The Developing Physician Retreat Outline 11/16/15
8am – 12 noon

Eugene Beresin, MD, MA
Our Journey

fantastic voyage

JOURNEY INTO THE LIVING BODY OF A MAN!
The Practice of Medicine

“The most common criticism made at present by older practitioners is that young graduates have been taught a great deal about the mechanism of disease, but very little about the practice of medicine – or to put it more bluntly, they are too ‘scientific’ and do not know how to take care of patients.”

Francis W. Peabody (1927)
The Developing Physician Topics

The core topics of The Developing Physician in the POM include:

1. Reflective Practice I

2. Identity I: Understanding Professional Identity and Roles in Clinical and Non-Clinical Settings

3. Professionalism I: Understanding Professionalism in the Classroom and in Practice with Patients, Peers, Colleagues, the Multidisciplinary Team and Staff

4. Empathy and Compassion I: Developing and Maintaining Empathy and Compassion in Working with Patients

5. Physician and Student Wellbeing I: Balancing Professional and Personal Life and Developing Methods of Self-Care.
Topics


7. Eliciting, Giving and Getting Feedback I: Giving and Getting Feedback Between Student and Teacher and Between Patient and Doctor.

8. Racial, Ethnic, Socio-Economic and Sexual Disparities in healthcare I


10. Healthy and Dysfunctional Teams I: Roles and responsibilities in the Classroom and in Ambulatory Practice
The Developing Physician Contract

In the first sessions tutors will make **GROUP CONTRACT EXPECTATIONS** explicit with the following ground rules:

- Students are expected to attend all groups and arrive on time

- The group should be a “safe haven” for candid discussion of experiences and confidentiality will be insured.

- The only time confidentiality will be broken is if a student or patient is in danger; if someone is seen harming others; or if anyone sees another clinician or student lying such that patient care is jeopardized. In this case the student may meet alone with one or both tutors, and consider an appropriate intervention
Contract

- Each person in the group must have a chance to speak, and we begin with a “check in” in which each student describes any seminal event(s) in the last month.
- One student speaks at a time.
- There is no place for ridicule in the tutorial. Respect is critical
“She must have come to terms with something.”