

# Tamkin Medical Education Symposium

## *The Role of Medical Humanities in Medical Education*

Wednesday, February 7, 2001

8:30am – 4:30pm

University of California, Irvine

College of Medicine

Dr. S. Jerome and Judith D. Tamkin Student Lecture Building

### *Presented and Sponsored By*

Office of Medical Education  
University of California, Irvine  
College of Medicine

### *Featured Speakers*

**Rita Charon, M.D., Ph.D.**

*College of Physicians and Surgeons, Columbia University*

**Lester Friedman, Ph.D.**

*Northwestern University School of Medicine*

**Lawrence Schneiderman, M.D.**

*University of California San Diego*

### *Conference Organizers*

**Johanna Shapiro, Ph.D.**

*Professor and Director of Medical Humanities*

*Department of Family Medicine*

*UCI College of Medicine*

**Alberto Manetta, M.D.**

*Senior Associate Dean, Educational Affairs*

*UCI College of Medicine*

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*Special thanks to Dean Alberto Manetta, M.D. for his support and vision and to the planning committee, Drs. Lloyd Rucker, Desiree Lie, and Elizabeth Morrison for their perceptive and creative suggestions.*

### ***Tamkin Medical Education Symposium***

As physicians struggle to meet increasing, and often conflicting, patient care and health systems demands, there is renewed interest among medical educators for pedagogical methods to help both experienced physicians and physicians-in-training maintain personal humanity and professional commitment. One important methodological approach to these challenges that is attracting increasing interest is the field of medical humanities, including the integration of literature and the arts into medical education activities.

This symposium will overview various uses of literature and the arts in medical education. In particular, the study of literature will be considered as a tool for teaching medical students and residents about caring for patients, increasing empathy, improving communication skills, and dealing with professional stress and frustration. Presentations will focus on specific textual approaches and expressive writing skills that can easily be adopted by both faculty and their students, as well as on specific ways of integrating humanities into existing teaching activities in the medical school curriculum. The symposium is appropriate for all faculty involved in health professions education, as well as for practicing physicians in the community.

### ***Course Objectives:***

Participants who complete this course will be able to:

- Discuss how good literary reading and expressive writing skills can complement and enhance good doctoring skills, including self-awareness, empathy, communication, patient-centered care and ethical decision-making
- Discuss how good literary reading and expressive writing skills can attenuate and transform feelings of professionally related stress and burn-out.
- Summarize specific skills necessary in critical reading, specifically appreciation for point of view, close attention to language and tone, and awareness of the narrative context of illness.
- List specific writing techniques useful in addressing difficult professional topics.
- Review the merits of incorporating literature and expressive writing into student teaching and patient care.

### ***Faculty Presenters***

#### ***Rita Charon, M.D., Ph.D.***

Associate Professor of Clinical Medicine  
College of Physicians & Surgeons of Columbia University

#### ***Lawrence Schneiderman, M.D.***

Professor, Department of Family & Preventive Medicine  
UC San Diego School of Medicine

#### ***Lester Friedman, Ph.D.***

Senior Lecturer  
Program in Communication & Medicine  
Department of Radio/TV/Film  
Northwestern University

### ***Faculty Small Group Facilitators***

#### ***Desiree Lie, M.D., M.S.Ed.***

Associate Clinical Professor  
Director, Patient-Doctor II course  
Director, Division of International Faculty Development  
Department of Family Medicine  
UC Irvine, College of Medicine

#### ***Elizabeth Morrison, M.D., M.S.Ed.***

Assistant Clinical Professor  
Director of Predoctoral Education  
Department of Family Medicine  
Director, Patient-Doctor I  
UC Irvine, College of Medicine

#### ***Lloyd Rucker, M.D.***

Clinical Professor  
Associate Dean of Curriculum  
Vice-Chair for Education  
Department of Internal Medicine  
UC Irvine College of Medicine

#### ***Pamela Schaff, M.D.***

Associate Clinical Professor  
Director, Introduction to Clinical Medicine  
Departments of Pediatrics & Family Medicine  
Keck School of Medicine  
University of Southern California

#### ***Johanna Shapiro, Ph.D.***

Professor  
Director of Medical Humanities  
Department of Family Medicine  
UC Irvine, College of Medicine

All presenters have declared that they do not have a financial interest or other relationship with any manufacturer(s) of any commercial product or apparent conflict of interest related to the content of their presentations.

