

Medical Humanities And Medical Education How The Medical Humanities Can Shape Better Tors Routledge Advances In The Medical Humanities

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Anthropology in Medical Education Iveris Martinez
2021-03-04 This volume reflects on how anthropologists have engaged in medical education and aims to positively influence the future careers of anthropologists who are currently engaged or are considering a career in medical education. The volume is essential for medical educators, administrators, researchers, and practitioners, those interested in the history of medicine, global health, sociology of health and illness, medical and applied anthropology. For over a century, anthropologists have served in many roles in medical education: teaching, curriculum development, administration, research, and planning. Recent changes in medical education focusing on diversity, social determinants of health, and more humanistic patient-centered care have opened the door for more anthropologists in medical schools. The chapter authors

describe various ways in which anthropologists have engaged and are currently involved in training physicians, in various countries, as well as potential new directions in this field. They address critical topics such as: the history of anthropology in medical education; humanism, ethics, and the culture of medicine; interprofessional and collaborative clinical care; incorporating patient perspectives in practice; addressing social determinants of health, health disparities, and cultural competence; anthropological roles in planning and implementation of medical education programs; effective strategies for teaching medical students; comparative analysis of systems of care in Japan, Uganda, France, United Kingdom, Mexico, Canada and throughout the United States; and potential new directions for anthropological engagement with medicine. The volume overall emphasizes the important role of anthropology in educating physicians throughout

the world to improve patient care and population health.

Creative Arts in Humane Medicine Cheryl L. McLean
2014-01-24 Creative Arts in Humane Medicine is a book for medical educators, practitioners, students and those in the allied health professions who wish to learn how the arts can contribute toward a more caring and empathic approach to medicine. Topical research and inspiring real-life accounts from international innovators in the field of humanistic medicine show how the creative arts in varied forms can contribute toward greater learning and understanding in medicine, as well as improved health and quality of life for patients and practitioners.

Medical Humanities and Medical Education Alan Bleakley
2016-11-08 The field of the medical humanities is developing rapidly, however, there has also been parallel concern from sceptics that the value of medical humanities educational interventions should be open to scrutiny and evidence. Just what is the impact of medical humanities provision upon the education of medical students? In an era of limited resources, is such provision worth the investment? This innovative text addresses these pressing questions, describes the contemporary territory comprising the medical humanities in medical education, and explains how this field may be developed as a key medical education component for the future. Bleakley, a driving force of the international movement to establish the medical humanities as a core and integrated provision in the medical curriculum, proposes a model that requires collaboration between patients, artists, humanities scholars, doctors and other health professionals, in developing medical students' sensibility (clinical acumen based on close noticing) and sensitivity (ethical, professional and humane practice). In particular, this text focuses upon how medical humanities input into the curriculum can help to shape the identities of medical students as future doctors who are humane, caring, expressive and creative - whose work will be technically sound but considerably enhanced by their abilities to communicate

well with patients and colleagues, to empathise, to be adaptive and innovative, and to act as 'medical citizens' in shaping a future medical culture as a model democracy where social justice is a key aspect of medicine. Making sense of the new wave of medical humanities in medical education scholarship that calls for a 'critical medical humanities', Medical Humanities and Medical Education incorporates a range of case studies and illustrative and practical examples to aid integrating medical humanities into the medical curriculum. It will be important reading for medical educators and others working with the medical education community, and all those interested in the medical humanities.

Medicine, Health and the Arts Victoria Bates 2013-10-23
In recent decades, both medical humanities and medical history have emerged as rich and varied sub-disciplines. *Medicine, Health and the Arts* is a collection of specially commissioned essays designed to bring together different approaches to these complex fields. Written by a selection of established and emerging scholars, this volume embraces a breadth and range of methodological approaches to highlight not only developments in well-established areas of debate, but also newly emerging areas of investigation, new methodological approaches to the medical humanities and the value of the humanities in medical education. Divided into five sections, this text begins by offering an overview and analysis of the British and North American context. It then addresses in-depth the historical and contemporary relationship between visual art, literature and writing, performance and music. There are three chapters on each art form, which consider how history can illuminate current challenges and potential future directions. Each section contains an introductory overview, addressing broad themes and methodological concerns; a case study of the impact of medicine, health and well-being on an art form; and a case study of the impact of that art form on medicine, health and wellbeing. The underlining theme of the book is that the relationship between medicine,

health and the arts can only be understood by examining the reciprocal relationship and processes of exchange between them. This volume promises to be a welcome and refreshing addition to the developing field of medical humanities. Both informative and thought provoking, it will be important reading for students, academics and practitioners in the medical humanities and arts in health, as well as health professionals, and all scholars and practitioners interested in the questions and debates surrounding medicine, health and the arts.

