Three Year Curriculum:

Building a Wisdom Community in the setting of the PGY group

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# Principles

1. Consciously build trust and bonds between members of each class to make the group a “secure base” from which to explore and grow;
2. Make the class a “safe space;” set expectations for confidentiality (including limits);
3. Conduct activities that require emotional risk in the safe context of this group;
4. Alternate with skill building and lighter activities so as not to overwhelm;
5. Use reflection to meld growing knowledge and experience.

# Activities

## Orientation

#### Stories about “a time at a crossroads”

Time: First 2 hours of first day of orientation.

Who: Intern group with 4-5 core residency faculty.

Details: Each person shares a true story about a time they were at a crossroads. Have a faculty member start; instruct everyone to only share as much personal info as they wish; you can structure it so that people can ask questions after the story or just have a moderator thank each person as they finish, depending on time allotted.

Goals: Set a growth mindset: Build a safe environment for growth activities

Practice reflection

Consider how emotions affected thinking and behavior at a critical time

Learn from others’ emotional experiences, including mentors.

#### Reflective writing and sharing “Where are you on this journey to becoming a family doctor?”

Time: 1 hour during orientation week. (10 min intro; 15 min writing; 35 min. discussion)

Details: Reference Pennebaker’s work on reflective writing to explain purpose. Pennebaker, J. W. (1997). *Writing about emotional experiences as a therapeutic process*. **Psychological Science**, 8, 162-166. Instruct them to write “for their eyes only,” but with the knowledge that they will be invited to share in discussion as comfortable. Put narratives in sealed envelopes with their names on outside for Behavioral Faculty (BF) to save for 3rd year.

Goals: Reflect on values and experiences

Process complex emotions from new and challenging environment

Learn from others’ emotions and experiences

***Establishing Focus and Polite Interrupting Skills – practice with each other with challenging patient material***

Time: 75 minutes during orientation week, with review during intern didactic month.

(20 min teaching; 15 min demo by BF and discussion; 20 mins practicing in pairs; 20 mins discussion.)

Details: teach the Establishing Focus protocol for agenda setting. Have BF demo and then practice in pairs using challenging patient from own experience.

Teach Polite Interrupting:

1. Signal your interruption: “I’m sorry to interrupt….”

2. Express interest: “That sounds important.”

3. State concern: “But I want to be sure we leave time to ….” or “But I also need o ask you about xyz…..May I?”

Goals: Monitor own emotions;

Link own and others’ emotions with thinking and behavior;

Strengthen awareness of own and others’ emotions;

Strengthen active listening;

Practice balancing patients’ emotional and pragmatic needs.

***Professionalism Session: Orientation to Professional Identity and Obligations as Family Medicine Physician***

Time: 90 minutes during orientation week.

Details: Led by PD. Review definitions of professionalism, the ABIM physician charter, Family Medicine Professionalism milestones, and UVA and ACGME policies.

Reflect in pairs on examples of professionalism (or lapses) in medical school.

Goals: Accumulate knowledge about professional expectations and the moral context of medicine.

Increase self- awareness of own and others’ emotions in complex situations.

## PGY 1

#### Weekly intern lunch

Time: one hour weekly

Who: Interns and BFs. Program Director (PD) attends monthly, which is useful but more instructional, informational.

Details: Support group where interns are invited to talk about anything they want, from “what are we doing this weekend?” to what happened in the ICU this morning. Prepare other services to expect interns to sign pager out to upper level for this “mandatory” meeting; but do not actually make it mandatory; provide lunch; page them 15 minutes before; aim for confidentiality and discuss that (and limits) in first meeting; be flexible and fluid as to whether topics are light or serious; bail out anyone who seems too on-the-spot emotionally.

Goals: Monitor own and others’ emotions;

Active listening;

Process how to navigate new and complex social environment

Creating the safe group

#### 7-month check-in: Highs and Lows of Intern Year so far

Time: one hour (or more) during didactic month (February in our program).

Details: go around the room and have each person share highs and lows so far. Sharing both (rather than a round of lows and then a round of highs) keeps the tone more balanced and helps them integrate the highs and lows.

Goals: Monitor and put into words intense emotions;

Experience sharing emotions and getting feedback;

Reflect on emotional experience and how it has affected behavior, thinking, and relationships;

Learn from others’ emotional experiences.

#### Signature Strengths survey [www.authentichappiness.org](http://www.authentichappiness.org) (free)

Time: 45 mins. Plus taking survey ahead (15 mins).

Details: Instruct everyone to share their top strength and their reaction to it; get reactions from group members as well; scribe the strengths on a giant sticky sheet and discuss the group’s composite strengths. Optional: Have each person use their strength in a new way and report back to the group next time (only works if you will be meeting as a group soon).

Goals: Strengthen awareness of behavioral dispositions and perceived abilities

Learn how others perceive you and themselves;

Consider the group composition and how to use it.

