

Humanism in Medicine and the Medical Humanities  
 OSR Questionnaire  
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Distributed across OSR Reps listserv, 3/22/18 - 4/13/18  
 n = 30

Related AAMC Curriculum Inventory & Reports resources:  
<https://www.aamc.org/initiatives/cir/406462/06a.html>  
<https://www.aamc.org/download/464750/data/ciic03-5may2016.pdf>

**Q1: How do you define “Humanism in Medicine”?**

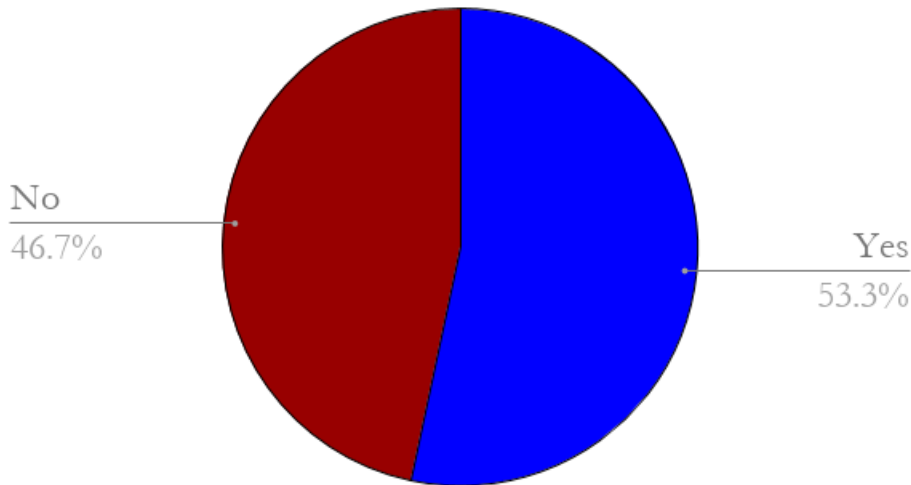


**Q2: How do you define “Medical Humanities”?**



### Q3: My school has a required Medical Humanities Course

My school has a required medical humanities course.

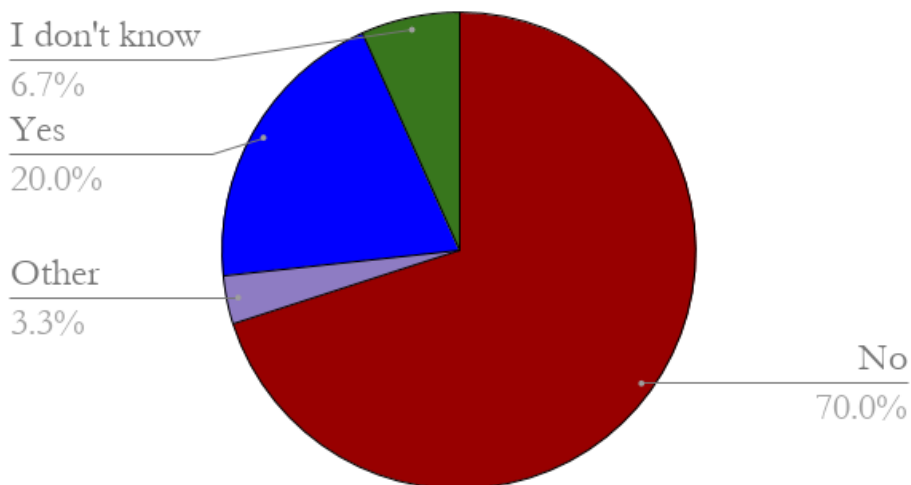


Free text answers coded as "Yes":

- We have required sessions that are parts of other courses.
- Humanism is taught all 4 years
- We have prev med where we cover some medical humanities, we also have religion classes
- These topics are part of a grab-bag course entitled Foundations In Medicine.
- If Ethics, End of Life, Professional Behavior are considered part of medical humanities, than the answer is yes

### Q4: My school has a medical humanities track.

My school has an medical humanities track.