The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education National Academies of Sciences, Engineering, and Medicine 2018-07-21 In the United States, broad study in an array of different disciplines "arts, humanities, science, mathematics, engineering" as well as an in-depth study within a special area of interest, have been defining characteristics of a higher education. But over time, in-depth study in a major discipline has come to dominate the curricula at many institutions. This evolution of the curriculum has been driven, in part, by increasing specialization in the academic disciplines. There is little doubt that disciplinary specialization has helped produce many of the achievement of the past century. Researchers in all academic disciplines have been able to delve more deeply into their areas of expertise, grappling with ever more specialized and fundamental problems. Yet today, many leaders, scholars, parents, and students are asking whether higher education has moved too far from its integrative tradition towards an approach heavily rooted in disciplinary "silos". These "silos" represent what many see as an artificial separation of academic disciplines. This study reflects a growing concern that the approach to higher education that favors disciplinary specialization is poorly calibrated to the challenges and opportunities of our time. The Integration of the Humanities and Arts with Sciences, Engineering, and Medicine in Higher Education examines the evidence behind the assertion that educational programs that

mutually integrate learning experiences in the humanities and arts with science, technology, engineering, mathematics, and medicine (STEMM) lead to improved educational and career outcomes for undergraduate and graduate students. It explores evidence regarding the value of integrating more STEMM curricula and labs into the academic programs of students majoring in the humanities and arts and evidence regarding the value of integrating curricula and experiences in the arts and humanities into college and university STEMM education programs.

Black Man in a White Coat Damon Tweedy 2015-09-08 "When Damon Tweedy first enters the halls of Duke University Medical School on a full scholarship, he envisions a bright future where his segregated, working class background will become largely irrelevant. Instead, he finds that he has joined a new world where race is front and center. When one of his first professors mistakes him for a maintenance worker, it is a moment that crystallizes the challenges he will face throughout his early career. Making matters worse, in lecture after lecture the common refrain for numerous diseases resounds, "More common in blacks than whites." In riveting, honest prose, Black Man in a White Coat examines the complex ways in which both black doctors and patients must navigate the difficult and often contradictory terrain of race and medicine. As Tweedy transforms from student to practicing physician, he discovers how often race influences his encounters with patients. Through their stories, he illustrates the complex social, cultural, and economic factors at the root of most health problems in the black community. These elements take on greater meaning when Tweedy finds himself diagnosed with a chronic disease far more common among black people. In this powerful, moving, and compassionate book, Tweedy deftly explores the challenges confronting black doctors, and the disproportionate health burdens faced by black patients, ultimately seeking a way forward to better treatment and more compassionate care.- For readers of Atul Gawande,

Sandeep Jauhar, Pauline W. Chen, and Henrietta Lacks"--
Teaching Literature and Medicine Anne Hunsaker Hawkins
2016-01-01 Both the actualities and the metaphorical possibilities of illness and medicine abound in literature: from the presence of tuberculosis in Franz Kafka's fiction or childbed fever in Mary Shelley's Frankenstein to disease in Thomas Mann's Death in Venice or in Harold Pinter's A Kind of Alaska; from the stories of Anton Chekhov and of William Carlos Williams, both doctors, to the poetry of nurses derived from their contrasting experiences. These are just a few examples of the cross-pollination between literature and medicine. It is no surprise, then, that courses in literature and medicine flourish in undergraduate curricula, medical schools, and continuing-education programs throughout the United States and Canada. This volume, in the MLA series Options for Teaching, presents a variety of approaches to the subject. It is intended both for literary scholars and for physicians who teach literature and medicine or who are interested in enriching their courses in either discipline by introducing interdisciplinary dimensions. The thirty-four essays in Teaching Literature and Medicine describe model courses; deal with specific texts, authors, and genres; list readings widely taught in literature and medicine courses; discuss the value of texts in both medical education and the practice of medicine; and provide bibliographic resources, including works in the history of medicine from classical antiquity.

Achieving Excellence in Medical Education Richard B. Gunderman 2007-07-25 Offering theoretical insights and practical suggestions, Achieving Excellence in Medical Education explores an essential question facing medical educators and learners: What is our vision of educational excellence and what can be done to enhance performance? Coverage includes: resources for promoting excellence in medical education, promises and pitfalls of new educational technologies, and medical education's role in preparing future leaders.

