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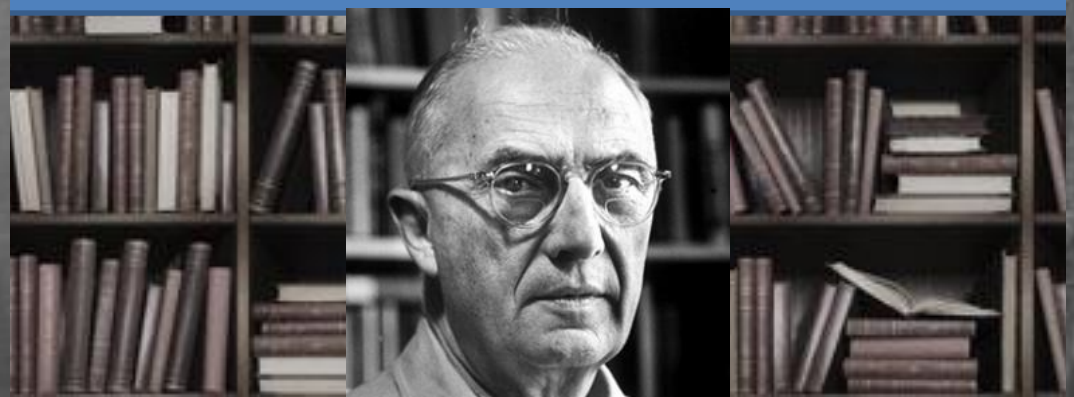
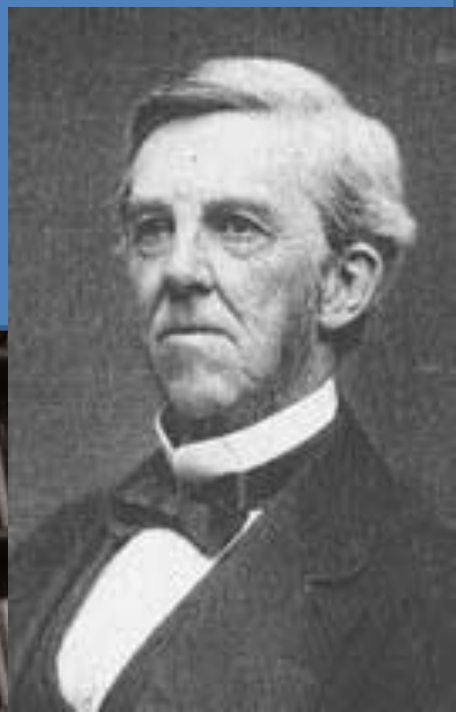
MEDICAL HUMANITIES

