



Integrating humanities into medical undergraduate curriculum

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Medical theory and clinical practice

- Today´s medicine is a child of the scientific revolution.
- By constructing an objectified body with the help of the expanding natural sciences, physicians increasingly mastered biological dysfunctions related to disease– and in doing this, separated it from the life-world of the ill person.
- There is a line from Vesalius, over Harvey to Virchow and the breakthroughs of the 20th century.



Stephen Toulmin (1)

From Classical Greece on, indeed, medicine has presented philosophers with a peculiarly rich and close alliance of mind and hand, theory and practice, universal and existential. The art of medicine demonstrates that human reason is practical as well as theoretical, existential as well as universal: that is, reason is concerned not just with abstract but also with *flesh and blood issues*.





Anton Chechov

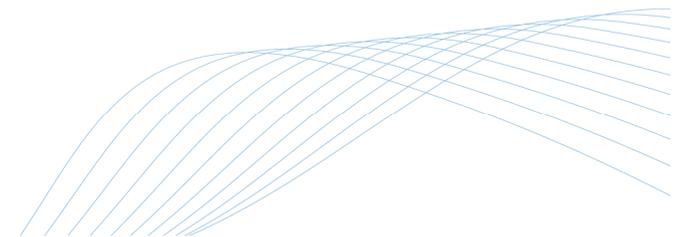
I thought then that the sensitivity of the artist may equal the knowledge of the scientist. Both have the same object, nature, and perhaps in time it will be possible for them to link together in a great and marvellous force which is at present hard to imagine.

- Anton Chekhov
- Coope J. *Doctor Chekhov*. 1997



Cultivating humanity

- The capacity for critical examination of oneself and one's traditions
- Fostering an ability to see ourselves as "human beings bound to all other human beings by ties of recognition and concern"
- Stimulating narrative imagination



- its commitment to the separateness of persons and to the irreducibility of quality to quantity; its sense that what happens to individuals in the world has enormous importance; its commitment to describe the events of a life not from an external perspective of detachment, as the doings and movings of ants or machine parts, but from within, as invested with the complex significances with which human beings invest their own lives.

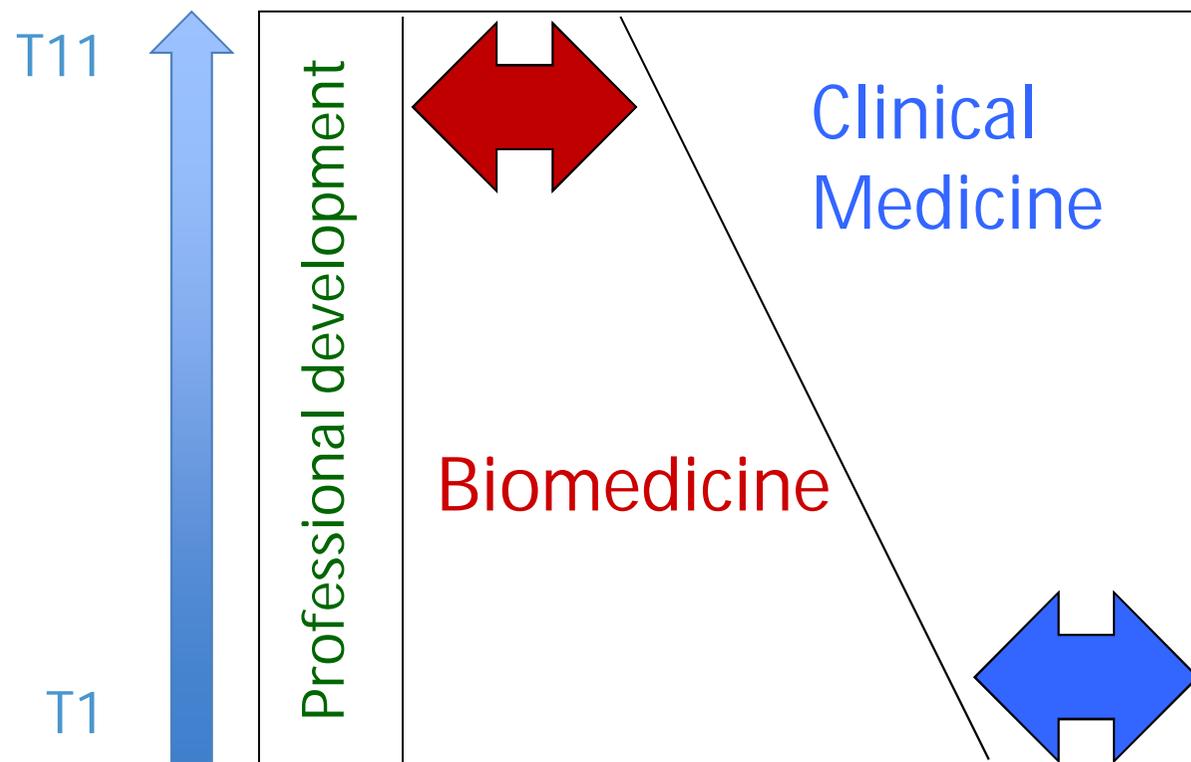
- Nussbaum, MC.
- *Poetic Justice: the Literary Imagination and Public Life*, 2001.

