

FACULTY AGENDA FOR “PHYSICIAN-POETS”

- I. Introductions (Seminar Title Overhead) – 10 minutes (Deb leads)
 - A. Presenters and participants introduce themselves
 - B. Briefly describe interest and background in expressive/creative writing in professional/educational contexts (if more than 20, take random volunteers)
- II. Review Objectives and Agenda (Agenda Overhead) – 2 min (Deb)
- II. Writing as Metaphor (Johanna facilitates)
 - A. Participants asked to briefly jot down (5 minutes)
 1. Differences between doctors and creative writers
 2. Similarities between doctors and creative writers
 - B. Flip chart listing of similarities and differences (2 columns) – 5 minutes (Deb)
 - C. Discussion – 5-10 minutes
 1. Differences (Overhead)
 - a. Doctors - scientific, analytic, logical, practice profession; interactive
 - b. Writers – intuitive, artistic, isolated, not real life
 2. Similarities (Overhead)
 - a. Order out of chaos
 - b. Understand reality of human predicament
 - c. Struggle against mortality and death
 - d. Concerned with healing
 - e. Try to decrease suffering, give pleasure
- III. Theory and Concepts – 5-7 minutes each
 - A. Writing as healing – Deb (overheads)
 - B. Writing as a way of losing and gaining control – Kelly (overheads)
 - C. Writing as a process of reflection for the purpose of cultivating steadiness and tenderness – Johanna (overheads)
 1. Writing as steadiness: mindfulness, presence, attention
 2. Writing as tenderness: empathy, point of view, listening, seeing differently
- IV. Break – 5 minutes
- V. Writing Practice
 - A. Free-form writing – Deb - 35 minutes
 1. Description of technique (overhead)
 2. List of possibilities (“Write about a meaningful – memorable? – encounter, with either a patient or a student.”)
 3. Dyadic reading
 4. Writing – 10-12 minutes
 5. Group volunteering; or Triadic reading and nominations, depending on group size.

- B. Point of view writing – Johanna – 35 minutes
 - 1. Description of technique (overhead)
 - 2. Writing – difficult patient
 - 3. Group volunteers to read.

- VI. Break – 10 minutes

- C. Mindful writing – Kelly – 35 minutes
 - 1. Description of technique (overhead)
 - 2. Writing – patients who have stayed with you
 - 3. Group sharing

- VII. Wrap-Up/Discussion – 15 minutes (Deb facilitates)
 - A. What did participants like/dislike about writing techniques?
 - B. In what kinds of situations or for what kinds of problems would participants see using one vs. another of the techniques?
 - C. What are some obstacles to introducing creative writing into the curriculum and how might they be overcome?
 - D. What are ways participants see introducing creative writing into their curricula?

- VIII. Uses of writing in teaching – 10 minutes (Johanna facilitates)
 - 1. Suggestions and ideas from participants?
 - 2. Overhead with examples from UW/UCI

- IX. Take Home Points – 5 minutes (Kelly facilitates)
 - A. Participants take a few minutes to jot down 2-3 take home ideas or commitments.
 - B. Everyone shares one item from their list, or ask one person to read list and ask for additional ideas (depending on size).

- X. Namaste, thanks for coming!