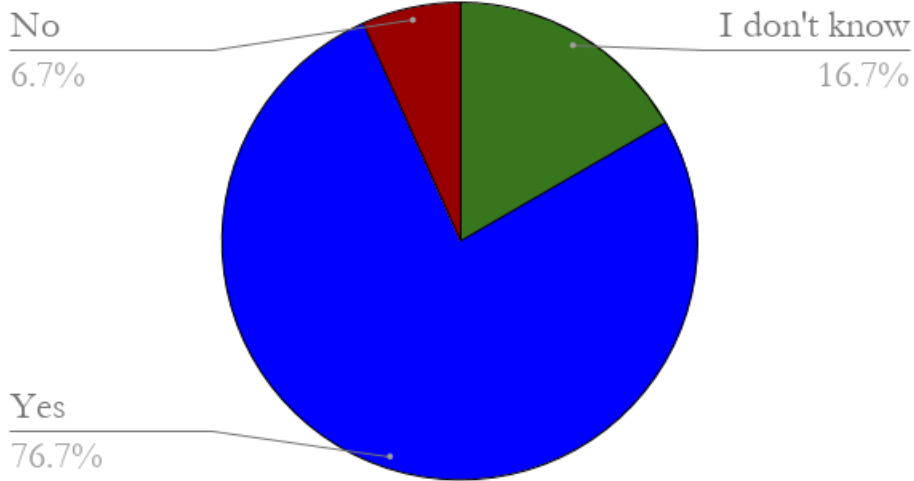


Free text:

- Other
  - We have a club that meets to do close reading together of novel excerpts
- Coded as "Yes"
  - There is a humanities track, not called medical humanities
  - Optional master's degree program in Medical Ethics and Humanities

**Q5: My school has elective humanities courses.**

My school has elective humanities courses.

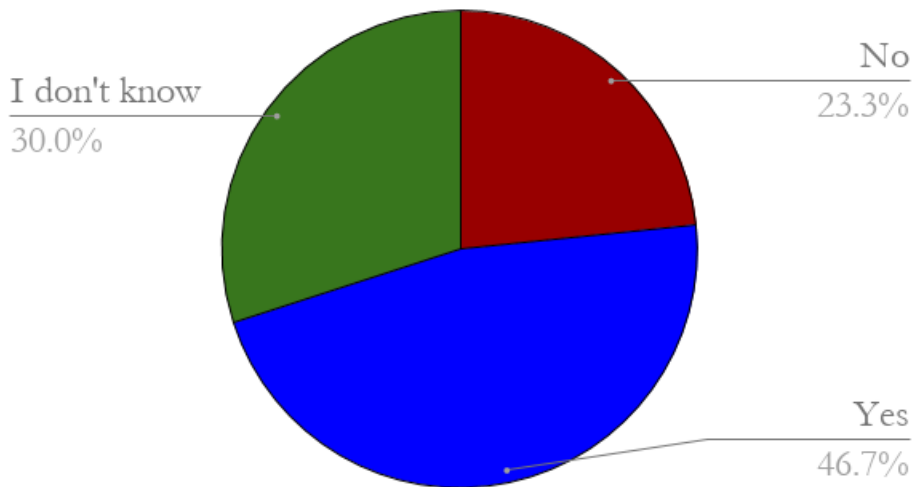


Free text coded as yes:

- Yes, although not formally in medical curriculum. Administered through bioethics certificate program or master's program

**Q6: My school has a medical humanities interest group.**

My school has a medical humanities interest group.



