

**Shapiro, Rucker and Robitshek (2006) Teaching the art of doctoring: an innovative medical student elective. (Medical Teacher 28, 1, pp xx-xx**

**Table 2**

**Art of Doctoring Mini-Lecture Topics**

Clarifying Personal Values

Learning to Feel Empowered as Medical Students

Mindfulness in Medical Practice

Reflective Writing for Medical Students

Courage, Serenity, and Wisdom

Wisdom Sayings

The Role of Emotion in Medical Practice

Cultivating Emotional Equilibrium

Learning to Accept Uncertainty

Self and Other Forgiveness

Table 3

**Student-Generated Suggestions for Dealing with Feelings of Frustration and Powerlessness in a Difficult Attending, Resident, or Patient Interaction**

- **Set a daily intention** (*"I'm going to focus on being [compassionate, joyful, grateful, kind, loving, attentive, alert etc.] in all situations I encounter today"*)
- **Recentering** (taking a breath, relaxing, reciting a short saying or prayer) **before speaking or taking any action**
- **Understanding the other person's point of view; practicing "deep listening"**
- **Trying to see even very difficult people as one's teacher**
- **Practicing compassionate curiosity in a difficult situation** ("What's going on here? Help me understand"; "Isn't this interesting? Tell me more")
- **Shifting one's own perspective, ie., reframing the situation or putting it in a larger context**
- **Sharing more of oneself with patients (and others)**
- **Taking 5 minutes to think compassionately and creatively about patients (and others) when it's not required**
- **Writing in a journal**
- **Doing yoga, meditation, praying**
- **Talking, sharing with a friend**
- **Using humor**
- **Surrounding oneself with nonjudgmental people**
- **Receiving validation and affirmation from patients**

**Table 4**  
**Art of Doctoring Students' Personal Projects**

<b>Attitude/Behavior</b>	<b>Intervention(s)</b>	<b>Outcome</b>
<b>Judgmentalness</b>		
1. Decrease judgmentalness toward patients	Paying attention to positive role models Rehearsing appropriate language	Shifted toward more respect and sensitivity in language
2. Treat all patients with equal respect	Focus on NHW patients Spend more time with them	Learned all patients can benefit from attention and explanations
3. Decrease impatience, judgmentalness toward patients	Have a non-HPI conversation with every patient Learn something personal about pt., and include in case presentation	Despite "eye-rolling" by attendings, result was improved pt. care
4. Decrease judgmentalness toward pts and other people	Identify something positive about person Be aware of right speech in all contexts Examine personal reasons that cause negative feelings Observe positive role models	Became more patient-centered
5. Decrease judgmental attitudes toward substance-abusing patients	Reframe negative thoughts Get to know patients on personal level	Became more empathetic and understanding
<b>Impatience</b>		
6. Decrease impatience, frustration in medicine and life generally	Ask parents for feedback about neg behavior Journalling, prayer	Increased patience at work and home
7. Be more patient with patients	Interrupt less, redirect less quickly Spend a specific amount of time with patient Ask pts. to rate adequacy of interaction	Pt. satisfaction increased from mean of 7 to 8; pts. reported their questions were answered Pts. seemed happier
<b>Focus on patients</b>		
8. Focus more on pts., less on case presentation	Write less during HPI Arrive earlier Do tasks sequentially	Shifted focus back Reduced multi-tasking
9. Increase "presence" w/pts	Keep journal of clinical stories	Not sure project helped
10. Resolve feelings of comfortable,	Avoid distancing humor	Became more