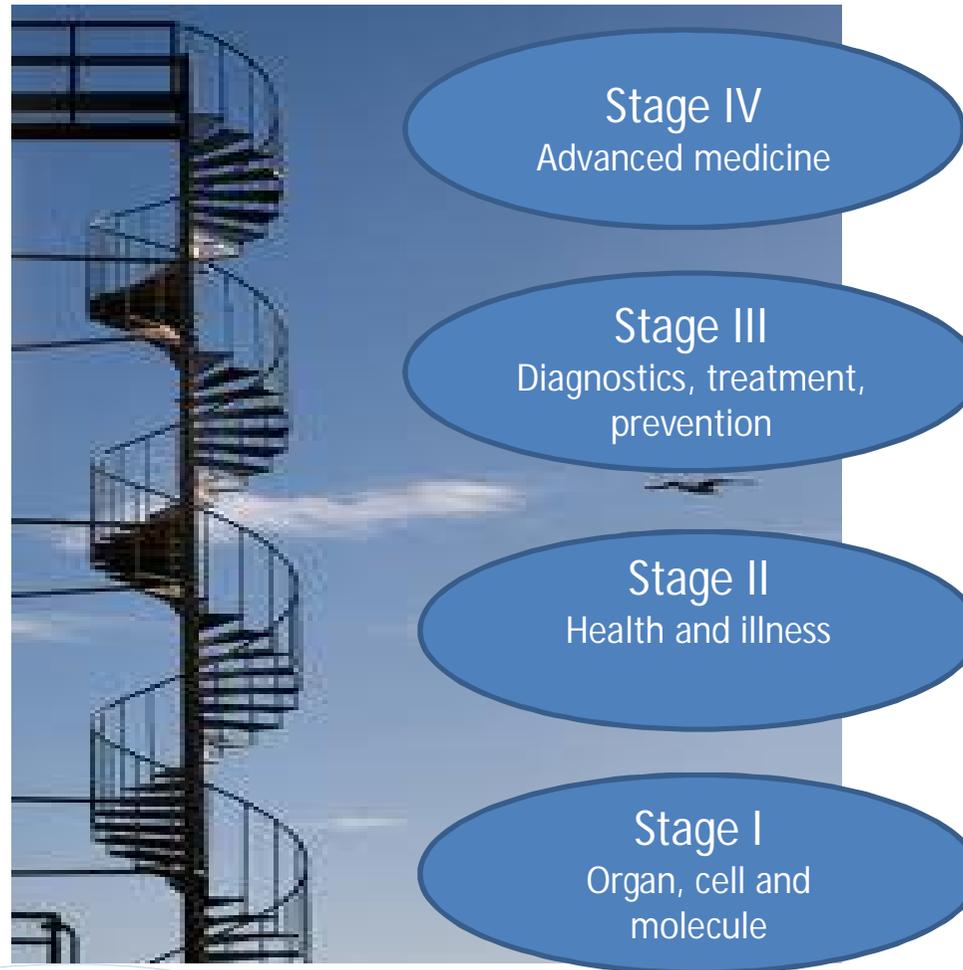
Professional Development

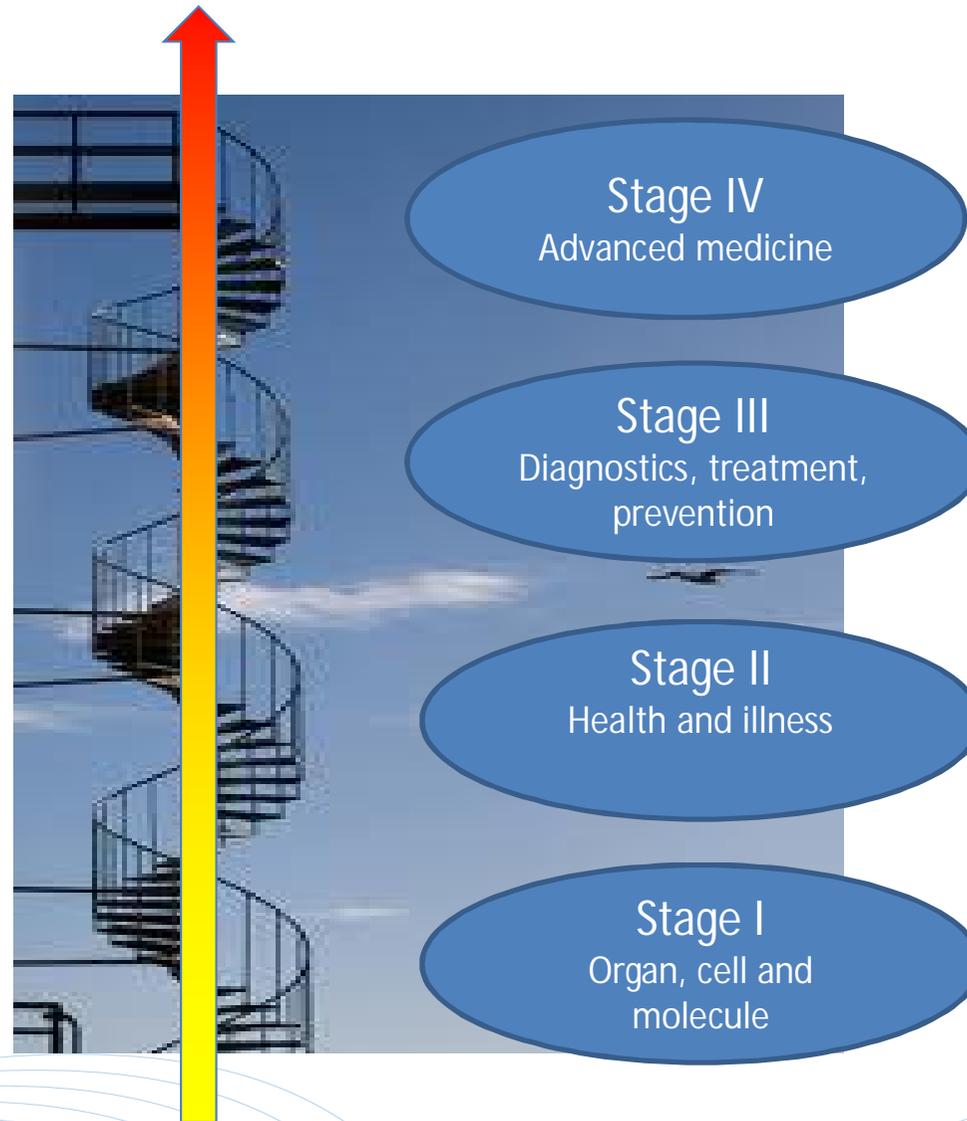
*Def: “All the skills a doctor need to practise medicine,
in addition to the medical skills”*

Why is this a deeply problematic definition?