Free text coded as yes:

- Gold Humanism interest group
- Bioethics Interest Group (focuses most about ethical issues in practice, less on humanities)
- Gold Humanism Society, but this is not very active

**Q7: Please describe medical humanities track(s)/course(s)/program(s) at your institution to the best of your ability. These could be school-sponsored or student-run.**

<p><a href="https://hopkinsmedicalhumanities.org">https://hopkinsmedicalhumanities.org</a></p>
<p>There is a medical humanities elective that students can take and there is also an interest group that meets on weekends to do close reads of literature or patient stories. The interest group also participates in creative writing to reflect on experiences during clerkships</p>
<p>Our school has 3 main courses as part of our pre-clinical curriculum: Foundations of science- ie the science part of medicine, Clinical arts and science- ie how to be a doctor class and Scholarly Reflection and Capstone Concentration. Though SRCC, we have different "tracks" like Global Health, Basic Clinical Translational Research, Interprofessional, Med Ed, etc. One track is medical humanities. Through SRCC we also have to take a minimum of 2 classes related to our track and they can be through the various graduate schools at Quinnipiac or undergrad and there are a few humanities related courses.</p>
<p>School sponsored medical humanities seminars in the first two years. Students are required to take two courses but may take as many as four. There is also a pathway which combines these seminars with attending other educational sessions (usually lunch talks sponsored by different hospital departments) and a longitudinal project.</p>
<p>There is a humanities distinction track that integrates fine arts, art, or writing into the curriculum.</p>
<p>Simulated patient practice with Humanism is graded weekly</p>
<p>Have one elective class that is school-sponsored. All students in each medical school class are required to write a personal response essay to one medical humanities article each semester.</p>
<p>Our medical humanities interest group organizes several events throughout the year that encourages medical students to engage more creative learning and thinking.</p>
<p>We have a department of medical humanities and innovation that does grand rounds presentations biweekly on campus as well as a student interest group in promoting the field that hosts events throughout each term.</p>
<p>Courses: Medical Ethics, Social Context and Clinical Decisions, Health Policy, and Medical Humanities. Programs: Physicians for Social Awareness</p>
<p>The interest group collaborates a lot with the family medicine interest group. They host talent shows and run a student-led periodical call "The Pulse" which collects essays and poems. A lot of it surrounds the medical student experience.</p>
<p>We have some religion and medicine classes (that are questionable sometimes)</p>
<p>Our required course within the medical curriculum, Human Values in Medicine, mainly focuses on ethical issues in medical practice. This serves as our preparation for board examinations and includes discussions of physician duties and responsibilities, relevant health care law, and appropriate responses in ethically challenging scenarios. In this course, we also are also exposed to the medical humanities through reflective practice. Here students meet in small groups (~8 students) and two faculty/clinical leaders to discuss assigned readings, films, etc., their major themes and messages, and how they relate to the student's experience of medical school and expectations for medical practice. In fact, readings are deliberately chosen to prompt discussion on specific themes and issues such as organ transplantation, failure in medicine, narrative, and identity as a health care provider. This course is longitudinal through the 4 year curriculum (last two years transitions to an online format). Our pre-clinical coursework does not have electives; we take the set courses without flexibility. Any electives are extra and voluntary and are typically taken through the College of Graduate Studies. Students may choose to take elective coursework during their 4th year that has a bioethical or humanities focus. In the college of graduate studies, students can enroll in a 9-11 credit hour Bioethics Certificate. This serves to introduce the student to various biomedical ethical issues that may be encountered in practice and research. Students in the certificate program conclude the program with a research project/paper. Next, the Master's degree in Medical Ethics in Humanities (32 credit hours) provides a more comprehensive and deliberate study of both ethical issues as well as the humanities in medicine. Students may choose a Clinical Ethics track or a Clinical Humanities track, however all must take the mandatory Foundations in Medical Ethics and Humanities that provides an introductory survey of the role of the humanities in medicine. Students enrolled in the Master's program conclude with thesis development and defense. Both of the described graduate programs are designed with the medical student curriculum in mind. Coordinators do their best to work with the workload students already have and their different levels of</p>

progression through the medical curriculum. Additionally, our school added just this year (2018) The Healer's Art program. This is an elective opportunity for students to more critically engage with their personal meaning in medicine. Using a combination of large and small group discussions and activities, students explore the value of service and care, grief and loss, and the experience of awe in medical practice. The Healer's Art is free to participate in and voluntary.