Medical Education, Politics and Social Justice Alan

Bleakley 2020-12-31 This book critically analyses how politics and power affect the ways that medicine is taught and learned. Challenging society's historic reluctance to connect the realm of politics to the realm of medicine, Medical Education, Politics and Social Justice: The Contradiction Cure emphasizes the need for medical students to engage with social justice issues, including global health crises resulting from the climate emergency, and the health implications of widening social inequality. Arguing for an increased focus on community-based learning, rather than acute care, this innovative text maps the territory of medicine's contradictory engagement with politics as a springboard for creative curriculum design. It demonstrates why the socially disempowered - such as political and climate refugees, the homeless, or those without health insurance should be primary subjects of attention for medical students, while exploring how political engagement can be refined, sharp, cultivated and creative, engaging imagination and demanding innovation Exploring how the medical humanities can promote engagement with politics to improve medical education, this book is a ground-breaking and inspiring contribution. It is an essential read for all those with a focus on medical education and medical humanities, as well as medical and healthcare students with an interest in the social determinants of health.

Health Humanities in Postgraduate Medical Education
Allan D. Peterkin 2018-07-27 Most medical schools in the US, Canada and UK now incorporate some form of arts and humanities-based teaching into their curricula. What happens in residency is another story. Most postgraduate programs do not continue the thread of such teaching although many residents would like to deepen their understanding of the medical humanities before they move into practice. The humanities emphasize "the human side of medicine," and can provide a counterpoint to the reductionism of evidence-based medicine and technological hubris for young doctors as they apply new knowledge and skills in ambiguous, real-life encounters

with patients who are living with complicated health problems. Humanities-based education can help both sides of the relationship: programs are shown to reduce burnout and mental health issues in young physicians, and can also help learning practitioners grapple with the most difficult aspects of their craft: how does one persuade patients on a course of treatment, while respecting informed consent? How does one work with families? How does one listen to and treat patients exhibiting self-harm tendencies? Available research may demonstrate the efficacy of such exposures, but provide little practical advice or resources for setting up programs across specialty and sub-specialty disciplines. Health Humanities in Post-Graduate Medical Education will fill this gap in knowledge translation for the thousands of residency programs worldwide, allowing educators, supervisors, and residents themselves to create robust and educationally sound workshops, seminars, study groups, lecture series, research and arts-based projects, publications and events.

Storytelling Encounters as Medical Education Sally G. Warmington 2019-10-22 This innovative volume provides fresh perspectives on how medical students and patients construct identities in relation to each other, using stories of their clinical encounters. It explores how paying attention to medical students' and patients' stories in clinical teaching encounters can encourage empathy and the formation of professional identities that embody desirable values such as integrity and respect. Written by an experienced clinician and based on original, rigorous research combining ethnography and dialogic narrative analysis, *Storytelling Encounters as Medical Education: Crafting Relational Identity* includes patient stories alongside those of students and clinical teachers. This is an important contribution for all those interested in medical education, narrative medicine, person-centred care and identity formation in healthcare. It will also be of value to scholars in a range of other disciplines, who are using a dialogic approach.

The Principles and Practice of Narrative Medicine Rita Charon 2017 *The Principles and Practice of Narrative Medicine* articulates the ideas, methods, and practices of narrative medicine. Written by the originators of the field, this book provides the authoritative starting place for any clinicians or scholars committed to learning of and eventually teaching or practicing narrative medicine.

Medical Humanities Thomas R. Cole 2014-10-31 This textbook uses concepts and methods of the humanities to enhance understanding of medicine and health care.

Medical Humanities and Medical Education Alan Bleakley 2015-03-02 The field of the medical humanities is developing rapidly, however, there has also been parallel concern from sceptics that the value of medical humanities educational interventions should be open to scrutiny and evidence. Just what is the impact of medical humanities provision upon the education of medical students? In an era of limited resources, is such provision worth the investment? This innovative text addresses these pressing questions, describes the contemporary territory comprising the medical humanities in medical education, and explains how this field may be developed as a key medical education component for the future. Bleakley, a driving force of the international movement to establish the medical humanities as a core and integrated provision in the medical curriculum, proposes a model that requires collaboration between patients, artists, humanities scholars, doctors and other health professionals, in developing medical students' sensibility (clinical acumen based on close noticing) and sensitivity (ethical, professional and humane practice). In particular, this text focuses upon how medical humanities input into the curriculum can help to shape the identities of medical students as future doctors who are humane, caring, expressive and creative - whose work will be technically sound but considerably enhanced by their abilities to communicate well with patients and colleagues, to empathise, to be adaptive and innovative, and to act as 'medical

