Glen Gabbard, M.D.

- Clinical Professor of Psychiatry at Baylor College of Medicine in Houston, Texas and Professor of Psychiatry at SUNY Upstate Medical University in Syracuse, New York.
- Authored 27 books and over 320 papers, including books on professional boundary violations, physician health, and media depictions of psychiatry and mental illness in films.
- Training and supervising analyst at the Center for Psychoanalytic Studies in Houston.

Why Teach?

- Disincentives
- Incentives – motivations, reasons, introspection into the personal forces

On Remembering and Being Remembered

- Linking recent insights (see paragraph about Irv Yalom’s *Staring at the Sun*) to formative experiences.
- Inventory of key moments with a patient, with a mentee.
- Immortality strategy.
- Neural network theory: set of repeated interactions with important figures in one’s life are ‘wired’ into our cortex. Thoughts → feelings → behaviors → identity?

On Mentoring

- Author likens experience of mentoring to experience of providing patient care.
- Profound connection with others under emotionally powerful situations.
- Aging well; concrete pleasure in sharing triumph of those we have mentored.
- Believing in someone, challenging their abilities, elevating their skill level, seeing the physician they will become
- “Hidden curriculum.”
**Altruism and Self Interest**
- Teaching as a means of self-fulfillment.
- Mirror neurons – immediate/direct understanding of other humans.
- Aging well; Vaillant study of men; altruism ↑ significantly in second half of life.
- Moll et al NIH study, re: are reward systems activated by altruistic activity?

**Teaching as learning**
- Teach to learn, treating patients to learn
- Immersion of mind into an experience, not just the cerebral notion of it.
- Teach to clarify one’s thoughts, transmit a point of view on relevant issues

**Preserving a Dying Art**
- Psychotherapy as an essential skill versus ‘med checks’
- Neurobiological reductionism
- Danger of losing curiosity about what is happening inside the patient
- ‘Healthy’ doctor and ‘sick’ patient, or two “patients” in the room?
- Teaching as a transcendent experience – teaching to learn, teaching to enrich our own lives, teaching to be transformed by the world around us.

**Considerations**
- What motivates you to teach?
- Can one be transformed by the act of teaching? In what ways?
- What goes into building a professional legacy?