Three integrated competences







Stadium I: Organ, cell och molekyl

version 170125

| | | | | | |
|----------|------------------------------|------------------------------|------------------|--|--|
| Termin 1 | Introduktion | Respiration/cirkulation (RC) | Sinne/psyke (SP) | Neuro/rörelse (NR) | Nutrition/metabolism/elimination (NME) |
| Termin 2 | Reproduktion/utveckling (RU) | | | Nutrition/metabolism/elimination (NME) | Försvar (F) |

Stadium II: Hälsa och sjukdom

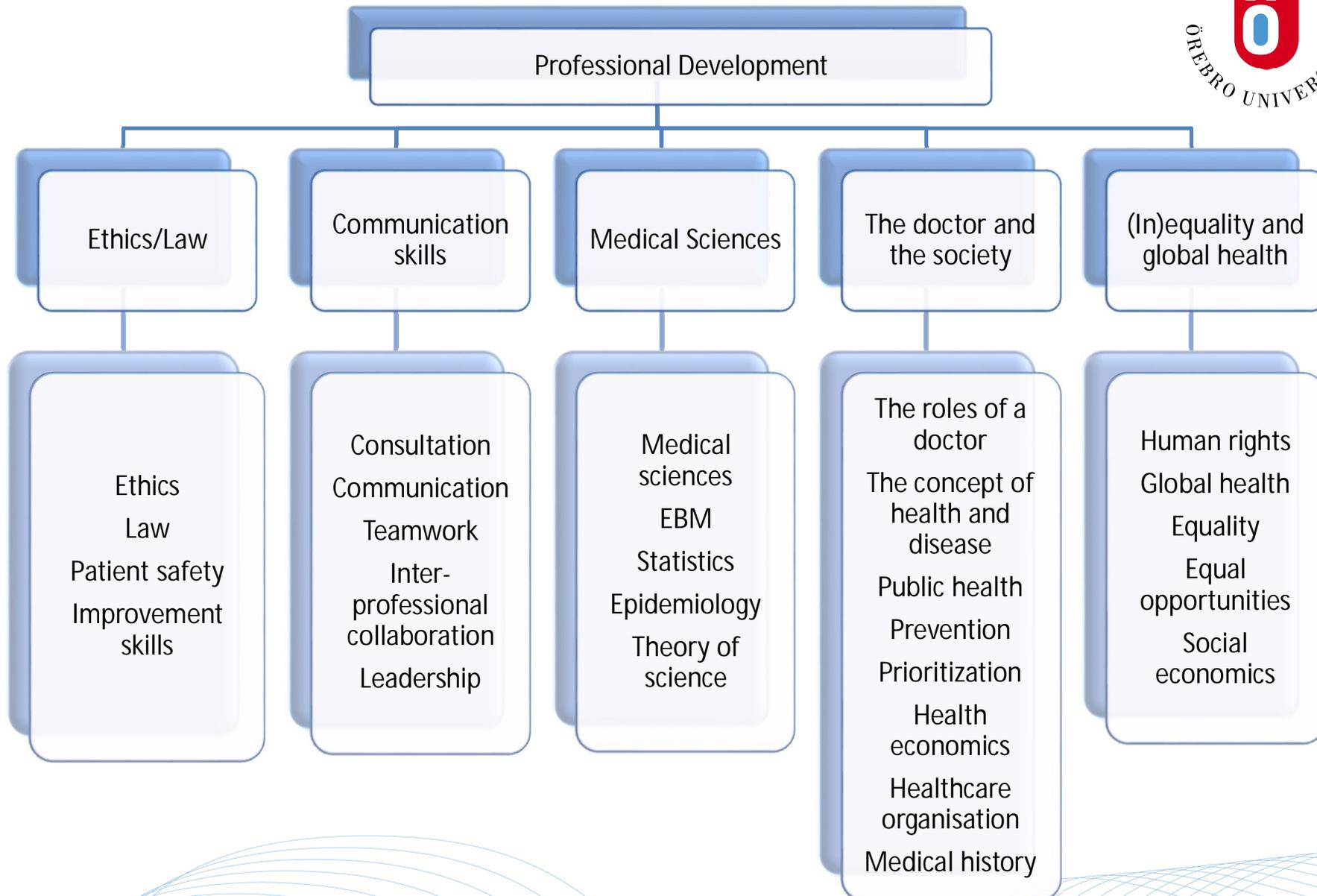
| | | | | | | | |
|----------|-----|-----|---|-------|-----------------|----------------------|------------------------------|
| Termin 3 | NR | | Verksamhetsförlagd- utbildning (VFU) | Sinne | RC med fokus på | Primär- vård (PV) | cirkulation |
| Termin 4 | F | VFU | F | PV | F | RC | VFU med fokus på respiration |
| Termin 5 | NME | | PV | NME | VFU | NME Psyke | |
| Termin 6 | RU | | | PV | RU | VFU | Självständigt arbete |