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Handbook of Research on the Efficacy of Training Programs and Systems in Medical Education Gotian, Ruth 2019-12-27 The content of medical education knowledge transfer is compounded as medical breakthroughs constantly impact treatment, and new diseases are discovered at an increasingly rapid pace. While much of the knowledge transfer remains unchanged throughout the generations, there are unique hallmarks to this generation's education, ranging from the impact of technology on learning formats to the use of standardized patients and virtual reality in the classroom. The *Handbook of Research on the Efficacy of Training Programs and Systems in Medical Education* is an essential reference source that focuses on key considerations in medical curriculum and content delivery and features new methods of knowledge and skill transfer. Featuring research on topics such as the generational workforce, medical accreditation, and professional development, this book is ideally designed for teachers, physicians, learning practitioners, IT consultants, higher education faculty, instructional designers, school administrators, researchers, academicians, and medical students seeking coverage on major and high-profile issues in medical education. *Educating Doctors' Senses Through The Medical Humanities* Alan Bleakley 2020-05-31 *Educating Doctors' Senses Through the Medical Humanities: "How Do I Look?"* uses the medical diagnostic method to identify a chronic

symptom in medical culture: the unintentional production of insensibility through compulsory mis-education. This book identifies the symptom and its origins and offers an intervention: deliberate and planned education of sensibility through the introduction of medical humanities to the core undergraduate medicine and surgery curriculum. To change medical culture is an enormous challenge, and this book sets out how to do this by answering the following questions: How has a compulsory mis-education for insensibility developed in medical culture and medical education? How is sensibility capital generated, who 'owns' it and how is it distributed, mal-distributed and re-distributed? What is the place of resistance (or 'dissensus') in this process? How can the symptom of a 'developed' insensibility be addressed pedagogically through introduction of the medical humanities as core and integrated curriculum provision? How can both the identity constructions of doctors and doctor-patient relationships be tied up with education for sensibility? How can artists work with clinicians, through the medical humanities in medical education, to better educate sensibility? The book will be of interest to all medical educators and clinicians, including those health and social care professionals outside of medicine who work with doctors.

The Medical/Health Humanities-Politics, Programs, and Pedagogies Therese Jones 2022-10-26 This book covers a brief history of the Health Humanities Consortium and contains a toolkit for those academic leaders determined to launch inter- and multi-disciplinary health humanities programs in their own colleges and universities. It offers remarkable discussions and descriptions of pedagogical practices from undergraduate programs through medical education and resident training; philosophical and political analyses of structural injustices and clinical biases; and insightful and informative analyses of imaginative work such as comics, literary texts, and paintings. Previously published in *Journal of Medical Humanities*

Volume 42, issue 4, December 2021 Chapters "Reflective Writing about Near-Peer Blogs: A Novel Method for Introducing the Medical Humanities in Premedical Education", "Medical Students' Creation of Original Poetry, Comics, and Masks to Explore Professional Identity Formation", "Reconsidering Empathy: An Interpersonal Approach and Participatory Arts in the Medical Humanities" and "The Health Benefits of Autobiographical Writing: An Interdisciplinary Perspective" are available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.

Integrating Health Humanities, Social Science, and Clinical Care Anna-leila Williams 2018-12-07 The health humanities are widely understood as a way to cultivate perspective, compassion, empathy, professional identity, and self-reflection among health professional students. This innovative book links humanities themes, social science domains, and clinical practice to invite self-discovery and recognition of universal human experiences. *Integrating Health Humanities, Social Science, and Clinical Care* introduces critical topics that rarely receive sufficient attention in health professions education, such as cultivating resilience, witnessing suffering, overcoming unconscious bias, working with uncertainty, understanding professional and personal roles, and recognizing interdependence. The chapters encourage active engagement with a range of literary and artistic artefacts and guide the reader to question and explore the clinical skills that might be necessary to navigate clinical scenarios. Accompanied by a range of pedagogical features including writing activities, discussion prompts, and tips for leading a health humanities seminar, this unique and accessible text is suitable for those studying the health professions, on both clinical and pre-clinical pathways.

