The Healer’s Art
CONNECTING WITH SELF, PEERS AND THE VETERINARY PROFESSION
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Overview

- 90 Medical Colleges
- CSU and UC Davis
- Rachel Remen, MD, UCSF School of Medicine
- 15-hour – 5 3-hour sessions
- Discovery model

- **Purpose:** Re-connecting with the meaning of veterinary medicine
  Developing humanistic values as a therapeutic tool
Healer’s Art Research - Hypotheses

1. Both training health professionals, there will be similar themes between veterinary and medical students.

2. Due to differences in professional culture and educational practices, there will be different themes between veterinary and medical students.
Healer’s Art Research - Methods

- **Case Study**: 99 - 1st, 2nd, and 3rd year CSU vet students enrolled in CSU’s HART 2011 - 2015

- **Data Sources**: Student Evaluations, Wholeness Exercise, Mission Exercise

- **Wholeness Exercise (One Quality)**: Students are asked to reflect on and draw something they cannot bring into veterinary school. *If your drawing were a quality, what would the quality be?*

- **Mission Exercise**: Students are asked to reflect on the their personal commitment to being a veterinarian. *How can you serve your highest values?*
Healer’s Art – CSU Participation by Year
Wholeness Exercise - “One Quality” (DVM Students and MD students)
Wholeness – Discussion

Same qualities as MD students, however frequencies differed.

For DVMs’:

Identity/self-expression

Hypothesis: “Wearing a mask”

For MD students:

Spirituality

Hypothesis: “Animal relationships are spiritual.” (DVM HART student)
Mission Statements – DVM and MD students
Personal congruence identified as a 4\textsuperscript{th} theme.

\textbf{Personal Congruence:} “Help me remember to stay true to myself even if it’s difficult.”

Hypothesis: Asking for the courage to be themselves as they become veterinarians.
Evaluations – Student experiences

- Express yourself
- Care for self
- Community
- Support, trust

SELF

PEERS

Profession

Why I want to be a vet
Confident about career
Discussion

Students feel constrained in what they can share of themselves – they wear a “mask.” (Wholeness exercise)

Students are seeking the courage to “stay true” to myself and to being a veterinarian. (Mission Statements)

In Healer’s Art, students “took off their masks” – in a safe community and re-connected with why they chose to be a veterinarian – aligning personal and professional identities - “I can do this.” (Wholeness, Mission statements, Evaluations)
Discussion
Implications: Healer’s Art – enabling resources

Implications for Veterinary Education

How else can we incorporate “enabling resources” into our curricula?
Study Limitations

1. Study population – generalization may be limited:
   Elective, self-selected
   One CVM

2. Data was gathered at one point in time

3. Data sources are limited to written materials
Future Study

1. Add Healer’s Art data from other CVM programs.
2. Follow-up with participants to study longitudinal effects.
3. Consider other methods to assess impact of course (i.e. interviews, focus groups, pre-post measures)