Using MedHum to promote the goal of professional identity in UME

Michael P.H. Stanley, M4



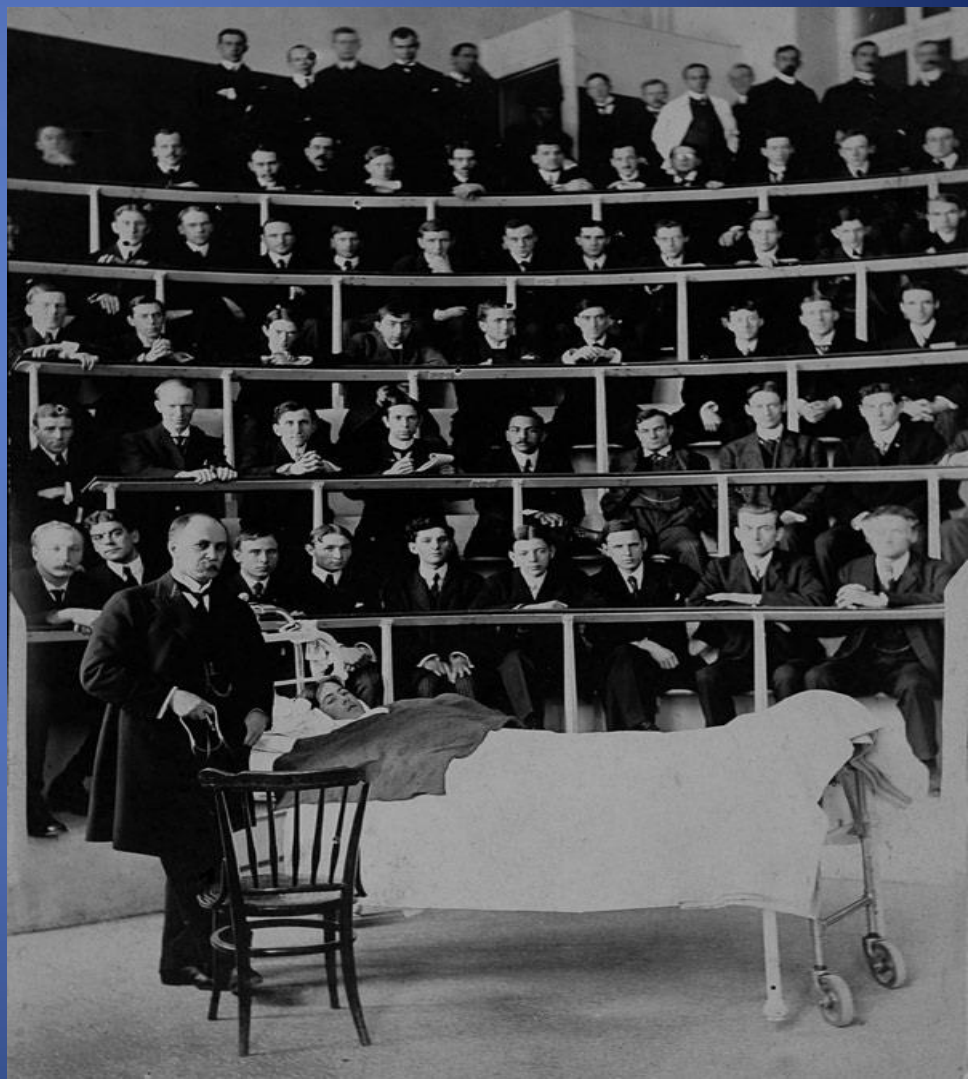


Outline

- **Goal** of professional identity & habit of life
- **Gesture** to why that matters today
- **Introduce** MedHum as vehicle
- **Describe** current MedHum activity at MH
- **Propose** further curricular development in Med Hum

Goals for Medical Education

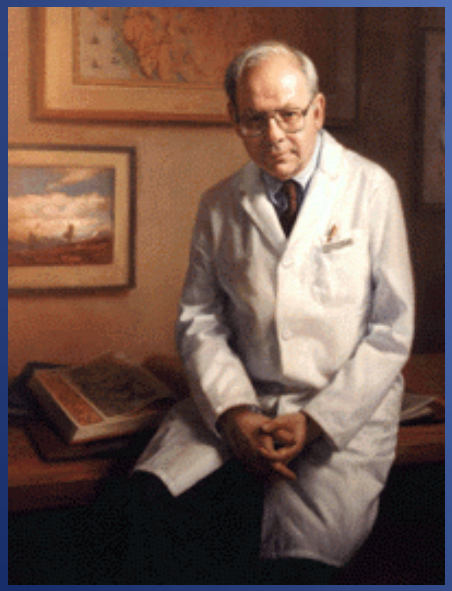
- Standardization & individualization
- Integration
- **Habits** of inquiry & improvement
- Formation of **Professional identity**



Cooke et al. Educating Physicians. 2010.

Professional Formation

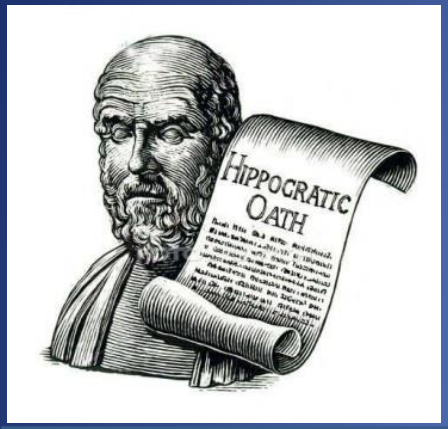
- "An ongoing, self-reflective *process* involving **habits** of thinking, feeling, and acting."
  - "Compassionate, communicative, socially responsible **physicianhood**."