Practicing the Medical Humanities Ronald A. Carson 2003 What can the humanities contribute to the practice of medicine? How, in practice, can this contribution strengthen physician-patient relationships, improve

medical education, and improve patient care? The editors seek to engage physicians, humanists, and patients in a conversation addressing these two critical questions, and readers are asked to consider the future of the medical humanities and their goals: what are the possibilities for the renewal of the humanist tradition of practical wisdom, tolerance, and compassion, and what would this mean for the practice of medicine?

Illness and Image Sander L. Gilman 2014-09-08 The humanities in higher education are too often labeled as impractical and are not usually valued in today's marketplace. Yet in professional fields, such as the health sciences, interest in what the humanities can offer has increased. Advocates claim the humanities offer health care professionals greater insight into how to work with those who need their help. *Illness and Image* introduces undergraduates and professionals to the medical humanities, using a series of case studies, beginning with debates about male circumcision from the ancient world to the present, to the meanings of authenticity in the face transplantation arena. The case studies address the interpretation of mental illness as a disability and the "new" category of mental illness, "self-harm." Sander L. Gilman shows how medicine projects such categories' existence into the historical past to show that they are not bound in time and space and, therefore, are "real." *Illness and Image* provides students and researchers with models and possible questions regarding categories often assumed to be either trans-historical or objective, making it useful as a textbook.

Medical Humanities Deborah Kirklin 2001 This book examines the impetus to incorporate the arts into the science of medicine.

Medical Education, Politics and Social Justice Alan Bleakley 2020-12-31 This book critically analyses how politics and power affect the ways that medicine is taught and learned. Challenging society's historic reluctance to connect the realm of politics to the realm of medicine, *Medical Education, Politics and Social*

Justice: The *Contradiction Cure* emphasizes the need for medical students to engage with social justice issues, including global health crises resulting from the climate emergency, and the health implications of widening social inequality. Arguing for an increased focus on community-based learning, rather than acute care, this innovative text maps the territory of medicine's contradictory engagement with politics as a springboard for creative curriculum design. It demonstrates why the socially disempowered – such as political and climate refugees, the homeless, or those without health insurance should be primary subjects of attention for medical students, while exploring how political engagement can be refined, sharp, cultivated and creative, engaging imagination and demanding innovation Exploring how the medical humanities can promote engagement with politics to improve medical education, this book is a ground-breaking and inspiring contribution. It is an essential read for all those with a focus on medical education and medical humanities, as well as medical and healthcare students with an interest in the social determinants of health.

Health Humanities P. Crawford 2015-01-15 This is the first manifesto for Health Humanities worldwide. It sets out the context for this emergent and innovative field which extends beyond Medical Humanities to advance the inclusion and impact of the arts and humanities in healthcare, health and well-being.

Pedagogies for Pharmacy Curricula Figueiredo, Isabel Vitória 2021-02-19 While the pharmaceutical industry evolves, the need for curriculum changes inherently follows suit. As healthcare systems have continuously improved through the use of big data and innovative care approaches, practicing pharmacists have also had to adjust and expand their roles. As such, it is imperative that the current and future pharmaceutical workforce is properly trained, taking into account new competencies that are needed to provide exceptional multidisciplinary patient healthcare. *Pedagogies for Pharmacy Curricula* presents emerging teaching practices and methods for

pharmacy curricula and reviews pedagogic methodologies on the scope of pharmaceutical care in pharmacy curricula. The chapters present learning outcomes on general and specific topics, impact of undergraduate interventions on patient outcomes, and comparisons between different teaching pedagogies/models. While highlighting topic areas such as perspectives on learning and teaching, evidence-based practice education, and the relationships between academia and professionals, this book is ideal for health professionals, pharmacists, teachers, schools of pharmacy, medical school faculty, international organizations, clinicians, practitioners, researchers, academicians, and students who are interested in learning about the latest pedagogic methodologies in pharmacy curricula.

Edinburgh Companion to the Critical Medical Humanities

Anne Whitehead 2016-06-14 In this landmark Companion, expert contributors from around the world map out the field of the critical medical humanities. This is the first volume to introduce comprehensively the ways in which interdisciplinary thinking across the humanities and social sciences might contribute to, critique and develop medical understanding of the human individually and collectively. The thirty-six newly commissioned chapters range widely within and across disciplinary fields, always alert to the intersections between medicine, as broadly defined, and critical thinking. Each chapter offers suggestions for further reading on the issues raised, and each section concludes with an Afterword, written by a leading critic, outlining future possibilities for cutting-edge work in this area. Topics covered in this volume include: the affective body, biomedicine, blindness, breath, disability, early modern medical practice, fatness, the genome, language, madness, narrative, race, systems biology, performance, the postcolonial, public health, touch, twins, voice and wonder. Together the chapters generate a body of new knowledge and make a decisive intervention into how health, medicine and clinical care might address

questions of individual, subjective and embodied experience.

