Program Components:

1. Pre-reading and Writing Assignments. Participants read assigned texts before sessions; come prepared to discuss pre-readings in the in seminars; and follow writing prompts to generate narratives for workshopping with the group.

2. Experiential Seminars/Roundtable Discussions. Course directors and guest facilitators utilize curriculum modules and/or special workshop sessions to engage with participants regarding pre-readings.

3. Writing Workshops. Participants take turns sharing their work-in-progress narratives with the group, reading pieces aloud and inviting feedback from peers. The 60-minute writing workshop portion of each session typically will be used to discuss 2-3 participants’ writings.
- **Peer Mentoring.** Participants develop peer mentoring skills to provide mutual support as a means of encouragement and accountability for successfully achieving their writing goals.

- **Final Writing Goal.** Participants commit to writing and revising at least one narrative to submittable form by the conclusion of the program (e.g. poem, creative non-fiction, op-ed, etc.).

- **Participant Commitment.** Participants commit to attending and actively participating in sessions, to engage in self-reflection and honest conversation with peers, and to make progress on their writing goals.

**Preparatory Assignments (for the initial session):**

- Reflect and record personal and professional goals for the program. A primary goal is to generate at least one submittable piece of narrative by the conclusion of the program.

- Complete the pre-program survey (link will be sent via email).

- Complete the photo roster template.
## All sessions take place on Thursdays, from 4:00-5:30 pm in Evans 118.

<table>
<thead>
<tr>
<th>Date</th>
<th>Writing Theme</th>
<th>Literary Theme</th>
<th>Learning Plan</th>
<th>Preparatory Work</th>
<th>Facilitator(s)</th>
</tr>
</thead>
</table>
| January 11| Time Famine & Writer’s Block                | Why Write Your Stories? Storytelling & Healing | 4:00-4:55 pm  
• 5-min Writing Prompt: Read ‘The Lake Isle of Innisfree’ by W. B. Yeats and write about your metaphorical ‘lake isle.’  
• Course commitments  
• Participant goals and cohort confidentiality  
• Discussion of writing theory: time famine, perfectionism, and writer’s block  
• Discuss/analyze literary pre-readings  
• Pass signup sheet for workshop dates  
• Journal and calendar commitments to be achieved prior to the next meeting | 4:55-5:55 pm  
• Group workshop time: Emelia & Sarah’s narratives  
5:55-6:00 pm  
• Complete evaluations |  
**Writing Theory Readings**  
• ‘Perfectionism’ & ‘Writer’s Block’ by Anne Lamott  
**Essay/Poetry/Prose**  
• ‘Digging’ by Seamus Heaney  
• Opening 2 pages of *The English Patient* by Michael Ondaatje  
**Optional Readings**  
• ‘Stories Doctors Tell’ by Tracy Moniz, PhD, *et al.*  
• ‘The Poet’s Obligation’ by Pablo Neruda | Christy Di Frances, Sarah Wingerter & Emelia Benjamin |
<table>
<thead>
<tr>
<th>Date</th>
<th>Writing Theme</th>
<th>Literary Theme</th>
<th>Learning Plan</th>
<th>Preparatory Work</th>
<th>Facilitator(s)</th>
</tr>
</thead>
</table>
| February 8 | Special Poetry Workshop | The Power of Poetry | 4:00-5:00 pm
- Introduction to poetry writing
- Discuss/analyze poetry pre-readings
- Poetry writing exercise
- Share/discuss writings in pairs
- Volunteers read their first drafts to the group and receive peer feedback

5:00-5:55 pm
Group workshop time: Participants TBD

5:55-6:00 pm
Complete evaluations | Writing Theory Readings
- ‘The Rules for Writing Practice’ from *Wild Mind* by Natalie Goldberg

Essay/Poetry/Prose
- Poems
- ‘The Crow and the Cave’ - Maria Mazziotti Gillan’s Interview with *Rattle* (part 2)
- ‘The Least of These: Reading Poetry to Encourage Reflection on the Care of Vulnerable Patients’ by Johanna Shapiro, PhD | Francine Montemurro |
| March 1    | First Drafts   | Professionalism              | 4:00-4:55 pm
- 5-min Writing Prompt: Read ‘Days’ by Philip Larkin and write about the purpose of your days.
- Writing theory discussion: first drafts and short assignments
- Discuss/analyze literary pre-readings
- Journal and calendar commitments to be achieved prior to next meeting

4:55-5:55 pm
Group workshop time: Participants TBD

5:55-6:00 pm
Complete evaluations | Writing Theory Readings
- ‘Shitty First Drafts’ and ‘Short Assignments’ by Anne Lamott