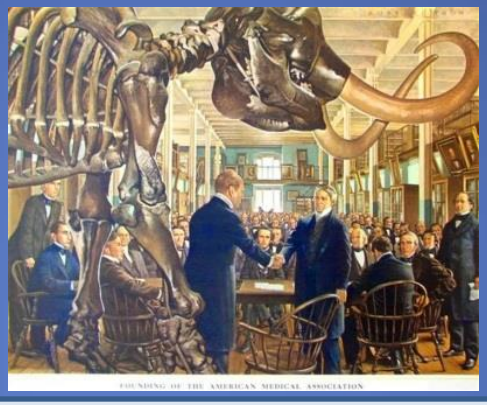
Wear & Castellini. Acad Med 2000;75:602-611

Epochs of Medical Professionalism

5th BC

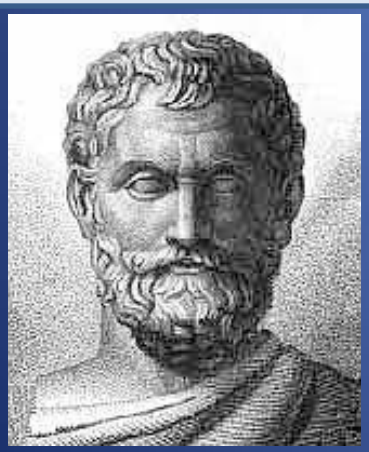


19th



21st

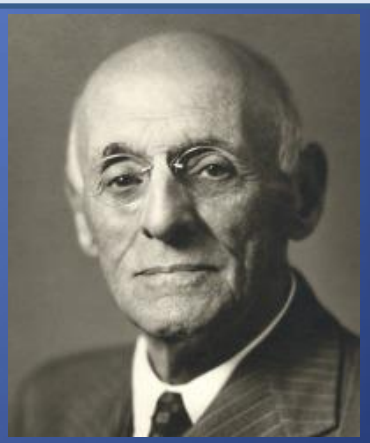
HIPPOCRATIC — ETHICAL PROFESSION — FLEXNER — COMMODITY



1st AD

18th

20th



Kenny NP. Selling our souls: the commercialization of medicine and commodification of care as challenges to professionalism. Available from: http://aosler.org/wp-content/uploads/2010/11/2010.pdf[2010 Apr 27; cited 2011 Sep 16].

Professional Values and Medical Implications

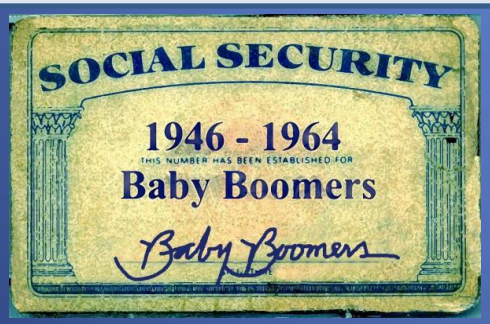
Calling

Status

Balanced

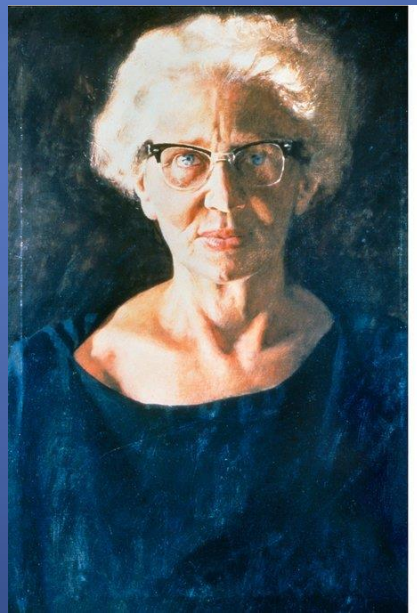
Employment

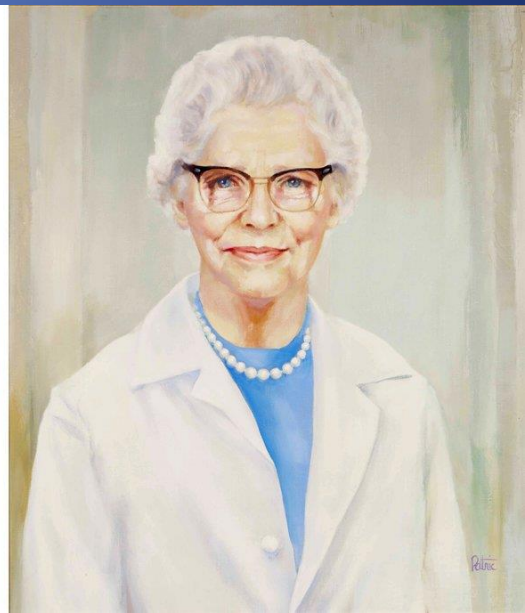
TBD/Global



Why “profession or trade” matters?