Oxford Textbook of Medical Education Kieran Walsh 2016
Providing a comprehensive and evidence-based reference guide for those who have a strong and scholarly interest in medical education, the Oxford Textbook of Medical Education contains everything the medical educator needs to know in order to deliver the knowledge, skills, and behaviour that doctors need. The book explicitly states what constitutes best practice and gives an account of the evidence base that corroborates this. Describing the theoretical educational principles that lay the foundations of best practice in medical education, the book gives readers a through grounding in all aspects of this discipline. Contributors to this book come from a variety of different backgrounds, disciplines and continents, producing a book that is truly original and international.

Afflicted Nicole M. Piemonte 2018-01-12 How medical education and practice can move beyond a narrow focus on biological intervention to recognize the lived experiences of illness, suffering, and death. In *Afflicted*, Nicole Piemonte examines the preoccupation in medicine with cure over care, arguing that the traditional focus on biological intervention keeps medicine from addressing the complex realities of patient suffering. Although many have pointed to the lack of compassion and empathy in medical practice, few have considered the deeper philosophical, psychological, and ontological reasons for it. Piemonte fills that gap, examining why it is that clinicians and medical trainees largely evade issues of vulnerability and mortality and, doing so, offer patients compromised care. She argues that contemporary medical pedagogy and epistemology are not only shaped by the human tendency to flee from the reality of death and suffering but also perpetuate it. The root of the problem, she writes, is the educational and institutional culture that promotes reductionist understandings of care, illness, and suffering but avoids any authentic confrontation with human suffering

and the fear and self-doubt that can come with that confrontation. Through a philosophical analysis of the patient-practitioner encounter, Piemonte argues that the doctor, in escaping from authentic engagement with a patient who is suffering, in fact “escapes from herself.” Piemonte explores the epistemology and pedagogy of medicine, examines its focus on calculative or technical thinking, and considers how “clinical detachment” diminishes physicians. She suggests ways that educators might cultivate the capacity for authentic patient care and proposes specific curricular changes to help students expand their moral imaginations.

Medicine, Health and the Arts Victoria Bates 2013-10-23
In recent decades, both medical humanities and medical history have emerged as rich and varied sub-disciplines. *Medicine, Health and the Arts* is a collection of specially commissioned essays designed to bring together different approaches to these complex fields. Written by a selection of established and emerging scholars, this volume embraces a breadth and range of methodological approaches to highlight not only developments in well-established areas of debate, but also newly emerging areas of investigation, new methodological approaches to the medical humanities and the value of the humanities in medical education. Divided into five sections, this text begins by offering an overview and analysis of the British and North American context. It then addresses in-depth the historical and contemporary relationship between visual art, literature and writing, performance and music. There are three chapters on each art form, which consider how history can illuminate current challenges and potential future directions. Each section contains an introductory overview, addressing broad themes and methodological concerns; a case study of the impact of medicine, health and well-being on an art form; and a case study of the impact of that art form on medicine, health and wellbeing. The underlining theme of the book is that the relationship between medicine, health and the arts can only be understood by examining

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Health Humanities in Postgraduate Medical Education

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seminars, study groups, lecture series, research and arts-based projects, publications and events.

Teaching Health Humanities Olivia Banner 2019-01-28

Teaching Health Humanities expands our understanding of the burgeoning field of health humanities and of what it aspires to be. The volume's contributors describe their different degree programs, the politics and perspectives that inform their teaching, and methods for incorporating newer digital and multimodal technologies into teaching practices. Each chapter lays out theories that guide contributors' pedagogy, describes its application to syllabus design, and includes, at the finer level, examples of lesson plans, class exercises, and/or textual analyses. Contributions also focus on pedagogies that integrate critical race, feminist, queer, disability, class, and age studies in courses, with most essays exemplifying intersectional approaches to these axes of difference and oppression. The culminating section includes chapters on teaching with digital technology, as well as descriptions of courses that bridge bioethics and music, medical humanities and podcasts, health humanities filmmaking, and visual arts in end-of-life care. By collecting scholars from a wide array of disciplinary specialties, professional ranks, and institutional affiliations, the volume offers a snapshot of the diverse ways medical/health humanities is practiced today and maps the diverse institutional locations where it is called upon to do work. It provides educators across diverse terrains myriad insights that will energize their teaching.