Stadium III: Diagnostik, behandling och prevention

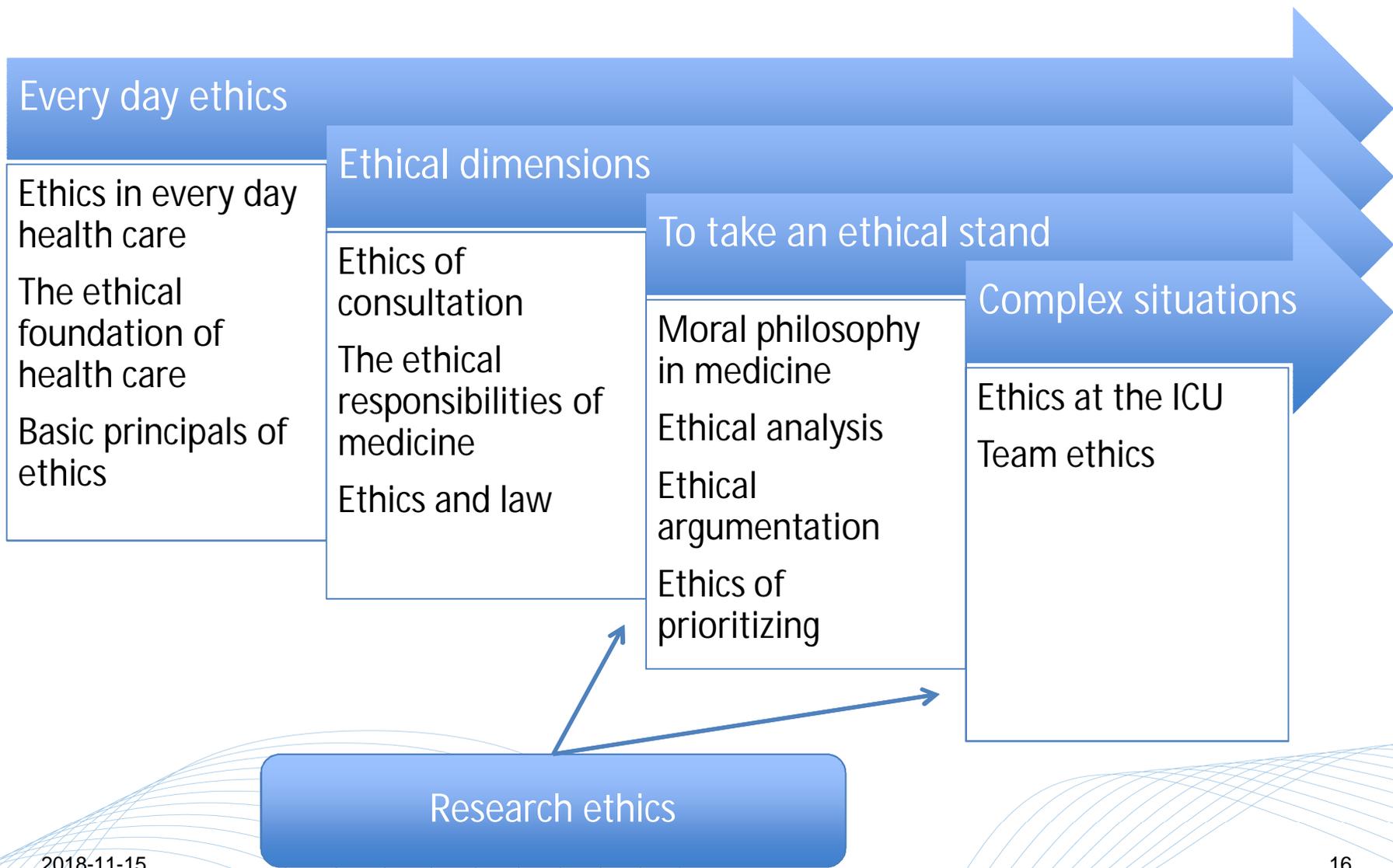
| | | | | | | | | | | | | | |
|----------|------------------------|--------|--|----|--------|----|--------|-------|----|---------|--------|--|----|
| Termin 7 | Campus- veckor (CV) | VFU RC | | | CV | PV | CV | VFU F | | | CV | | |
| Termin 8 | CV | VFU NR | | CV | VFU NR | | CV | PV | CV | VFU NME | | | |
| Termin 9 | CV | VFU SP | | | | CV | VFU RU | | | CV | VFU RU | | CV |