“Profession” matters to “Professionalism”





Proposed TUSM curricular changes

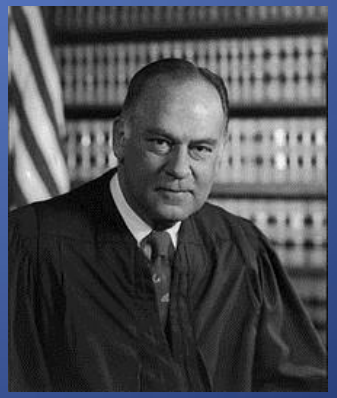
- "Personal and professional development"
  - "Wellness, resilience, professionalism, ethical practice, information mastery, self-regulated lifelong learning, inquiry/discovery, navigating uncertainty, professional identity formation, leadership, teaching, clinical skills, clinical reasoning"

Types of Professionalism

Hafferty FW, Castellani B. The increasing complexities of professionalism. Acad Med 2010;85(2):288–301

Pedagogy of Profession(alism)

- Pedagogies
  - Immersion in apprenticeship
  - Formal teaching of knowledge/standards
  - Longitudinal small-group discussion
  - Reflective or observational assignments
  - Professional portfolio
  - Enrichment/Elective activities
- Assessment
  - Formal Evaluations
  - Snapshots
    - Observational
    - Targeted overt behaviors
    - Simulated vs Actual
  - Benchmarks
    - Self-Reflection
    - Longitudinal Subjective



