



Medical humanities education: From the perspectives of clinical teachers

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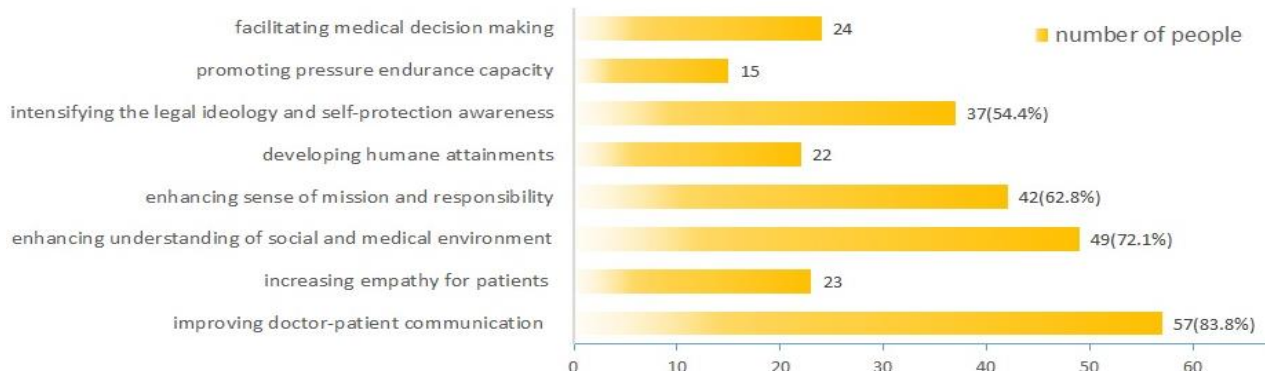
Introduction

Medical humanities education is believed to play an important role in training medical students. However, there are many practical problems, such as inadequate qualified faculty, uncertainty of teaching process and content. The current study was to investigate the clinical teachers' perspectives on medical humanities education and their practice in order to provide base for further improvement.

Method

Questionnaire survey was conducted among the clinical faculty of Fudan University. Eighty questionnaires were sent out and 68 valid responses were collected. The investigation contained the view on medical humanities education, the current problems, and relevant educational practice carried out by the clinical teacher surveyed.

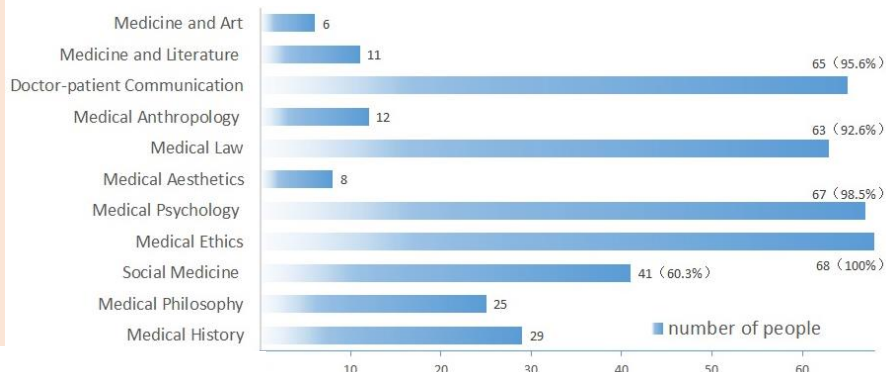
WHAT ARE THE BENEFITS TO STRENGTHEN HUMANITIES EDUCATION FOR THE CLINICIANS?



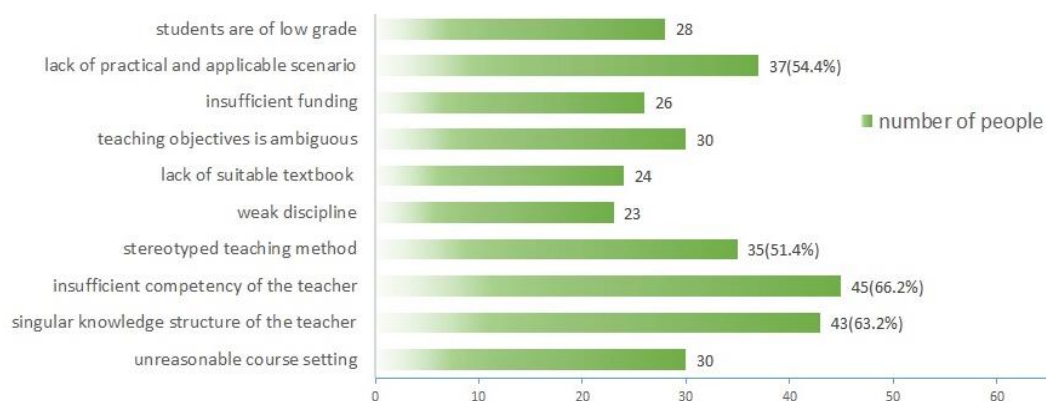
Findings

- Most of the respondents approved to implement humanistic education throughout the whole process of training medical students. The benefits to doctor-patient relationship were noticed, while other advantages are less recognized.
- Some recent thriving disciplines such as medical aesthetics and medical literature hardly attract any attention.

WHICH MEDICAL HUMANISTIC COURSES SHOULD BE PROVIDED?



WHAT ARE THE DRAWBACKS OF THE CURRENT MEDICAL HUMANITIES EDUCATION?



- Concerning the deficiencies of humanistic education, the respondents thought that insufficient competency of the educator, lack of practical and applicable scenario, stereotyped teaching method are three main problems.

- Nearly all the clinical teachers admitted to teach some contents of medical humanities during the process of imparting knowledge and skills, although most through one-way speech or demonstration. Other forms like case-based learning, role playing and narrative medicine are rarely used.

Conclusion

The importance and necessity of medical humanities education are highly recognized by clinical teachers. However its teaching goal and implementation pathway need to be further clarified, and the teaching method also need to be explored. The humane attainments of clinical teachers are demanded to be improved.

Acknowledgement

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