Scholarly Concentration in 'Biomedical Ethics and Medical Humanities'; honestly a plethora of classes (>10) across the medical and undergraduate campuses covering the intersection of medicine and literature, art, history, etc

student run organization

Our school offers ethics interest group, Rodis Fellow Compassion Scholars (7-10 students are selected each year), medical literature elective, a "Psychology of Illness" course, and incorporates social determinants of health within the curriculum

Each Friday is our master's colloquium which is a group discussion of about 20 people. Topics range from religion to medical ethics.

We have several lunch meetings lead by faculty in this field in addition to appropriate integration of medical humanities in our Introduction to Medical Practices 1 class

The local UTCOM chapter of the Gold Humanism Honor Society (GHHS) was established in 2005 to help promote qualities of altruism, compassion, and service amongst medical students, residents, and attending physicians in the Toledo medical community. The society is composed of members from each third year medical school class, elected by vote from their peers in recognition of their selfless attitude towards patients and colleagues. The goal of the society is to improve the awareness of humanistic, caring medical care within our community and to give positive reinforcement to those who embody this spirit. Activities of the society include taking part in the National GHHS Solidarity Day (which resulted in our chapter giving Valentine's Day flowers to hospital patients this past year), recognizing outstanding resident and attending physician role models through the annual Clinicians Ceremony for third year medical students, group discussions of papers dealing with humanism in medicine, and service projects to connect members to the needs of the Toledo community.

Our curriculum include the following: 1 credit Ethic in year 1, Professional Behavior in year 1 and year 2 , half credit Humanism, 1 credit End of Life in year 2, and Medical jurisprudence. In addition Ethics and Medical Humanities are integrated into different courses such as Genes molecules and Cell (Year 1), Reproductive system and Pharmacology , Family Medicine Clerkship, Internal Medicine clerkship, Psychiatry clerkship, Neurology clerkship. Furthermore, we have a Medical Humanities group is the oldest and most robust interest Group of our College of Medicine, where the Dean sponsor a journal titled Eloquent with an ISBN number. We also have an active chapter of the Gold Humanism Society. Finally, we have a humanism in action required longitudinal interprofessional household centered care program where student participate from M2 until graduation conducting household care as a mean to address the social determinants of health affecting our community.

## Appendix (full answers)

### Q1: How do you define “Humanism in Medicine”?

Treating the person and not the disease
The emotional and personal investment to providing care outside of the clinical setting.
By brining humanistic characteristics into medicine and treating each and every patient like a person.
Being aware of the patient that has the disease instead of only treating the disease itself
The human aspect of medicine
Seeing a patient as a person rather than a room number or disease.
Thinking about who a person is when providing care, not just a disease process.
recognizing that all humans are to be treated with equality and respect
Individualizes the medical approach by prioritizing patient goals
Maintaining compassion and human-centered care in a world of numbers, data, and algorithms guiding patient care and medicine.
Exemplifying empathy, compassion, equity, respect, integrity, and altruism within the realm of patient care.
Displaying character that allows patients of different backgrounds to connect with their care provider.
Nurturing and attending to the aspects of medicine not bound by hard science; caring for the whole person.
Humanism is the side of medicine that really matters, in my opinion. In most situations, patients do not choose their providers based on how much knowledge they have rather they select those that make them feel comfortable, dignified, and like humans.
Humanism in Medicine is the foundation of medicine. It is remembering that a human being is being cared for, rather than a disease.
Humanism in Medicine is the acknowledgement, appreciation, and study of the complex sociocultural elements surrounding patient-provider interactions. Humanism in Medicine means not only giving attention to the patient's disease process but also attending to their conception of their disease process and the way their health and their healthcare effects them and their loved ones on personal level.
The Social Sciences in Medicine
Practice of medicine that focuses on respecting human dignity.
Humanism in Medicine is a philosophy that aims to emphasize human experiences, abilities, and achievements in medicine and health care. It is best conceptualized as an orientation (or perspective) that looks both to medicine as a tool for promoting humanism and to humanism as a tool for improving medicine. It aims to learn from the good and the bad towards a goal of improving the human condition.
Caring for patients and their families and caretakers as individuals, with needs, desires, fears, and hopes that extend beyond the facts and details of their illness and treatment plan. In a physician, this requires empathy, compassion, excellent communication skills, patience, and time.
the ability to connect with the human condition while providing medical care
Valuing the patient as the priority in patient care, and working to improve inclusion and empathy in the medical fields in relation to patients.
Compassion and respect in patient care
Humanism in medicine is the ability to have a compassionate relationship with patients and those within the healthcare team while also being receptive to their needs.
Remembering the person behind the patient and approaching every interaction with the dynamics and attention necessary to nurture a positive, compassionate, healing environment
Treating each patient as a person first, with respect and dignity
I define it as seeing the patient as a human being first rather than a just patient with some kind of disease process.
thinking about how patients and physicians define their experiences
A dedication to altruism and the intangible components of society integrated into the care of all people.
Humanism in medicine refers to the values such empathy and humanes, the first person experience of illness and the first person experience of being a physician. It is the radical idea that patient and providers are human beings