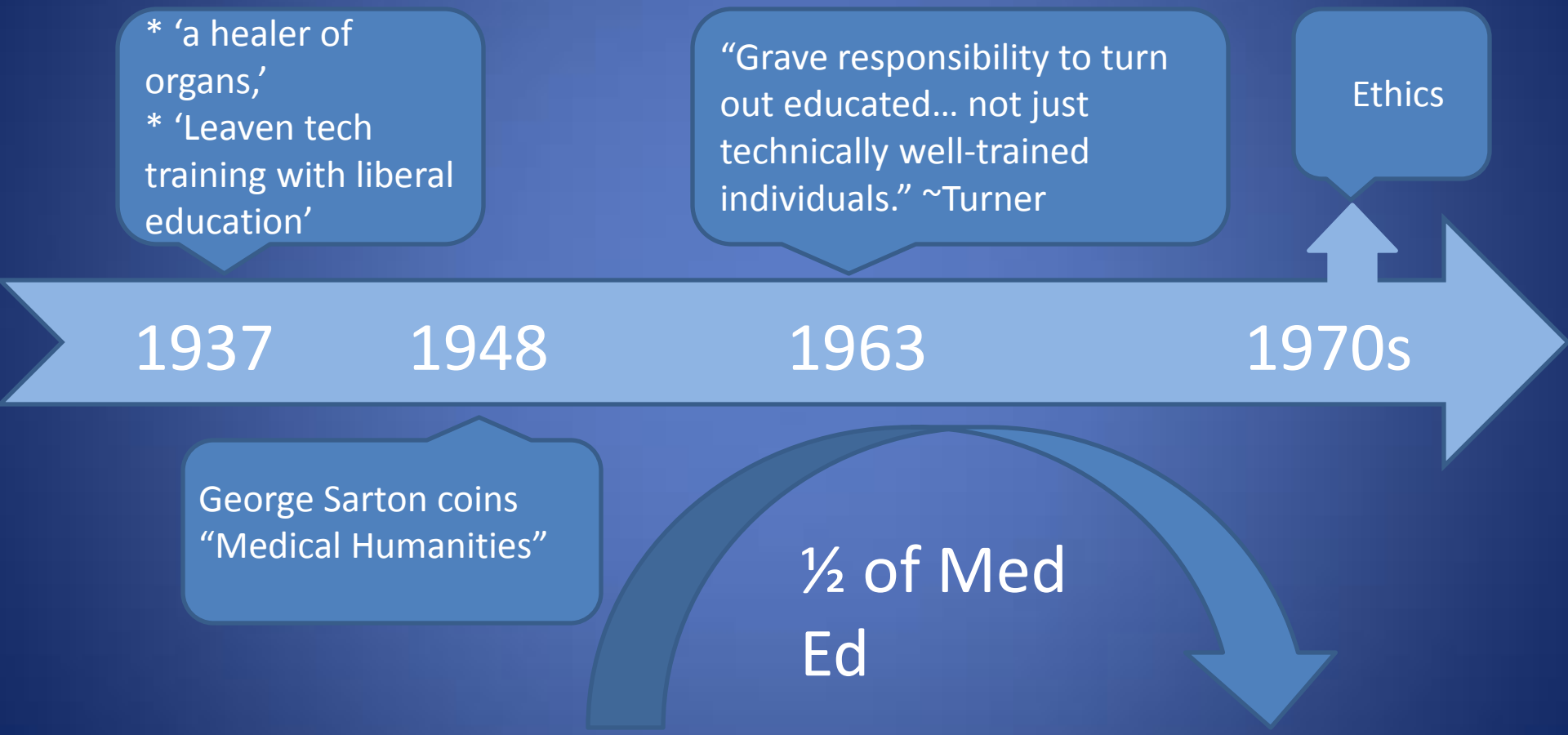
Medical Humanities

Definition?

Medical Humanities

Science :: Nature : Humanities :: Human Nature

Recent History of MedHum

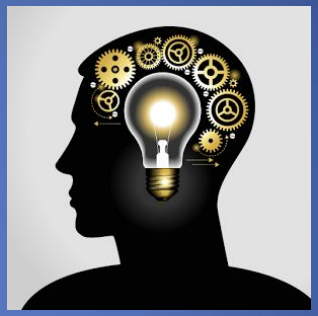


Manifestations of MedHum

- The humanities studying Medicine
- Arts as agent of public engagement with med
- Arts for health (art and music in hospitals)
- Arts therapies/arts as medicine
- **Arts & letters as instrument of med ed**

MedHum & MedEd

- Cognitive Development***
  - Counterweight to reductivism
  - Discern and respond to ethical problems
  - Increase tolerance of ambiguity/uncertainty
- Cultural Transmission**
  - Understand the contexts of health
  - Critically engage with society & health
- Affective Development*
  - Educate for empathy



Self D. The Educational Philosophies Behind The Medical Humanities In the United States. Theoretical Medicine 14: 221-229, 1993.

MedHum & Competencies

- AAMC's 8 domains and 58 competencies
  - Patient Care
  - Knowledge of Practice
  - Practice-Based Learning & Improvement
  - Interpersonal & Communicative Skills
  - Professionalism
  - Systems-Based Practice
  - Interprofessional Collaboration
  - Personal & Professional Development

Jones et al. Making the Case for History in Medical Education. Journal of the History of Medicine and Allied Science. Vol70. No4.

MedHum & MMC

- MaineHealth Center for Medical Humanities
- Healers Art & Healers Renewal
- Medicine & Literature Reading Club
- Visual Thinking Strategies & PMoA
- Psychiatry Film Night
- **Student Initiated Seminars in MedHum**

SISMH

- Informal group of topical interest
- Student-led
- Monthly, an hour or two
- Covers a wide range of MedHum materials
- Attempting to introduce residency chapter

SISMH & Competency

- Facilitating
  - 3.8 Participate in the education of patients, families, students, trainees, peers
- Poetry & Medicine
  - 1.10 Provide Appropriate Role Modeling
- Music & Medicine
  - 4.7 Demonstrate insight and understanding about emotions and human responses…
- Short Story & Medicine
  - 4.2 Communicate effectively with colleagues within one's profession, specialty, or other health prof
- Anatomy of an Antique Book
  - 5.5 Demonstrate sensitivity and responsiveness to diverse patient population…

