



# Professional Enrichment Course

University of Pittsburgh School of Medicine

Office of Medical Education

PEC Registrar – Denise Downs [d downs@pitt.edu](mailto:d downs@pitt.edu) 412-648-8749

## Wellness and Resilience for Medical School and Beyond

<b>Enrollment Period:</b>	Fall 2021 through Spring 2022
<b>Course Dates:</b>	10/21, 11/4, 11/30, 12/9 (1-3PM) Spring dates, sessions 5-10 TBA
<b>Student Max:</b>	20
<b>Class Year:</b>	MS1 and MS2
<b>Course Director:</b>	Brigid O'Donnell <a href="mailto:odonnellbm@upmc.edu">odonnellbm@upmc.edu</a> Carla Chugani <a href="mailto:Carla.chugani@chp.edu">Carla.chugani@chp.edu</a>
<b>Course Administrative Contact:</b>	Samantha Najeski, <a href="mailto:samantha.najeski@chp.edu">samantha.najeski@chp.edu</a>
<b>Location:</b>	Scaife TBA
<b>Registration:</b>	Via Amp Up – Registration open date will be announced via email
<b>Course Description:</b>	<p>The academic challenges and professional development that occur during medical school are both exciting and daunting, leading many students to struggle in new ways or with emotions that seem to have increased in intensity. Conversely, research has shown that individuals who develop and use resilience strategies and emotion regulation skills (such as opposite action, relaxation strategies, mindfulness, and practicing gratitude) as well as build positive routines are more likely to be effective in their job roles, involved in strong relationships, physically and mentally healthy, and satisfied with their lives overall. The purpose of this course is to teach medical students skills for having resilience in the face of commonly experienced stressors and difficulties. Stated simply, resilience is the ability to both survive and thrive. Resilience is not only about your ability to positively adapt in the face of adverse or challenging circumstances (that is, survive), but it is also about learning the positive skills, strategies and routines that enable you to live a happy, fulfilling, and successful life (in other words, thrive). This course will provide you with a personalized set of strategies and skills for self-care and optimize your academic and social experiences while at the University of Pittsburgh School of Medicine and beyond. This professional enrichment course will use lectures, supplemental readings, videos, discussion forums, practice exercises, and coaching to assist and encourage you in meeting the course objectives while developing your more resilient and skillful self.</p>

<b>Objectives:</b>	<p>Upon completion of this course, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Directly practice a variety of resilience skills, habits, and routines in different areas of your life to minimize stress and optimize well-being.</li> <li>• Describe why intentionally ‘practicing’ resilience skills is critical to developing the fluency to use and reap the benefits from them.</li> </ul>
<b>Pre-Requisites:</b>	None
<b>Requirements:</b>	<p>Students must demonstrate respect for each other, the faculty, and the subject matter.</p> <ol style="list-style-type: none"> <li>2. Each student will be required to attend 8 of the 10 skill workshops.</li> <li>3. Students will be expected to engage actively in the class</li> <li>4. Students are encouraged to complete diary cards on a weekly basis for skills practice in between sessions. These cards are optional but are highly recommended.</li> </ol>
<b>Texts:</b>	

Longitudinal Professional Enrichment Course

Time: October 2021-March 2022

Location: Scaife Hall

**Instructors:**

**Brigid O’Donnell, MD**

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**COURSE OVERVIEW:**

***LESSON 1: Awareness and empowerment through mindfulness-based practices***

This lesson will discuss the benefits of specific mindfulness-based practices and how they enable you to become more aware of yourself, others, and your surroundings, which, in turn, empowers you to be more effective even during stressful or challenging situations.

***LESSON 2: Values clarification and commitment***

This lesson will cover the importance of clarifying your values (that is, identifying what matters most) and committing to living consistent with your values (that is, doing what matters most).

***LESSON 3: Habits, willpower, and distress tolerance***

This lesson discusses the importance of willpower and how to exercise it. We will also cover different ways you can withstand difficult and/or painful experiences, feelings, and moments while being healthy and kind to yourself.