**Course Program**  
**February 7, 2001**

8:15 – 8:45	<i>Registration and Continental Breakfast</i>	
8:45 – 9:00	<b>Introduction</b>	Drs. Manetta and Shapiro
9:00 – 10:00	<b>Narrative Medicine: Engagement, Reflection, Profession, and Trust</b>	Dr. Charon
10:00 – 10:15	<i>Break</i>	
10:15 – 11:15	<b>First break-out sessions: Writing about Patients</b>	Drs. Charon, Lie, Morrison, Rucker, Schaff, Shapiro
11:15 – 12:00	<b>Large Group Discussion: Writing Exercise</b>	Dr. Charon
12:00 – 12:30	<i>Lunch served</i>	
12:30 – 1:30	<b>Literature, Medicine, and the Magic Lie</b>	Dr. Schneiderman
1:30 – 2:30	<b>What’s Up, Doc? Using the Humanities in Medical Education</b>	Dr. Friedman
2:30 – 2:40	<i>Break</i>	
2:40 – 3:30	<b>Second break-out sessions: Models for integrating literature into medical school curricula</b>	Drs. Friedman, Schneiderman, Lie, Morrison, Rucker, Schaff, Shapiro
3:30 – 4:15	<b>Panel discussion: Students and Teachers Reflect on the Humanities in Medical Education</b>	Faculty/students from UC Irvine, UC San Diego, and USC
4:15 – 4:30	<b>Concluding Remarks</b>	Dr. Shapiro

**Accreditation**

The University of California, Irvine, College of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. The University of California, Irvine, College of Medicine takes responsibility for the content, quality, and scientific integrity of this CME activity.

The University of California, Irvine, College of Medicine designates this educational activity for a maximum of 6.0 hours in category 1 credit towards the AMA Physician’s Recognition Award. Each physician should claim only those hours of credit that he/she actually spent in the educational activity.

**Registration and Tuition**

\*Course tuition of \$25 provides for lecture materials, lunch and parking. To register, complete the registration application and forward with tuition to:

Office of Continuing Medical Education  
 University of California, Irvine, College of Medicine  
 P.O. Box 4089  
 Irvine, CA 92697-4089

Make checks payable to *UC Regents*. Registration may be made by telephone (949) 824-4220 or faxed (949) 824-3037. You may also register via e-mail to [CME@uci.edu](mailto:CME@uci.edu). For departmental re-charge, please include the appropriate department name and account number with your registration. A confirmation letter with a University map and parking instructions will be sent to all registrants.

For assistance or additional information please contact the Office of Continuing Medical Education at UC Irvine, College of Medicine at (949) 824-4220 or e-mail to [CME@uci.edu](mailto:CME@uci.edu).

\*Consideration of fee waiver for medical students, residents and faculty should be addressed to Dr. Shapiro, [jfshapir@uci.edu](mailto:jfshapir@uci.edu)

**Registration**

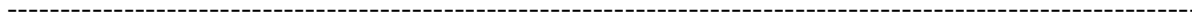
**Register Now.....Space is Limited!**

Name and Degree: \_\_\_\_\_  
 Mailing Address: \_\_\_\_\_  
 \_\_\_\_\_  
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 Office Phone: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_  
 e-mail: \_\_\_\_\_  
 Department re-charge name and number: \_\_\_\_\_

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NAME & ADDRESS

*2001 Tamkin Symposium*  
*Accreditation Information Inside!*



ARTWORK

*Original artwork generously contributed by Dmitri Gelfand, MSIV*