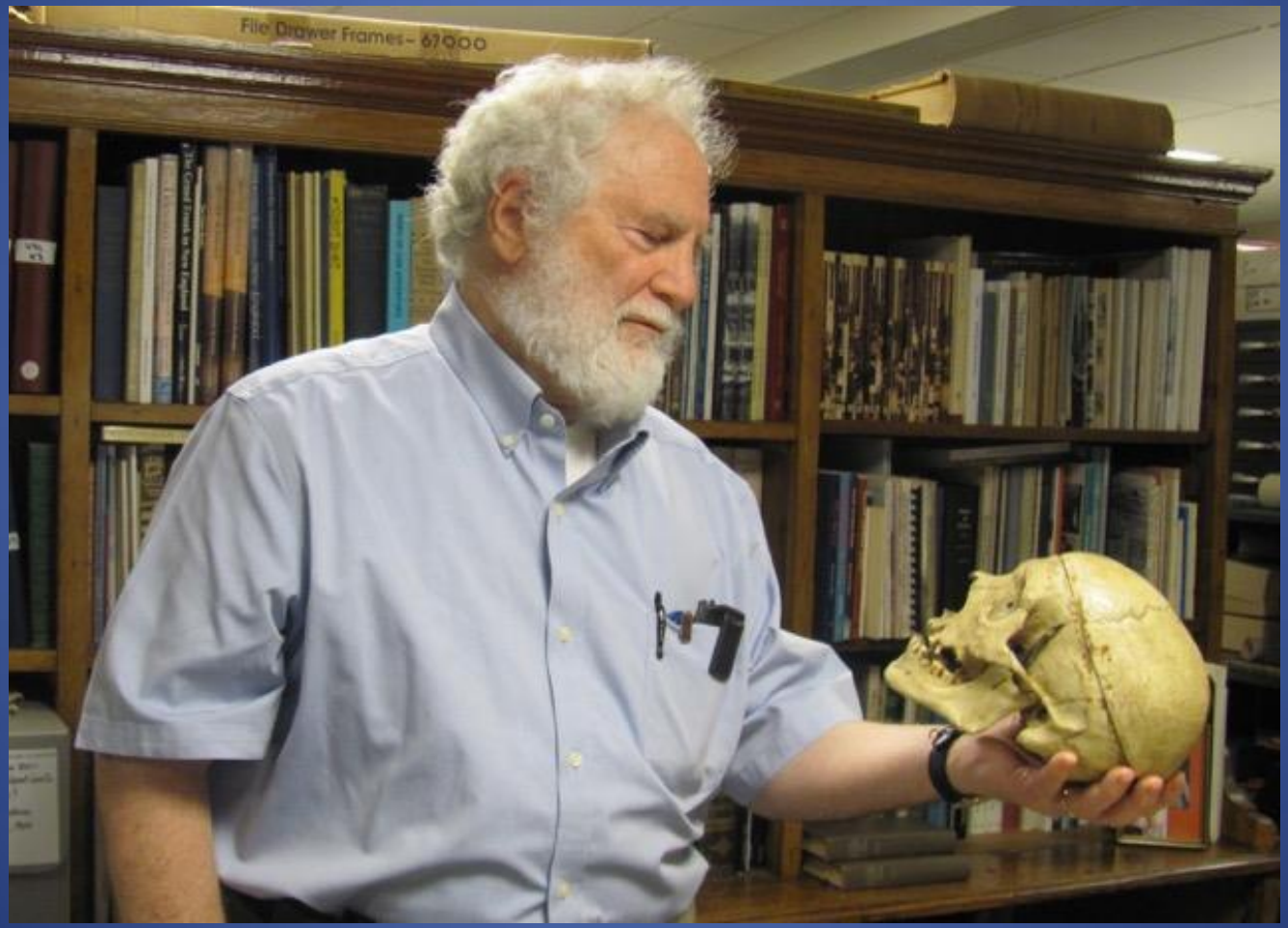
Proposal

- Formal Needs assessment of MedHum in current UME
  - Mainehealth CMH Needs Assessment
- Survey current SISMH participants' experience
- Continue to support SISMH programming
- Expand to interested residents
- Identify where objectives have gestured towards meeting competencies.
- Begin to draft curricular structure to frame current and new SISMH programming

Further Work

- Identifying where SISMH can integrate within current non-reductive curricula
  - 1st year – AOS & White Coat, Red Block
  - 2nd year – ???
  - 3rd year (including LIC mods)
  - 4th Year
- Identify how SISMH can integrate within CMH and other MMC MedHum Offerings

Conclusions

- Profession(alism) has changed over time
- Gaps in the human(e) side of MedEd
- MedHum can fill these gaps, even in a competency-based way
- MMC is poised to support MedHum activity in UME
- Further assessment and planning necessary

Thank you