Revue de livre : Mindful Medical Practitioners: A Guide for Clinicians and Educators

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Les auteurs de Mindful Medical Practitioners : A Guide for Clinicians and Educators (la pleine conscience chez le médecin : un guide pour les cliniciens et les éducateurs), Patricia Lynn Dobkin et Craig Stephen Hassed, des enseignants expérimentés de la pleine conscience, décrivent en détail la manière dont elle est enseignée aux étudiants en médecine, aux résidents et aux professionnels en exercice dans leurs contextes respectifs. Ils offrent des conseils et ils abordent des questions pertinentes pour les cliniciens et les éducateurs qui souhaitent élaborer et intégrer un programme d'enseignement de la pleine conscience au sein de leurs institutions. Il s'agit d'une ressource inestimable qui est informative, complète et facile à lire.
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Revue de livre : *Mindful Medical Practitioners: A Guide for Clinicians and Educators*

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Medical institutions have recently placed an emphasis on student, resident and faculty well-being and resilience, through promotion of self-care, self-awareness and mindfulness.

Individual presentations and brief workshops on mindfulness within the setting of medical education provide an introduction, but meaningful and ongoing guidance in cultivating mindfulness for personal transformation and for enhancing the quality of patient care requires the incorporation of a longitudinal curriculum. Recognizing the need is but the impetus for developing such a program.

Mindful Medical Practitioners: A Guide for Clinicians and Educators by Patricia Lynn Dobkin and Craig Stephen Hassed provides guidance for such a task. It describes in detail how mindfulness is being taught to medical students, residents and practicing professionals including how programs are organized and integrated into these curricula.

Patricia Dobkin, a clinical psychologist, and Craig Hassed, a physician, are educators, authors, researchers and innovators of mindfulness teaching at their own universities. They have taught courses and workshops on mindfulness to thousands of medical students, residents, physicians and allied healthcare professionals. This book...
was written in response to a question posed by many of
their course participants: “How can we start a program to
teach mindfulness in our medical setting?”

Practical, thorough, methodical and logically presented,
the book first addresses the primary question: why teach
mindfulness? Are there benefits for the trainee, for the
physician, for their patients; and what is the evidence
supporting said benefits?

Chapters 2 and 3 include an overview of the research on
the application of mindfulness to illness and disease, to
practitioner well-being, and to enhancing the quality of
patient care. As well, there is a subsection on the very
interesting, emerging research on the neuroscience of
meditation.

Chapters 4, 5 and 6 provide the insights and pragmatic
steps involved in starting and delivering a program. They
begin with detailed descriptions of programs from three
medical schools where mindfulness has been integrated
into the core medical education curricula. They offer
insight into the contextual complexities of developing the
respective programs with each section individually
authored by the physicians who were involved from
inception to integration. In addition, there are brief but
helpful descriptions of programs for postgraduate trainees
and faculty members.

Chapter 7 deals with educating and training teachers to
teach effectively and authentically. The ‘who’ of the
teacher, the teaching skills, and the program delivery are
stressed. A teacher must have a deep understanding of
mindfulness and must also embody its qualities in order to
effectively guide participants to develop self-awareness
and insight. The process is illustrated with the analysis of a
conversation between teacher and student (including
authors’ commentaries regarding teaching insights) and
with further elaboration on the skills of inquiry. The teacher
and the teacher’s skills are paramount to the success of a
program, that is, the transformation of a participant into a
self-aware, mindful practitioner.

The final chapter argues that change in the culture of
medicine requires transformation and influence at the
leadership level (bottom-up). The authors display their
extensive knowledge of world-wide developments in
mindfulness and healthcare with the description of two
model programs where institutional leadership
incorporated mindfulness to improve the culture of the
workplace.

The book concludes with a reminder that mindfulness is
not a panacea and that its practice may not be beneficial
for everyone. Readers are also warned to beware of the
erroneous and superficial forms of mindfulness that have
been exploited by some enterprises for commercial gain.

Four years ago, as a neophyte in the world of mindfulness
and postgraduate medical education, I read this book with
a true ‘don’t know’ mind. It was very helpful to me then,
the detailed information from the undergraduate setting
being applicable to the postgraduate setting, and also
continues to inform my work today. The insights, along
with the multiple references provided, remain relevant.

Mindful Medical Practitioners: A Guide for Clinicians and
Educators1 is an invaluable resource. I would highly
recommend it to anyone inclined to develop a mindfulness-
based program for healthcare professionals at a clinical or
teaching institution. Readable, relevant, detailed in its
brevity and yet comprehensive, it includes a framework of
everything you want to know about developing and
integrating a mindfulness curriculum into an educational
setting.

Dobkin’s and Hassed’s intention is to raise interest, to
inform, and to address potential questions with regard to
how to integrate mindfulness into clinical work and medical
education, and to be a guide and resource for those
qualified to teach it. They have succeeded.

Reference
1. Dobkin PL, Hassed CS. Mindful Medical Practitioners: A
guide for clinicians and educators. Cham, Switzerland:
Springer International Press; 2016.