

Canadian Medical Education Journal
Revue canadienne de l'éducation médicale



Emotional processing
Traitement des émotions

Tarek Zieneldien and Janice Kim

Volume 15, Number 4, 2024

URI: <https://id.erudit.org/iderudit/1113612ar>

DOI: <https://doi.org/10.36834/cmej.79696>

[See table of contents](#)

Publisher(s)

Canadian Medical Education Journal

ISSN

1923-1202 (digital)

[Explore this journal](#)

Cite this document

Zieneldien, T. & Kim, J. (2024). Emotional processing. *Canadian Medical Education Journal / Revue canadienne de l'éducation médicale*, 15(4), 144–144.
<https://doi.org/10.36834/cmej.79696>

© Tarek Zieneldien and Janice Kim, 2024



This document is protected by copyright law. Use of the services of Érudit (including reproduction) is subject to its terms and conditions, which can be viewed online.

<https://apropos.erudit.org/en/users/policy-on-use/>

érudit

This article is disseminated and preserved by Érudit.

Érudit is a non-profit inter-university consortium of the Université de Montréal, Université Laval, and the Université du Québec à Montréal. Its mission is to promote and disseminate research.

<https://www.erudit.org/en/>

Emotional processing Traitement des émotions

Tarek Zieneldien,¹ Janice Kim²

¹Johns Hopkins University School of Medicine, Maryland, USA; ²Michigan State University College of Osteopathic Medicine, Michigan, USA

Correspondence to: Tarek Zieneldien; email: Zieneldient1@gmail.com

Published ahead of issue: Aug 20, 2024; published: Aug 30, 2024. CMEJ 2024, 15(4) Available at <https://doi.org/10.36834/cmej.79696>

© 2024 Zieneldien, Kim; licensee Synergies Partners. This is an Open Journal Systems article distributed under the terms of the Creative Commons Attribution License. (<https://creativecommons.org/licenses/by-nc-nd/4.0>) which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is cited.

Artist statement

While in medical school, many students have personally experienced distress due to patient loss. Interviews with medical students have elucidated that while the deaths of older patients are distressing, coping with the death of young children or infants evoked even greater emotional distress.¹ Among medical students, some of the common coping strategies in response to patient loss include communicating their emotions, crying, and turning to and practicing religion. Besides patient loss, many students also find interacting with the families of dying patients emotionally difficult. These are some of the most profound emotional challenges that medical students face as they transition to becoming resident and attending physicians. For the past few years, there has been a slow, but emerging inclusion of coping strategies and end-of-life care in medical school curricula.¹ "Emotional processing" represents the difficult emotional transition that medical students go through as they experience patient loss. Since this could lead to emotional exhaustion and burnout, we created this digital art piece to advocate for the continued advancement and inclusion of palliative care curricula in medical schools, as well as the incorporation of well-being strategies that promote self-care and help construct strong social support systems for students.

Media

"Emotional processing" is a piece of digital art that was created by the generative artificial intelligence software Midjourney. The subject demonstrated sitting in the image is fictional and does not depict a real individual.



Reference

- 1) Pessagno R, Foote CE, Aponte R: Dealing with death: medical students' experiences with patient loss. *Omega (Westport)*. 2013, 68:207-228. <https://doi.org/10.2190/OM.68.3.b>