Essay/Poetry/Prose
- ‘The Steel Windpipe’ by Mikhail Bulgakov, MD

Optional Readings
- ‘The Use of Force’ by William Carlos Williams, MD
- ‘On Medicine and Boundaries: Frost’s Mending Wall’ by Gabriel L. Perlow and Andrew C. Furman, MD | Christy Di Frances, Sarah Wingerter & Emelia Benjamin |
<table>
<thead>
<tr>
<th>Date</th>
<th>Writing Theme</th>
<th>Literary Theme</th>
<th>Learning Plan</th>
<th>Preparatory Work</th>
<th>Facilitator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 12</td>
<td>Elements of Storytelling 1: Plot, Character, Setting</td>
<td>Grief &amp; Loss</td>
<td>4:00-4:55 pm&lt;br&gt;• 5-min writing prompt: Read ‘Bells for John Whiteside’s Daughter’ by John Crowe Ransom and write about grief and loss.&lt;br&gt;• Writing theory discussion: plot, character, and setting&lt;br&gt;• Discuss/analyze literary pre-readings&lt;br&gt;• Journal and calendar commitments to be achieved prior to next meeting</td>
<td><strong>Writing Theory Readings</strong>&lt;br&gt;• ‘8 Tips on How to Write a Great Story’ by Kurt Vonnegut&lt;br&gt;&lt;br&gt;<strong>Essay/Poetry/Prose</strong>&lt;br&gt;• ‘Equinox’ by Elizabeth Alexander&lt;br&gt;&lt;br&gt;<strong>Optional Reading</strong>&lt;br&gt;• ‘The Dead’ by James Joyce (We strongly suggest that you read this, as it is arguably the most perfect short story in the English language and will be discussed in the session!)&lt;br&gt;• ‘The Absence of Something’ by Lawrence J. Hergott, MD</td>
<td>Christy Di Frances, Sarah Wingerter &amp; Emelia Benjamin</td>
</tr>
<tr>
<td>May 3</td>
<td>Elements of Storytelling 2: Point of View, Narrative Voice</td>
<td>Empathy &amp; Courage</td>
<td>4:00-4:55 pm&lt;br&gt;• 5-min Writing Prompt: Read ‘Do not go gentle into that good night’ by Dylan Thomas and write about courage.&lt;br&gt;• Writing theory discussion and point of view and narrative voice.&lt;br&gt;• Discuss/analyze literary pre-readings&lt;br&gt;• Journal and calendar commitments to be achieved prior to next meeting</td>
<td><strong>Writing Theory</strong>&lt;br&gt;• ‘Point of View: Enhancing Your Narrative Voice’ - quick overview at the Huffington Post&lt;br&gt;&lt;br&gt;<strong>Essay/Poetry/Prose</strong>&lt;br&gt;• ‘First Love’ by Richard Weinberg, MD&lt;br&gt;• ‘The Garden Party’ by Katherine Mansfield&lt;br&gt;&lt;br&gt;<strong>Optional Readings</strong>&lt;br&gt;• ‘The Good Doctor’ by Adam Haslett, JD&lt;br&gt;• ‘His Stillness’ by Sharon Olds&lt;br&gt;• ‘ Darkness’ by Anton Chekhov, MD</td>
<td>Christy Di Frances, Sarah Wingerter &amp; Emelia Benjamin</td>
</tr>
<tr>
<td>Date</td>
<td>Writing Theme</td>
<td>Literary Theme</td>
<td>Learning Plan</td>
<td>Preparatory Work</td>
<td>Facilitator(s)</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
</tbody>
</table>
| June 14| Submitting for Publication     | Resilience & Hope    | 4:00-4:55 pm                                                                  | - 5-min Writing Prompt: Read ‘Looking for Something Lost’ by Mark Van Doren and write about something lost.  
- Discuss possible venues for submitting narratives for publication  
- Discuss/analyze literary pre-readings  
- Journal and calendar commitments to be achieved prior to next meeting | Resource on Publication  
- ‘Venues for Publication, Etc.’  

Essay/Poetry/Prose  
- Conclusion of ‘Little Gidding’ (No. 4 of ‘Four Quartets’) by T. S. Eliot  

Optional Readings  
- ‘Hope is the Thing with Feathers’ by Larry D. Cripe, MD | Christy Di Frances, Sarah Wingerter & Emelia Benjamin |
| 4:55-5:55 pm | Group workshop time: Participants TBD | | |  
| 5:55-6:00 pm | Complete evaluations | | | |