#### 55 Word Stories

Details: see Fogarty, C.T. *Fifty-five word stories: Small Jewels for Personal Reflection and Teaching.* Fam Med 2010;42(6):400-2. Each person writes a precisely 55 word story about anything having to do with intern year. To spark their interest, bring stories from previous classes (or examples from article) and have different interns read one aloud to the group. Optional: Consider publishing the stories on a bulletin board, newsletter, journal.

Time: one hour during didactic month. 10 minutes for intro; 15 mins writing; 35 minutes sharing.

Goals: Process and put into words complex emotional material;

Process how to navigate new and complex social environment;

Learn from others’ emotional experiences.

#### BATHE each other – Teach brief psychosocial intervention skill and have interns practice with each other with personal material.

Time: 75 minutes during didactic month.

(20 min teaching; 15 min demo by BFs and discussion; 20 mins practicing in pairs; 20 mins discussion.)

Details: See The Fifteen-Minute Hour by Stuart and Lieberman. Invite them to share something real that’s going on with them during the practice but to only share something as deep or sensitive as they feel comfortable. Using real material strengthens bonds and creates a real emotional experience that seems to generate buy-in for using the tool with patients.

Goals: Investigate and label own and others’ emotions;

Practice active listening and empathy;

Using emotional information to help guide own and others’ thinking and behavior;

Experience sharing emotions with others and getting feedback.

#### Personal challenges of “Saying No”

Time: 45 minutes during didactic month.

Details: Teach a “saying no” skill; such as "’Can you do me a FAVER Doc?’ The Inappropriate Patient Request: Getting to NO” by Michelle Kane and Lee Chambliss. <https://resourcelibrary.stfm.org/viewdocument/can-you-do-me-a-faver-doc-the-i-1?CommunityKey=2751b51d-483f-45e2-81de-4faced0a290a&tab=librarydocuments>

Goals: Link own emotions with thinking and behavior.

Notice and navigate others’ strong emotions

Stay true to your own values while respecting others’

Manage time during an encounter

***Glue Sessions:*** Half-day blocks a few times a year where the PGY group is free to do whatever they want as long as they all attend.

Goals: build bonds to increase sharing and safety

***Professionalism Session: The social contract***

Time: 90 minutes during didactic month.

Details: Pre-reading: ‘”Short history and tenuous future of medicine’s social contract.” Lecture/discussion: Healer vs. the Professional; social contract and professionalism.

Brief reflection: identify a time when you felt like you acted in a professional manner and a manner that was less than professional; what about your actions made you feel professional or unprofessional; what about the context of situation promoted or hindered your ability to be professional.

Discussions of case vignettes

Goals: Develop understanding of “social contract” as moral context of medicine and healing.

Develop awareness of self and emotions to identify periods of vulnerability to professional lapses.

Accumulate knowledge from others’ experiences.

***Health Equity Session – Implicit Biases***

Time: 90 mins during didactic month

Details: Implicit bias on line training; Safe space in person training

Goals: Accumulate knowledge about the nature of bias

Increase self-awareness of one’s own bias

Build communication skills that counteract bias

***Information Mastery Curriculum***

Time: 45 minutes EOW and 90 minutes during didactic month

Details: Online modules for EBM, review various types of published articles, lectures on evaluating articles, understanding trials and new medications

Goals: develop effective and efficient ways of identifying, evaluating, and using new information

## PGY 2

#### Reflective writing and sharing “Where are you on this journey?”

Time: 1 hour during didactic month. (10 min intro; 15 min writing; 35 min. discussion)

Details: reference Jamie Pennebaker’s work on reflective writing to explain purpose. Instruct them to write “for their eyes only,” but with the knowledge that they will be invited to share in discussion as comfortable. Have them place the narratives in sealed envelopes with their names on outside for BFs to collect and save for 3rd year.

Goals: Monitor and label own emotions

Process complex emotions from new and challenging environment

Learn from others’ emotions and experiences

#### Practice Inquiry lunch. Semi-structured method of using clinical uncertainty to enhance learning from peers.

Time: one hour EOW.

Details: See Sommers et al, Practice Inquiry: Clinical Uncertainty as a Focus for Small-Group Learning and Practice Improvement. **J Gen Intern Med**. 2007 Feb; 22(2): 246–252. Provide lunch. Page 15 mins before. Led by BFs so as not to provide medical “answers.”

Goals: Monitor and label own and others’ emotions;

Active listening;

Discriminate emotions in a complex situation;

Consider how emotions of self and others affect thinking and behavior.

This is a mini “wisdom workshop.”

#### Myers Briggs survey – take and discuss as a group

Details: available free online. Have residents take it ahead and discuss as a group. Split group into E’s and I’s and plan a party. Split into N’s and S’s and solve a problem, etc.

Time: one hour during didactic month.

Goals: Strengthen awareness of behavioral dispositions/perceived abilities

Learn how others perceive you and themselves

Appreciate the value of different styles on a team.

#### Motivational Interviewing Skill – practice with each other with personal material

Time: 60-90 minutes during didactic month

Details: rather than role-play a patient, have them practice with each other around a personal health goal. At end of session, each participant leaves with personal plan for next steps in making a personal change.

Goals: Investigate and label own and others’ emotions;

Practice active listening and empathy

Experience sharing emotional material and getting feedback

Develop empathy for patients struggling to make behavior change.