***LESSON 4: Reality Acceptance Skills***

This lesson will discuss the benefits of specific mindfulness-based practices and how they enable you to become more aware of yourself, others, and your surroundings, which, in turn, empowers you to be more effective even during stressful or challenging situations.

***LESSON 5: Choosing your attention and practicing gratitude***

This lesson will discuss the research and practices that have demonstrated that people have the ability to purposefully choose what they devote their attention to rather than only focusing on the negative or stressful aspects of life. When people intentionally choose to attend to the positive aspects of their lives, then they are more likely to feel better mentally and physically.

***LESSON 6: Model of Emotion: Identifying targets for interventions and cultivating positive emotions***

This lesson will review how our emotional responses work and why they differ from one day to another when exposed to the same stimuli. We will also cover specific interventions for each part of the model of emotions, spending particular time reviewing how to cultivate positive emotions to reduce vulnerability factors.

***LESSON 7: Identifying unhelpful thoughts and altering them to be helpful***

This lesson will cover the basics of cognitive restructuring within the area of psychology called cognitive behavior therapy. Specifically, we will cover the benefits and specific practices of how to identify, dispute, and restructure unhelpful thoughts to develop more helpful ways of thinking about work and life.

***LESSON 8: Managing intense negative emotions***

This lesson will discuss how everyone experiences emotions and how we can manage intense emotions in a healthy, productive way that determines whether we are likely to engage in regrettable behaviors or not. We will also discuss research-based strategies to use to manage emotions before they get too intense.

***LESSON 9: Developing Interpersonal Effectiveness Skills***

This lesson will teach three specific skills for effective communication in relationships. Each skill is useful for different types of situations: asking for something you need, building and maintaining relationships, and maintaining self-respect.

***Lesson 10: Balancing Options and Intensity in IE Skills***

This lesson expands on the content from the previous lesson by discussing how to know when to use each skill and what you can do to increase the likelihood of that skill working.

## SCHEDULE OF CLASS ACTIVITIES:

Session	Topic	Supplemental Reading & Viewings
Session 1	Mindfulness	<p>Reading:            What are values and why you need them for a fulfilling life.  <a href="https://www.lifehack.org/569422/what-are-values-and-why-need-them-for-fulfilling-life">https://www.lifehack.org/569422/what-are-values-and-why-need-them-for-fulfilling-life</a></p> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• WOOP There it is  <a href="https://player.fm/series/hidden-brain-1324366/episode-30-woop-there-it-is">https://player.fm/series/hidden-brain-1324366/episode-30-woop-there-it-is</a></li> <li>• Passenger on the Bus  <a href="https://www.youtube.com/watch?v=eJyHBifSZb8">https://www.youtube.com/watch?v=eJyHBifSZb8</a></li> </ul> <p>Don't forget to start your first diary card!</p>
Session 2	Values and Goals	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Weir, K. (2012). What you need to know about willpower: The psychological science of self-control. <i>American Psychological Association</i>, 1-17.  <a href="https://www.apa.org/helpcenter/willpower">https://www.apa.org/helpcenter/willpower</a></li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• Four Surprising Ways to Increase Your Willpower  <a href="https://www.youtube.com/watch?v=AaXLpZYbs3M">https://www.youtube.com/watch?v=AaXLpZYbs3M</a></li> </ul>

