Teaching the humanities to medical students

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Abstract

The decoding of the human genome offers great promise for the understanding and treatment of chronic human diseases at the last frontier. There is a widely recognised hazard that an exaggerated emphasis on molecular reductionism may lead to the loss of the essential humanitarian instincts of young doctors. To counteract this danger it is now accepted by many leading figures of the medical establishment that the undergraduate curriculum must evolve to incorporate a variety of subjects conventionally taught in the faculty of humanities at our great universities. In this article, the case is argued that the study of ‘medical humanities’ will enhance the empathy, communication skills, ethical standing and, paradoxically, the scientific literacy of the next generation of young doctors. As a clinical scientist, I cannot prove these assertions with an evidence base, but offer up arguments as qualitative or hypothesis generation.

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Johanna Shapiro University of California United States. Lloyd Rucker. Acad Med 2003 Oct;78(10):953-7. Department of Family Medicine, Teaching the humanities and arts to medical students and residents at the University of California, Irvine, College of Medicine. Authors: Johanna Shapiro University of California United States. Lloyd Rucker. Acad Med 2003 Oct;78(10):953-7. Department of Family Medicine, Program in Medical Humanities & Arts, Orange, CA 92868-3298, USA. October 2003. The Medical Humanities Program at Dalhousie University Faculty of Medicine in Nova Scotia, Canada, was initiated in 1992 to incorporate the medical humanities into the learning and experiences of medical students. The goal of the program was to gain acceptance as an integral part of the medical school. Teaching English to the medical profession. Developing communication skills and bringing humanities to medicine. Jonathan McFarland. * Abstract: This is a personal account of teaching English for medical purposes (EMP), explaining my interest in helping health professionals in Majorca improve their English. The article explains how the teaching has been a twofold experience, with the professionals explaining their different specialties, while I have provided them with the necessary linguistic tools. Presentations have been integral to this, with humanities in medicine being a theme underlying the entire approach. The article concludes with a small section on the future of English in a medical context. Teaching the Humanities and Arts to Medical Students and Residents at the University of California, Irvine, College of Medicine. Shapiro, Johanna PhD ; Rucker, Lloyd MD. Academic Medicine: October 2003 - Volume 78 - Issue 10 - p 953-957. In the program, we define medical humanities and arts as the incorporation of humanities- and arts-based teaching materials into medical school and residency curricula. To date, this has included the use of poetry and prose, especially about and often written by doctors and patients; narrative ethics, in the form of elicited patients’ and preceptors’ value histories; and visual and performing arts, including art and photographic exhibits, readers’ theater, plays, musical performance, dance, and independent humanities research projects.