

PRIME III MAY 2012

"How to Integrate Humanities and Ethics into Medical Education: A Panel of Art, Ethics, History, and Literature Educators"

The Case of Literature

How to Integrate: What does literature in a school of medicine look like?

Free-standing vs. Integration

Independent courses - electives, selectives (literature and medicine; anatomy of anatomy - linked to ongoing classes such as Clinical Foundations [patient-doctor), anatomy) , required lectures (Introduction to Medical Humanities - Can Reading Poetry Make You a Better Doctor?; Anatomy and Humanity(ies)?)

Integration - Course components (creative project integrated into anatomy; 2 hour reflection session with trigger literature readings and reflective writing as part of various required 3rd year clerkships); using Forum Theater to explore topics such as breaking bad news as part of a clerkship or resident noon lecture; reading poetry incorporated as an inter-station exercise in a resident OSCE exam; reading a wisdom thought or a poem before in-patient rounds; after-hours mixed faculty-learner book club; sponsoring dramatic performance of medically-themed plays such as Wit

Why to Integrate: Purposes of literature in medical education

Learner well-being - relaxation, change of pace, camaraderie, community; "ornamentation" function
Skill-building - critical thinking, perspective-taking, reflective capacity, emotional intelligence, communication, empathy
Understanding culture of medicine

How to Evaluate: Assessing outcomes

Choose tools appropriate to the task
Qualitative research to provide insight into learners and faculty experience
Mixed methods research that looks at patient outcomes