<p>Session 3</p>	<p><b>Willpower Distress Tolerance</b></p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>Hall (2012). Radical Acceptance: Sometimes problems can't be solved. Psychology Today, <a href="https://www.psychologytoday.com/us/blog/pieces-mind/201207/radical-acceptance">https://www.psychologytoday.com/us/blog/pieces-mind/201207/radical-acceptance</a></li> <li>If Your Goal in Therapy is to "Be Happy" You might Want to Rethink That. Here's Why. <a href="https://everydayfeminism.com/2018/11/if-your-goal-in-therapy-is-to-be-happy-you-might-want-to-rethink-that-heres-why/">https://everydayfeminism.com/2018/11/if-your-goal-in-therapy-is-to-be-happy-you-might-want-to-rethink-that-heres-why/</a></li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>How Marsha Linehan Learned Radical Acceptance <a href="https://www.youtube.com/watch?v=OTG7YEWkJFI">https://www.youtube.com/watch?v=OTG7YEWkJFI</a></li> </ul>
<p>Session 4</p>	<p><b>Reality Acceptance Skills</b></p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>Emmons, R. (2010). Why gratitude is good. Greater Good Magazine, <a href="https://greatergood.berkeley.edu/article/item/why_gratitude_is_good">https://greatergood.berkeley.edu/article/item/why_gratitude_is_good</a></li> <li>Morin, A. (2014). 7 Scientifically proven benefits of gratitude that will motivate you to give thanks year-round. Forbes Magazine, <a href="https://www.forbes.com/sites/amymorin/2014/11/23/7-scientifically-proven-benefits-of-gratitude-that-will-motivate-you-to-give-thanks-year-round/-5912c22183c0">https://www.forbes.com/sites/amymorin/2014/11/23/7-scientifically-proven-benefits-of-gratitude-that-will-motivate-you-to-give-thanks-year-round/-5912c22183c0</a></li> <li>Healthbeat (2017). Giving thanks can make you happier. Harvard Health Publishing, <a href="https://www.health.harvard.edu/healthbeat/giving-thanks-can-make-you-happier">https://www.health.harvard.edu/healthbeat/giving-thanks-can-make-you-happier</a></li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>How to Take in the Good <a href="https://greatergood.berkeley.edu/video/item/how_to_take_in_the_good">https://greatergood.berkeley.edu/video/item/how_to_take_in_the_good</a></li> <li>What Good is Gratitude <a href="https://greatergood.berkeley.edu/video/item/what_good_is_gratitude">https://greatergood.berkeley.edu/video/item/what_good_is_gratitude</a></li> <li>The Power of Gratitude <a href="https://greatergood.berkeley.edu/video/item/the_power_of_gratitude">https://greatergood.berkeley.edu/video/item/the_power_of_gratitude</a></li> </ul>

<p>Session 5</p>	<p><b>Choosing Attention Gratitude</b></p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Mazza et al., 2016. DBT Skills in Schools: STEPS-A, 422, 457</li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• Positive Emotions Open Our Mind <a href="https://www.youtube.com/watch?v=Z7dFDHzV36g">https://www.youtube.com/watch?v=Z7dFDHzV36g</a></li> </ul>
<p>Session 6</p>	<p><b>Model of Emotion: Identification of intervention targets</b></p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Tsipursky G. (2016). How to manage your thoughts, feelings, and behaviors. Psychology Today, <a href="https://www.psychologytoday.com/blog/intentional-insights/201604/how-manage-your-thoughts-feelings-and-behaviors">https://www.psychologytoday.com/blog/intentional-insights/201604/how-manage-your-thoughts-feelings-and-behaviors</a>.</li> <li>• Boyes, A. (2013). Cognitive restructuring. Psychology Today, <a href="https://www.psychologytoday.com/blog/in-practice/201301/cognitive-restructuring">https://www.psychologytoday.com/blog/in-practice/201301/cognitive-restructuring</a>.</li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• Cognitive Behavioral Therapy Techniques <a href="https://www.youtube.com/watch?v=HoFNs-3r0Go">https://www.youtube.com/watch?v=HoFNs-3r0Go</a></li> <li>• Cognitive Behavioral Therapy Explained <a href="https://www.youtube.com/watch?v=WhMmZJ3H1E8">https://www.youtube.com/watch?v=WhMmZJ3H1E8</a></li> <li>• Automatic Thoughts <a href="https://www.youtube.com/watch?v=m2zRA5zCA6M">https://www.youtube.com/watch?v=m2zRA5zCA6M</a></li> </ul>
<p>Session 7</p>	<p><b>Identifying Unhelpful Thoughts Changing them to Helpful Thoughts</b></p>	<p>Reading:</p> <ul style="list-style-type: none"> <li>• Wachter, A. (2013). Emotions 101: How to reveal and heal what you feel. Huffington Post, <a href="http://www.huffingtonpost.com/andrea-wachter/managing-emotions_b_2717206.html">http://www.huffingtonpost.com/andrea-wachter/managing-emotions_b_2717206.html</a>.</li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>• Getting Stuck in the Negatives <a href="https://www.youtube.com/watch?v=7XFLTDQ4JMk">https://www.youtube.com/watch?v=7XFLTDQ4JMk</a></li> </ul>