## Q2: How do you define “Medical Humanities”?

The science of people within the field of medicine
Non-clinical word related to the social, political and economic context of health.
Using the humanities to bridge gaps or fulfill goals within medicine.
The study of medicine that encourages humanism when treating patients
The study of humans related to medicine
The intersection of art, literature, and pop culture with medicine
Learning the implications of practicing medicine through literature and the arts.
the study of equality and fairness in medicine
Providing students with opportunities to experience Humanism in action
Health and medical care within the context of social, cultural, and economic perspectives.
The application of arts (visual, auditory, language), social sciences, and humanities to the practice and study of medicine.
Enriching a culture that promotes the arts and culture within healthcare.
Aspects of patient care that teach providers to care for the whole patient.
Learning the skills to treat patients in the way I described above. This takes a long time, practice, and reconciliation of one's personal and professional identities. I think the medical humanities are the non-science, non-didactic, more reflective courses and experiences within the medical curriculum that aid students in challenging the world, and establishing their own identity so they can interface with patients in a compassionate, confident, and competent manner.
Medical Humanities are courses within medicine that aid the art of medicine and the practice of being a complete physician.
Medical humanities is the study of medically-inspired art, literature, cultural practices, etc. Essentially it's what happens when you ask questions about medicine beyond what science can explain (i.e. How do I feel about having cancer? How does that change my concepts of self and purpose?)
Social sciences, interpersonal skills
Exploration of human expression in medicine using literature, art, film, storytelling, etc.
The Medical Humanities is a discipline, both academic and experiential, that uses art, literature, and other forms of expression to convey the human experience of medicine, from the perspectives of patients, providers, communities, and societies. The Medical Humanities helps us to understand what it is actually like to BE a human-being who navigates a complex health care system, lives the effects of policy decisions, and feels the bodily experience of illness and disease.
Humanities (i.e. literature, music, art, history) where the subject is medicine or related to medicine.
the study of the human condition and how the practice of medicine applies
The study of people in relation to the field of medicine, typically involving the study of the history and foundations of medicine with special attention to the goals espoused by the field medicine and the role that medical practitioners play in forming our society.
The history, philosophy, and bioethics, social, and behavioral sciences within medicine
Medical humanities encompass the broad amount of factors that either directly or indirectly influence health care such as social sciences, expressive arts, religion, etc.
The non-science, non-tangible dynamics of medical practice such as ethics, psychology, religion and its applications to health, etc
The junction of history and social sciences with medicine
I would assume that medical humanities refers to courses, meetings, programs that want to educate and teach people about humanity in medicine.
the study of the ways in which the humanities can frame our practice and experience of medicine
The pedagogy related to, but not directly intervening in, evolving the field of medicine.
There are two different ways of looking at humanities. Humanities includes disciplines such as English, Religion, Philosophy, and more. They are not empirical. They are text, words being studied. Humanities are related to humanism, related to civilization, including the arts. Medical humanities on the other hand is everything part of the medical curriculum outside of the sciences including global health, palliative care, end of life, medical jurisprudence.