Self-care.

#### Cognitive Errors – identify one’s own

Time: 45 minutes during didactic month

Details: hand out list of common cognitive errors; several good lists are available online, e.g., David Burns, **Feeling Good.** Have everyone identify the ones they most often fall into. Pair and share and then discuss in full group.

Goals: Investigate and label own and others’ emotions

Practice active listening and empathy

Using emotional information to help guide own and others’ thinking and behavior

Self-care

#### Glue Sessions: Half-day blocks a few times a year where the PGY group is free to do whatever they want as long as they all attend.

#### Goals: build bonds to increase sharing and safety

***Professionalism Session: Stages of Professional Identity***

Time: 90 minutes during didactic month.

Details:Pre-reading; Kagan/Babeau’s model of stages of professional identity.

Discuss: Stages of moral development, role of PGY2 as leader and professional role model.

Lapses of professionalism – how to address and discussion of vignettes

Goals: Accumulate knowledge on developmental stages

Reflect on own and others’ experiences to apply knowledge

Increase self-awareness of own developmental process.

***Health Equity Session – Implicit Biases – part 2***

Time: 90 mins during didactic month

Details: Implicit bias self-assessment

Goals: Accumulate knowledge about the nature of bias

Increase self-awareness of one’s own bias

Build communication skills that counteract bias

***Information Mastery Curriculum***

Time: 30 minutes a couple of times a month, 90 mins during didactic month

Details: Online EBM modules, lectures for evaluation of new articles/trials, information about pharmaceutical representation, CME usage/requirements

Goals: Develop skills to understand and incorporate new medical literature into daily practice

## PGY 3

#### Reflective writing and sharing “Where are you on this journey?” Also, reading and reflection on letters from PGY 1 and 2

Details: First, have them reflect and write about where they are now. Then pass out the sealed letters from Orientation and PGY 2 for them to read and discuss.

Goals: Monitor and label own emotions;

Consider how emotions have evolved over three years;

Process emotions from complex and challenging environment;

#### Practice Inquiry lunch. Semi-structured method of using clinical uncertainty to enhance learning from peers.

See details in PGY 2.

#### Strengths Bombardment

Time: 75 minutes as closing activity of didactic month.

Details: Each person writes down three of their own strengths. One person, the subject, shares one of his or her self-perceived strengths. Then go around the room and have each resident tell the subject a strength he or she sees in the subject. Continue around the room three times with no repeats allowed. No commenting or thanking by subject allowed. Make eye contact. Scribe these on a large sticky sheet on the wall. POWERFUL!

Goals: Monitor, label and share deep emotions about others

Experience emotions associated with flood of positive feedback

Strengthen awareness of how others perceive you and themselves

#### CBT Skill – practice CARL, BEST, BATHE, etc. with each other with real patient material

Detail: See Clabby, J. Helping Depressed Adolescents: A Menu of Cognitive Behavioral Procedures for Primary Care. Prim Care Companion J Clin Psychiatry. 2006; 8(3): 131–141.

Time: 75 mins. during didactic month.

Goals: Investigate and label own and others’ emotions

Practice active listening and empathy

Using emotional information to help guide own and others’ thinking and behavior.

***Burnout Prevention***

Time: 60 minutes during didactic month.

Details: Learn about the unique vulnerability of physicians for burnout;

Learn about “four horsemen of burnout” (Dike Drummond, MD) and identify and share own “favorite.” <https://www.thehappymd.com/blog/bid/290379/physician-burnout-the-four-horsemen-of-the-physician-burnout-apocalypse>

Discuss research on vulnerabilities and protective factors.

In pairs, discuss vulnerabilities and self-care strategies; each resident write a prescription to paired resident for avoiding burnout.

Goals: Strengthen self-awareness. Reduce shame and increase likelihood of using preventative strategies.

***Glue Sessions:*** Half-day blocks a few times a year where the PGY group is free to do whatever they want as long as they all attend.

Goals: build bonds to increase sharing and safety

***Professionalism Session: Conflicts of interest and taking your place in the profession***

Time: 90 minutes during didactic month

Details:Pre-reading: “Conflict of Interest: Why Does it Matter?” and ABFM “Guidelines for Professionalism, Licensure, and Personal Conduct”

Discuss professional obligations of practicing physician

In groups, review a physician case brought before the Virginia Board of Medicine

Discuss: Relationship of practicing physicians to professional societies; relationship and obligation to state licensing agencies

Discuss case vignettes

Goals: Accumulate knowledge of professional standards

Strengthen self-awareness of one’s own relationship to these standards.

Reflect on application of standards to complex situations.

***Health Equity Session – Micro aggressions***

Time: 90 mins during didactic month

Details: Responding to micro aggressions workshop

Goals: Accumulate knowledge about others’ experience of bias

Increase self-awareness of one’s own bias

Build communication skills that counteract bias

***Information Mastery Curriculum***

See details in PGY2

In addition, PGY3 residents write a brief research review article under the supervision of faculty that is published in DynaMed Plus.