Session 8	<b>Managing Negative Emotions</b>	<p>Reading:</p> <ul style="list-style-type: none"> <li>Mazza et al., 2016. DBT Skills in Schools: STEPS-A, 466-474</li> </ul> <p>Viewings</p> <ul style="list-style-type: none"> <li>Interpersonal Effectiveness  <a href="https://www.youtube.com/watch?v=3NzjE0ATaWS">https://www.youtube.com/watch?v=3NzjE0ATaWS</a></li> </ul>
Session 9	Developing Interpersonal Effectiveness Skills (Part 1)	<p>Reading:</p> <ul style="list-style-type: none"> <li>Mazza et al., 2016. DBT Skills in Schools: STEPS-A, 475-479.</li> </ul>
Session 10	Developing Interpersonal Effectiveness Skills (Part 2)	<p>Reading:</p> <ul style="list-style-type: none"> <li>Du, Feng, &amp; Chi (2017). Self-esteem and subjective well-being revisited: The roles of personal, relational, and collective self-esteem.  <a href="https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0183958">https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0183958</a></li> <li>Social support: Tap this tool to beat stress.  <i>Mayo Clinic</i>,  <a href="http://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/social-support/art-20044445">http://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/social-support/art-20044445</a>.</li> </ul> <p>Viewing:</p> <ul style="list-style-type: none"> <li>The Power of Vulnerability  <a href="https://www.ted.com/talks/brene_brown_on_vulnerability?language=en">https://www.ted.com/talks/brene_brown_on_vulnerability?language=en</a></li> </ul>

**DIARY CARDS**

Diary Cards will be used in this course as a document that helps you track the use of the skills you are learning in this class. While these cards are optional, we highly encourage you to complete these cards for your own benefit on a weekly basis for reinforcement and accountability purposes.

## UNIVERSITY POLICIES:

### NOTE TO ALL STUDENTS:

ALTHOUGH THIS CLASS IS FOCUSED ON HELPING YOU LEARN SKILLS FOR MENTAL HEALTH, WELLNESS, AND RESILIENCE, PARTICIPATING IN THIS CLASS IS NOT THERAPY AND SHOULD NOT BE CONSIDERED TO BE “TREATMENT” FOR ANY TYPE OF MENTAL HEALTH ISSUE. IF YOU ARE EXPERIENCING MENTAL HEALTH RELATED SYMPTOMS, PLEASE REFER TO THE FOLLOWING CONTACTS:

#### Official Medical School Counselors (free and confidential)

Darrell Phillips

5889 Forbes Avenue, Suite 210

412-327-2189

phillipscounseling@gmail.com

Linda Ewing

155 N. Craig Street, Suite 120

412-600-9259

linda.ewing@medschool.pitt.edu

#### Official Medical School Psychiatrist (free and confidential – referral through one of our school counselors)

Dr. Jordan Karp

412-246-6048

karpjf@upmc.edu

### ACADEMIC INTEGRITY:

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity <http://www.pitt.edu/~provost/ail.html>. This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy.



## **DISABILITY SERVICES**

Disability Statement - If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu) , (412)228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

## **STATEMENT ON CLASSROOM RECORDING**

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.