

Medical Humanities, Culturally Responsive Health Care and Reflective Practice

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Professional Development and Identity

- ⊗ What is professionalism?
- ⊗ How do we teach it?
- ⊗ How do medical students develop their professional identity?
- ⊗ What are the effects of the intentional and hidden curriculum?

Medical Humanities and Medical Education

- ⊗ Goals
- ⊗ Methodologies
- ⊗ Content, Threads, Topics and Themes
- ⊗ Outcomes

Goals

- ⊗ Integrate Medical Humanities throughout the curriculum.
- ⊗ Develop experiential activities to address the human dimension of medicine.
- ⊗ Counteract the effects of the hidden curriculum: Burnout, cynicism, mindlessness, physician centered approach.
- ⊗ Ultimately educate reflective physicians who provide compassionate patient centered care and who have a true commitment to the highest ethical principles.

Methodologies

- ⊗ Reflective Writing
- ⊗ Medical Ethics
- ⊗ Narrative Health Care

Reflective Writing

- ❁ Motivation: Internal or external. Mandatory experiences have increased completion rate than elective exercises
- ❁ Metacognitive Skills: Noticing, Processing, Future actions
- ❁ Reflective Storytelling and Writing
 - ❁ Sandars, J. The use of reflection in medical education. Medical Teacher, 2009
- ❁ ArizonaMed: 2 reflective writing exercises per year 1-3 and Personal Statement in year 4.

Medical Ethics

- ⊗ Case based discussions
 - ⊗ Blocks, Intersessions and Clerkships
- ⊗ Team Learning (I and I)
- ⊗ Personal and Professional Development session
- ⊗ Enrichment Elective
- ⊗ Medical Ethics Club
- ⊗ Inter-professional activities (nursing, public health, law)

Narrative Health Care

- ⊗ Narrative Healthcare integrates the visual and performing arts in the medical curriculum in order to explore the complex individual and cultural identities of the practitioner-patient-caregiver relationship

Content/TTT

- ⊗ Professionalism
- ⊗ End of life care
- ⊗ Cross cultural issues in medicine
- ⊗ Human sexuality
- ⊗ EBM vs. patient centered care
- ⊗ Health disparities
- ⊗ Spirituality
- ⊗ Medical jurisprudence
- ⊗ Medical ethics
- ⊗ Communication skills
- ⊗ Care of the disabled
- ⊗ Issues with chronic care including pain management
- ⊗ Complementary and alternative medicine

Outcomes

- ⊗ Increase empathy, compassion, emotional intelligence, mindfulness
- ⊗ Decrease Burnout and Increase satisfaction with professional life
- ⊗ Ability to self assess, self care, balance between personal and professional life
- ⊗ Provide faculty and resident development to effect changes in the learning environment (hidden curriculum)

Three exercises

- ⊗ Reflective Writing
- ⊗ Medical Ethics case discussion
- ⊗ Narrative Medicine exercise

Reflective writing

Medical Ethics: Emilia's case



Emilia is a 82 y/o Spanish speaking Mexican-American female who has not seen a doctor in 40 years. She is admitted to the hospital with vomiting and dehydration and weight loss. Initial evaluation demonstrates a large tumor in the stomach causing obstruction, and masses in the liver, thyroid, ovaries and adrenal gland. She is surrounded by her children (the oldest daughter is the main care giver and there are 4 others). The residents in the team don't speak Spanish and were asked by the oldest daughter to NOT communicate the medical findings directly to the mother. The children decided to take their mother home as soon as possible and provide supportive care with Hospice. The residents come to the attending (who speaks Spanish) and ask for help to give the news to the patient in spite of the children's request since it is their belief the patient has the right to know.

What are the ethical principles in conflict in this case? What would you do if you were the attending?

Narrative health care

Next steps and discussion

- ⊗ Creating an organic Medical Humanities curriculum: now activities are not fully integrated in ArizonaMed, different approaches/messages, need to create consistency
- ⊗ Incorporate thread material into CBI
- ⊗ Find time for Narrative Health Care activities: PPD, Inter-professional curriculum, Transition and Intersessions, Gwish Reflective Rounds
- ⊗ Identify Medical Ethics didactics in clerkships
- ⊗ Other ideas?