Medical Humanities, Sociology and the Suffering Self

Wendy Lowe 2020-12-22 Following criticisms of the traditionally polarized view of understanding suffering through either medicine or social justice, Lowe makes a compelling argument for how the medical humanities can help to go beyond the traditional biographical and epistemic breaks to see into the nature and properties of suffering and what is at stake. Lowe demonstrates through analysis of major healthcare workforce issues and incidence of burnout how key policies and practices

influence healthcare education and experiences of both patients and health professionals. By including first person narratives from health professionals as a tool and resource, she illustrates how dominant ideas about the self enter practice as a refusal of suffering. Demonstrating the relationship between personal experience, theory and research, Lowe argues for a pedagogy of suffering that shows how the moral anguish implicit in suffering is an ethical response of the emergent self. This is an important read for all those interested in medical humanities, health professional education, person-centred care and the sociology of health and illness.

The Arts in Medical Education Elaine Powley 2017-11-22
The first edition of *The Arts in Medical Education* outlined the principles and methods for using arts resources in teaching aspects of the medical curriculum. The second edition has been expanded with new chapters, which enliven and enhance the teaching of some of the more challenging areas of medical practice. The book includes many colour illustrations, photographs, poems and literary extracts. It is invaluable to healthcare educators and medical professionals with teaching responsibilities, offering information, structure and inspiration. 'There is considerable art in the practice of medicine. This book represents a practical tool to stimulate educators and learners to consider new approaches to medical education that reflect changing societal needs and practice patterns by introducing the visual and literary arts to medical education; to embrace the art of medicine. Medical schools around the world are exploring the influence of the visual arts on physician practice and understanding the nature of healing as well as suffering. We hope you will find this book an important tool in your exploration of the power and influence of the arts in medicine.' There is considerable art in the practice of medicine. This book represents a practical tool to stimulate educators and learners to consider new approaches to medical education that reflect changing societal needs and practice

patterns by introducing the visual and literary arts to medical education; to embrace the art of medicine. Medical schools around the world are exploring the influence of the visual arts on physician practice and understanding the nature of healing as well as suffering. We hope you will find this book an important tool in your exploration of the power and influence of the arts in medicine.'

Teaching Health Humanities Olivia Banner 2019-01-23
Teaching Health Humanities expands our understanding of the burgeoning field of health humanities and of what it aspires to be. The volume's contributors describe their different degree programs, the politics and perspectives that inform their teaching, and methods for incorporating newer digital and multimodal technologies into teaching practices. Each chapter lays out theories that guide contributors' pedagogy, describes its application to syllabus design, and includes, at the finer level, examples of lesson plans, class exercises, and/or textual analyses. Contributions also focus on pedagogies that integrate critical race, feminist, queer, disability, class, and age studies in courses, with most essays exemplifying intersectional approaches to these axes of difference and oppression. The culminating section includes chapters on teaching with digital technology, as well as descriptions of courses that bridge bioethics and music, medical humanities and podcasts, health humanities filmmaking, and visual arts in end-of-life care. By collecting scholars from a wide array of disciplinary specialties, professional ranks, and institutional affiliations, the volume offers a snapshot of the diverse ways medical/health humanities is practiced today and maps the diverse institutional locations where it is called upon to do work. It provides educators across diverse terrains myriad insights that will energize their teaching.

The Russian Medical Humanities Melissa L. Miller 2021-09-20
This volume brings together Russian and American experts to explore fundamental issues in the medical humanities. By examining humanities-focused

medical education, health and healthcare, and illness and recovery in Russian culture, this volume presents new insight into what it means to understand another's pain, to heal, and to be human.

Routledge Handbook of the Medical Humanities Bleakley Alan 2019-07-31 This authoritative new handbook offers a comprehensive and cutting-edge overview of the state of the medical humanities globally, showing how clinically oriented medical humanities, the critical study of medicine as a global historical and cultural phenomenon, and medicine as a force for cultural change can inform each other. Composed of eight parts, the Routledge Handbook of the Medical Humanities looks at the medical humanities as: a network and system therapeutic provocation forms of resistance a way of reconceptualising the medical curriculum concerned with performance and narrative mediated by artists as diagnosticians of culture through public engagement. This book describes how the medical humanities can be used in and out of clinical settings, acting as a point of resistance, redistributing medicine's capital amongst its stakeholders, embracing the complexity of medical instances, shaping medical education, promoting interdisciplinary understandings and recognising an identity for the medical humanities as a network effect. This book is an essential read for all students, scholars and practitioners with an interest in the medical humanities.

