Doctoring with CARE Session Guide

Session Goals
Doctoring with CARE is designed to offer a regular opportunity for students to discuss the challenging issues they face in their clinical training. The idea for this session stems from the belief shared by many students and faculty that students could benefit from specific time devoted to discuss or reflect on intense experiences in a non-threatening setting. Many students find such opportunities lacking, and have expressed a desire for this type of dialogue. Our goals for Doctoring sessions are that students learn coping strategies from their fellow medical students; that students develop skills of self-reflection; and that we promote and maintain humanism and professionalism. We believe Doctoring will provide another avenue to guide students’ development of four core values of the medical profession – Compassion, Advocacy, Responsibility, and Empathy (CARE).

Session Description
Doctoring with CARE sessions each consist of a small group debriefing/discussion, in which students on their core clerkship rotations can discuss and reflect on intense experiences from clerkships. In these sessions, the discussion will be predominantly among students, with facilitation by an Educators-4-CARE faculty member. Sessions occur every 8 weeks, during the third week of even-numbered clerkship rotations, from 10:00 -11:30 am on the Friday in which the Translating Discoveries course takes place.

Ground Rules for small group discussion
Please review these with your group at the beginning of the session; and feel free to add additional norms as determined by your group.
- Confidentiality
- Respect
- Safety
- Sharing
- Problem-solving
- Student-oriented and student-led discussion

Thoughts from literature:
UW “Ward Ethics” model
- Examples of challenges clinical students face: needing to practice new skills while trying to act in patients’ best interests; hiding their level of inexperience from patients; witnessing supervisors’ unethical behavior yet feeling hostage to fears of poor evaluations; wanting to acculturate and be a team player in spite of the negative behaviors that assimilation may require.
- Session goals: developing ethical sensitivity, ethical reasoning, professional motivation, and the ability to act.
- Orientation of discussion: issue identification, but also role modeling, identifying norms, problem solving, and strategy development.

Debriefing critical incidents
- Narrative (written or spoken) can be a powerful vehicle for gleaning insights from challenging experiences that can then facilitate personal or professional growth.
- “The reflective group process counterbalances the hidden or informal curriculum.” (1064)
- The group/cultural dynamic experienced on ward teams often challenges students’ values and attitudes. The group/cultural dynamic of a safe, reflective environment in which to share these challenges can help reframe such experiences and have a protective effect on students’ well-being.

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1 Fryer-Edwards K et al. Bringing Ethics Education to the Clinical Years: Ward Ethics Sessions at the University of Washington. Acad Med 2006; 181:626-631