# Faculty guide for Medical Humanities (MH)

## Introduction:

Medical humanities (MH) can be defined as the application of the techniques of the traditional humanities fields to medical practice. Medical Humanities is defined as 'an interdisciplinary, and increasingly international endeavour that draws on the creative and intellectual strengths of diverse disciplines, including literature, art, creative writing, drama, film, music, philosophy, ethical decision making, anthropology and history, in pursuit of medical educational goals'.

MH uses humanities subjects to explore the specific experiences of health, disease, illness, medicine and health care, the doctor patient relationship and the clinical consultation as an arena for human experience.
MH involves the human experiences of medicine which are seen through the humanities and are reflected philosophically. .
The purpose of MH in medical curriculum is to improve the quality of healthcare and the attitudes of medical graduates. Medical humanities in a medical school curriculum can nurture positive attitudes in the regular work of a clinician and contribute to personality development.

## Steps

1. Identify the learning objectives (e.g.Overall objective of MH is developing a more holistic approach towards sickness and health.)

Write a the draft of each topic and learning objectives at the end of each session.
Literature
excerpts, paintings, case scenarios, small group work and role-plays,video clips can be used as the learning modalities.
2.The sessions should give an opportunity to learn, group discussion and group work

3. The relevant case scenarios should be used. The problems should be noted and Used in role plays. The activities and flip chart presentations can be used .
4. What students know and what they do not know ?
The focused group discussions (FGD) can be used to teach MH to the students of health science
5. Share faculty determined learning objectives and references/study material.

## Process:

1. Rapport Building
2. Introductions : Context setting : Familiarize the participants with the concept
3. Explain : Role of faculty and students
4. Select topic specific Learning objectives

5. Use relevant case scenarios to understand it  through the discussion /inquiry Analysis
6. Formulate learning  objectives (list on the board)
7. Summary - probable outcome
8. Learning objectives  shaping – CONCEPT MAP
9. Identify Resources ,strenghts
10. Understand barriers related specifically to topic
11. The interactive, small group learning strategies and activities can be used to make the module interesting and effective.

## 4. EVALUATION:

1. Group evaluation
2. Self- and peer evaluation

# Faculty Guide

MEDICAL HUMANITIES

**Faculty:** ---------------------- -                     **Time:** -------------------------------------------------

| Time | Activity | Person | Logistics |
|---|---|---|---|
| 11.15-11.25 a.m. | Introduction and brief review of Medical Humanities | | Powerpoint slides |
| 11.25-11.35 a.m. | Roles  play | | Powerpoint slides |
| 11.35-12.05 a..m. | Participation in Medical Humanities<br>• Divide participants into group members and observers<br>• Can use focused group discussion<br>• Inner circle discusses case, outer circle observes<br>• Topic specific Case scenario<br>• Divide roles: Facilitator, group leader, time keeper, participants<br>• After group  discussion on a specific topic participants fill up self/ peer and faculty assessment sheets<br>• Outer circle: Observes (a) Process (b) Role of participants and facilitator (c) format of topic | | Group discussion<br>1 Flip chart and markers<br>Assessment sheets (for peer/ facilitator/ self assessment) |
| 12.05-12.20 | Debriefing on FGD  process<br>1. Observers: What did you notice about the process and group dynamics<br>Participants – what was your experience?  What worked well?  What didn't work so well?<br>2. Observers: Discuss roles of participants/ facilitators<br>3. Observers and participants: What did you notice about case format<br>4. Assessment | | facilitator to write on flip chart in the sequence; Process, Role of participants Role of facilitator Case format Assessment |
| 12.20-12.30 | Summary OF TOPIC | | |

**HANDOUTS:**

1. Shankar PR. (2011). Medical Humanities. In R Biswas. and C M Martin (Eds.), User-driven healthcare and narrative medicine: utilizing collaborative social networks and technologies. Hershey, PA: Medical Information Science Reference.
2. Shankar PR, Piryani RM, Thapa TP, Karki BMS. Our experiences with 'Sparshanam', a medical humanities module for the medical students at KIST Medical College, Nepal. Journal of Clinical and Diagnostic Research 2010; 4: 2158-62.
3. Avinash Supe, Medical humanities in the undergraduate medical curriculum, Indian Journal of Medical Ethics Vol IX No 4 October-December 2012
4. 4. Medical Humanities Foundation of India. (cited 2012, Sept 21). Available from: http://www.medicalhumanitiesindia.org/home