pity, helplessness toward dying patients	Ask pts. how they are dealing with situation	more empathic with terminally ill patients
11. Increase playfulness with patients	Interact informally with pts. Make jokes	No information
12. "Caring" project for IM interest group	Give 3 <sup>rd</sup> yr students \$5 to do something nice for pt.	Students devised caring, thoughtful projects; Became more oriented toward service More positive re medicine
<b>Communication Skills</b>		
13. Increase concentration on patient's story	Maintain eye contact Remind self to "focus" Active listening skills	No information
14. Be a better listener with patients	Write less Interrupt less	No information
15. Reconcile pt.'s agenda with dr's agenda	Not interrupting patient Focusing on patient Paraphrasing patient's perspective and concerns	Felt more present Improved ideas for treatment plan
16. Increase comfort talking about sensitive subjects with pts (bad news, sex, drugs)	Notice avoidance and work through it	Became more at-ease; Developed useful intro phrases Felt more competent
17. Improve patient education skills	Spend more time on education Find out what pt. knows already Find out what pt. wants to know Use cues as reminders to educate Ask patient to summarize Follow up with patient	Patients seemed more involved, included in decision-making, treatment plan
18. Learn more about pts' medical conditions	Spend more time talking to pts. about medical issues	Team appreciated additional information Pts. became better educated
19. Be more of a patient advocate	Be more vocal about pt. care; Communicate pt's needs to team Observe positive role models	Felt more in touch with pt's feelings Better prepared to formulate treatment plan with team Increased confidence
<b>Work environment</b>		
20. Decrease anxiety about case presentations	Focus more on pts. Relax	Could think more clearly about pts.
21. Deepen connections with colleagues	Ask personal questions Have informal conversations	Experienced colleagues with as real people

	Smile more Say loving-kindness prayer Avoid putting up walls	Increased liking for colleagues Pts. got better care
22. Become less "invisible" on clerkships	Get to know team; speak up; express opinions; spend more time with patients	Felt more integrated into team Understood pts. better
23. Learn to speak up control on wards	Identifying situations where could express opinions	Felt less out of Less, intimidated, afraid
24. Personalize the work environment colleagues,	Find out one new thing about staff, patients  Use people's names	Less stressed Insights into patients Improved work relationships Better communication
<b><i>Personal, familial</i></b>		
25. Be a happier person	Smile more, express more Express more thankfulness Complain less	Enjoyed work more Enjoyed life more
26. Improve relationship with family	Communicate more often Identify more convenient times to talk	Increased friendliness, intimacy with family Happier at work

**Table 5**  
**Summary of Student Evaluation of Art of Doctoring\***

**Excellent job (4.4-4.7):**

- Increased student ability to learn from positive role-models
- Provided students with specific self-reflective practices to enhance their understanding of self and others
- Helped students maintain attitudes of compassion and caring toward patients, patients' family members, peers, and self
- Allowed students to explore and work with difficult personal feelings evoked by problematic patient encounters
- Provided new knowledge and skills.

**Good job (4.0-4.3):**

- Increased student empathy for people experiencing illness
- Improved student self-understanding
- Helped students to come to terms with limitations and mistakes in medicine
- Helped students learn how to effectively incorporate forgiveness of self and others in their daily professional life
- Made students feel more appreciative and grateful for the opportunity to practice medicine
- Course organization

**Needs more work (3.7):**

- Enabled students to better accept uncertainty and complexity in medical practice
- Increased student empathy for physicians

\*All items were rated on a 1-5 scale, 1=not at all, 3=somewhat, 5=a great deal



(getting off-center, expressing unexamined procedures) anger, helplessness)

↓ YES      ↓ NO  
 ↓  
 If yes, can I change something this behavior?

↓ YES      ↓ NO  
 ↓ If yes, how?

Bring clarity to own behavior  
 Explore more mechanisms constructive alternatives  
 Practice new Behaviors

↓  
 If no, can I...  
 Accept responsibility alternative, for my contribution  
 Forgive myself for not being able to change now system  
 Reflect on what makes it impossible for me to change

(anger, demandingness, withdrawal, resistance)

↓ YES      ↓ NO  
 ↓  
 If yes, can I change or influence their behavior?

↓ YES      ↓ NO  
 ↓ How?

Emphasize positive attributes in other  
 Appreciate other's point of view  
 Make positive suggestions  
 Give skillful feedback  
 Explore alternatives

↓  
 If no, can I...  
 See this person as a teacher  
 Forgive person for inability to change  
 Let go of resulting negative emotions

(restrictive, insensitive policies and

↓ YES      ↓ NO  
 ↓  
 If yes, can I do to change or influence the system?

↓ YES      ↓ NO  
 ↓ How?

Work with sympathetic institutional leaders  
 Identify change  
 Take small steps  
 Work as a group  
 Choose strategic battles

↓  
 If no, can I...  
 Seek out more compatible systems  
 Find ways of remaining true to key personal values w/i

↑ ↓      ↑ ↓      ↑ ↓

**HAPPIER STUDENTS**  
 (increased awareness of self, others, system; greater sense of efficacy, acceptance; more forgiveness of self and others)

↑ ↓

**MORE FOCUSED, COMPASSIONATE PATIENT CARE**