The Visual Arts and Medical Education Geri Berg 1983 "The nine essays published here come from a series of dialogues between health professionals and artists ... to examine the intersections of the humanities with medicine, particularly in relation to the education of today's physicians"--Cover.

The History and Bioethics of Medical Education Madeleine Mant 2021-04-20 *The History and Bioethics of Medical Education: "You've Got to Be Carefully Taught"* continues the Routledge Advances in the History of Bioethics series by exploring approaches to the teaching of bioethics from disparate disciplines, geographies, and

contexts. Van Rensselaer Potter coined the phrase "Global Bioethics" to define human relationships with their contexts. This and subsequent volumes return to Potter's founding vision from historical perspectives and asks, how did we get here from then? The patient-practitioner relationship has come to the fore in bioethics; this volume asks: is there an ideal bioethical curriculum? Are the students being carefully taught and, in turn, are they carefully learning? This volume will appeal to those working in both clinical medicine and the medical humanities, as vibrant connections are drawn between various ways of knowing.

Research Methods in Health Humanities Craig M. Klugman 2019-09-02 *Research Methods in Health Humanities* surveys the diverse and unique research methods used by scholars in the growing, transdisciplinary field of health humanities. Appropriate for advanced undergraduates, but rich enough to engage more seasoned students and scholars, this volume is an essential teaching and reference tool for health humanities teachers and scholars. Health humanities is a field committed to social justice and to applying expertise to real world concerns, creating research that translates to participants and communities in meaningful and useful ways. The chapters in this field-defining volume reflect these values by examining the human aspects of health and health care that are critical, reflective, textual, contextual, qualitative, and quantitative. Divided into four sections, the volume demonstrates how to conduct research on texts, contexts, people, and programs. Readers will find research methods from traditional disciplines adapted to health humanities work, such as close reading of diverse texts, archival research, ethnography, interviews, and surveys. The book also features transdisciplinary methods unique to the health humanities, such as health and social justice studies, digital health humanities, and community dialogues. Each chapter provides learning objectives, step-by-step instructions, resources, and exercises, with illustrations of the method provided by the authors' own

research. An invaluable tool in learning, curricular development, and research design, this volume provides a grounding in the traditions of the humanities, fine arts, and social sciences for students considering health care careers, but also provides useful tools of inquiry for everyone, as we are all future patients and future caregivers of a loved one.

Humanitas Brian Dolan 2015-04-05 This reader reprints critical essays published over the course of a 100-year history that grapple with the challenges of defining and justifying the presence of humanities instruction in medical education. It provides insights to some of the newer approaches that branch out from the familiar subjects of history and literature to include theater, art, poetry, and disability studies. With a comprehensive historiographical introduction as well as prefaces to each article, including new reflections by many of the original authors themselves, the volume enables reflection on how the diversity of disciplinary perspectives and multiplicity of theoretical frameworks relate to each other historically and thematically. This volume is an invaluable resource for anyone engaged with humanities in health care education.

Health Humanities Reader Therese Jones 2014-08-28 Over

the past forty years, the health humanities, previously called the medical humanities, has emerged as one of the most exciting fields for interdisciplinary scholarship, advancing humanistic inquiry into bioethics, human rights, health care, and the uses of technology. It has also helped inspire medical practitioners to engage in deeper reflection about the human elements of their practice. In *Health Humanities Reader*, editors Therese Jones, Delese Wear, and Lester D. Friedman have assembled fifty-four leading scholars, educators, artists, and clinicians to survey the rich body of work that has already emerged from the field—and to imagine fresh approaches to the health humanities in these original essays. The collection's contributors reflect the extraordinary diversity of the field, including scholars from the disciplines of disability studies, history, literature, nursing, religion, narrative medicine, philosophy, bioethics, medicine, and the social sciences. With warmth and humor, critical acumen and ethical insight, *Health Humanities Reader* truly humanizes the field of medicine. Its accessible language and broad scope offers something for everyone from the experienced medical professional to a reader interested in health and illness.