing through Humanities*, with whom he has been a lead project member for the *Humans of Santa Ana* photojournalism project and other mural painting projects. Marvin's current independent project examines structural barriers to occupational exhaustion among Filipinx-Americans in the medical community. In the future, Marvin hopes to pursue graduate research in medical anthropology and attend medical school with the ultimate goal of serving in the primary care field.

INFORMATION FOR THE FIRST DAY

Whom to Report to First Day: Martha Sosa-Johnson, MD.

Location to Report on First Day: Sessions to be conducted via ZOOM meetings

Time to Report on First Day: 4:00 pm

SITE: Zoom Meetings

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: UC Irvine students please email Dr. Sosa-Johnson for questions or to schedule a meeting.

Periods Available: August to March (weekly classes; break Nov-Dec for interviews)

NUMBER OF STUDENTS ALLOWED: 80

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 developing more compassionate and caring attitudes and behaviors toward patients.

COMMUNICATION WITH FACULTY

Questions about logistics should be directed to the Course Coordinator, Marvin Paguio at mjpaguio@uci.edu. 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 Dr. Sosa-Johnson at msosajoh@uci.edu 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. XXX, Smith, Request for appointment)

Course Objectives and Program Objective Mapping

The following are the learning objectives for the Art of Doctoring 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
Know how to utilize skills of reflection and imaginative perspective in cultivating compassion and empathy for patients, patients' family members, peers, self, and others	C-2. Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care	Compassion	Altruistic
	D-2. A commitment to patient care and to the well-being of patients and colleagues	Patient Care	Dutiful

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Have developed specific techniques for empowering themselves as learners and as student-physicians	D-1. A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit	Lifelong Learning	Dutiful
Demonstrate sophisticated communication skills for use with both patients and colleagues, including motivational interviewing and dealing with difficult conversations	B-1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment	Medical Interview	Skillful
Be able to identify and utilize skills to work successfully in inter-professional teams Be able to ethically resolve professionalism dilemmas	C-1. Honesty and integrity reflecting the standards of the profession, in interacting with colleagues, patients, families and professional organizations	Professionalism	Altruistic
Know how to work with their own and others' emotions in a clinical context, including loss and grief	B-1. The ability to competently conduct a medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment	Medical Interview	Skillful
Be aware of issues of structural injustice and inequalities and physician workforce diversity as these impact patient care	C-3. Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness	Cultural and Social Awareness	Altruistic

	C-4. The commitment to seek knowledge and skills to better serve the needs of the underserved in their communities	Cultural and Social Awareness	Altruistic
	D-2. A commitment to patient care and to the well-being of patients and colleagues	Patient Care	Dutiful
	D-3. A commitment to serve our community	Community	Dutiful
Have acquired specific skills for self-care	D-4. A commitment to personal well-being and the well-being of family and friends	Personal Wellbeing	Dutiful

Key Topics:

- Honing communication skills (verbal and nonverbal)
 - Motivational interviewing
 - Improvisational theater exercises
- Developing the doctor-patient relationship
- Role of empathy and compassion in clinical practice
- Nonverbal communication at the bedside
- Difficult doctor-patient conversations and interactions
- Working with and leading interprofessional teams
- Social determinants of illness and structural vulnerabilities/inequalities
- Loss, grief, and healing
- Medical errors and mistakes
- Professionalism
- Self-care for physicians

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

Course is based on adult learning, empowering students to construct an experience that best meets their needs. So long as they successfully achieve the requisite mandatory items and requisite number of points they will either pass or achieve honors in the class.

MAJOR ASSIGNMENTS AND EXAMS

There are no exams. There are 2 major writing assignments (an essay on difficult clinical encounters, and positive physician role models), assigned reading with commentary of classmate's essay, and a group final project.

MANDATORY SESSIONS

To Pass AoD, a student must accumulate a **minimum of 70 points.**

These 70 points earned by attending

1. **minimum of 14 sessions (4 points/session = 56 points)**
2. **14 points from completing the mandatory assignments.**

GRADING

Medical Students are graded using the following scale: Honors (H), Pass (P), Fail (F) Incomplete (I). For further information, please review the [Grading Policy](#).

HONORS/PASS/FAIL CRITERIA

Honors = 90-100 POINTS

Pass = 70--89 POINTS

Fail = less than 70 points

MANDATORY Assignments for achieving passing of 70 points include:

- 1) Attendance with a minimum of 14 class sessions
- 2) 2 written assignments (Difficult Encounters and Clinical Observation)
- 3) Group project
- 4) 1 Assigned readings of classmate's essays

***Attendance: Each session is worth 4 pts.**

So maximum number of points for attendance possible = 80 points

***Assignments: (14 POINTS maximum)**

1 essay on Difficult Encounters	4 points
1 clinical observation write-up =	4 points
<u>Assignment Reading:</u>	2 points

Assigned Reading: Each student must read and comment on one of their classmate's essays (difficult encounters or clinical observation).

After each writing assignment, students will be randomly assigned a paper to read and comment on through the Canvas interface.

Group Project [includes class presentation] = 4 points

Additional points for course available through the following activities:

***Discussion Board -**

*** 4 POINTS maximum - each COMMENT/RESPONSE posted during the course is worth 1 point; only up to 4 comments/responses will receive credit, although we hope you will post more**

***Session Evaluations -**

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

***Extra credit options @ 4 points per activity**

- Additional tag-along, clinical observation with write up
- 2nd Essay on Grief and Loss
- Participation (including write-up) in an event contributing to student growth

The instructor will contact all students halfway through the course and provide feedback on their standing in course, including identification of problems and recommended solutions. If a student fails the course he/she will be given the option of doing additional written work that will be negotiated between the instructor(s) and the student; or he/she will repeat the elective.

Requirements for “Pass”: To receive a grade of Pass, students must demonstrate successful performance in all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

Requirements for “Honors”: To receive a grade of Honors, students must demonstrate exceptional performance all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

Grounds for “Incomplete”: Students 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.