

## PDII LITERATURE AND MEDICINE PRESENTATION

### **1. What is the literature and medicine selection?**

As part of the support materials for each module, there will be a poem, short short story, or excerpt from a longer fictional work. Students are expected to read these selections.

### **2. What is the purpose of these selections?**

The purpose of these selections is to increase empathy and compassionate understanding in students for the particular stories and situations of individual human beings who happen to be patients as well. Specifically, we hope that reading these selections will help students exercise creative imagination about what it is like to be ill; understand other points of view; especially those of patients, family members, and other physicians; develop sensitivity to language, words, tone, repetitions, and omissions in communication; pay careful attention to the interactions and events that transpire between doctors and patients; risk emotional engagement with the characters portrayed in the selection; facilitate placing illness in the context of the patient's life; and encourage reflection on experience.

### **3. How are co-leaders supposed to use the literary selections in teaching?**

Use of the literary selections for each module is optional, at the discretion of coleaders and/or students. If you decide to discuss the selection, this should be done as part of the Final Session. Suggested general and module-specific questions for the literary selections are posted on the PDII web-site to assist you in formulating a pertinent discussion. Again, use of any or all of these questions is purely optional.

### **4. How is student understanding of the literary selection evaluated?**

There is no formal evaluation of student knowledge about the literary selection. However, students are required to make a **one-page journal entry** for the literary selections included in Modules 1,2,4, & 7. The "journal" is a free-form reaction to the reading. It is a reflection, or meditation more than a formal essay. It should include a very brief summary of the reading, followed by thoughts about implications of the reading for the practice of medicine, for patient care, and for the kind of physician that the student hopes to become. There are no specific requirements for the journal entry, and it is not graded by the co-leader. However, it must be turned in at the end of the module, and coleaders are encouraged to provide written feedback to the student on the entry, to facilitate a "conversation" between student and faculty member about issues of professionalism and good doctoring. Examples of journal entries from last year are posted on the PDII website.

## **PD II Enhancement Exercises (EE)**

We would like to encourage students to develop the habit of reflecting upon learning experiences throughout the year. Because it is important to document if such written narrative reflection has a direct impact on your attitudes and preparation for patient care in your future clerkships, we offer two experiences. For simplification, we have chosen to have the Tuesday students do exercise #1, and Thursday students do exercise #2 described below. These exercises are a required part of course homework for every module, and are to be turned in to coleaders at the final session of each module. All students (Tuesday and Thursday) will read and be prepared to discuss the literary selection and the diagnostic reasoning materials provided online and in the references.

1. Tuesday students will do a point of view ('pov') exercise reflecting on the literary reading for each module. Clear instructions are provided on the Humanities web site ([www.....](http://www.....)) with a sample exercise.
2. Thursday students will provide a narrative of how they developed their clinical reasoning process for the module write-up. This narrative should document the challenges encountered in thinking about case management, the sources of information used (such as physicians, other students, web sites, prior clinical experience and 'gut feeling') and identify areas of learning need for the next patient case. It should be between half and one page long, single spaced (12 to 14-size font).

Both EEs should take students no more than 30 to 45 minutes to complete for each module.

# **QUESTION GUIDES FOR JOURNALING**

## USEFUL QUESTIONS FOR THE LITMED JOURNALING ASSIGNMENT

1. What is the selection saying? How would you interpret its message? Do you agree or disagree?
2. Did you like or dislike the selection? Why?
3. What is the narrator (and other characters) feeling about his/her/their situation?
3. How did you feel about the narrator, other characters, and/or opinions expressed in the selection?
4. If you did not like the narrator, other characters etc., are there any circumstances under which you could feel more sympathetic to him/her/them?
5. Is the passage true to human experience? Is it credible? Does it make sense?
6. What message can you take back to clinical practice from this selection?  
What did it teach you that might be relevant to patient care?
7. How does the author use language to produce and intensify the effect of what is going on?
8. How would you feel about being this person's physician? If you were this person's physician, how would you try to act? What might you say and do?
9. What would this story be like from the point of view of one of the other characters?
10. What have you learned about yourself as a person from reading this selection?