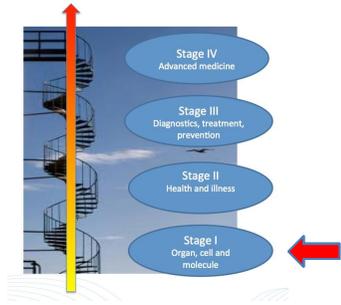
Stadium IV: Medicinsk fördjupning

| | | | | | | | | | | | | | | | | | | | | |
|-----------|----------------------|---------------------------------|---|---|---|---|---|-----------------------------|---|----|----|----|---------------------------------|----|----|----|----|----|----|----|
| Termin 10 | Självständigt arbete | | | | | | | | | | | | | | | | | | | |
| Termin 11 | CV | VFU Primärvård eller Akut/ANIVA | | | | | | Komplexa medicinska problem | | | | CV | VFU Primärvård eller Akut/ANIVA | | | | | | CV | |
| Vecka | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |



Progression in ethics





Stage I Every day ethics



T1

"A 78 year old man" Ethic seminar I + II

*Seminar and
individual home
assignment*

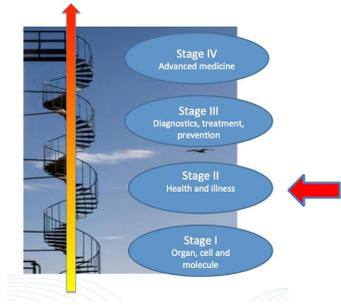
"Every day ethics"

Lecture

T2

Vaccination epidemiology and ethics

Seminar – pro/con-debate



Stage II Ethical dimensions



T3

Clinic-task

Ethics in the clinics

”The ethical foundation of health care”

Home assignment

Seminar

based on the home assignments

Lecture

T4

T5

Research ethics

Post mortem and ethics

Seminar

Seminar - ”World café”

T6 – (incl individual project 15 hp)

“Children who are badly treated”

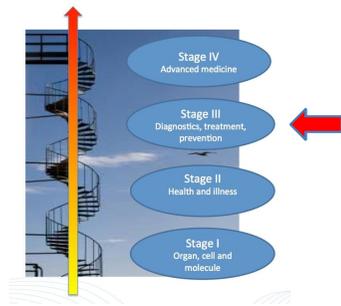
Abortion and sterilization laws

Self-determination of children and youths

Lecture

Seminar

Seminar



Stage III To take ethical stand

T7

Fundamental ethics
Ethical analysis
“To meet the other”

Lecture

Seminar – The actor model

Theme day

T8

Ethical argumentation
Screening
Organ and tissue donation
Care at the end of life

Lecture

Lecture

Theme day

Theme day

T9

Sexualised violence
Children who are badly treated
Professionalism and fitness to practice
Health care for whom?

Lecture

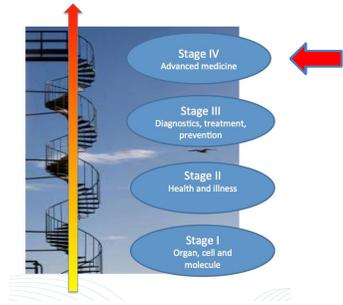
Lecture

Seminar – ”Take a stand”

– Ethics of health economics and priorities *Theme day*

Prenatal diagnostics

Theme day - pro/con-debate



Stage IV Complex situations



T10 – individual project 30 hp

Research and cheating

Ethics of student projects

Ethical dilemmas in medicine and research

Lecture

Seminar

Seminar

T11

Ethics at the ICU (Intensive Care Unit)

“To care for persons unable of decision-making”

“What happens next – when it gets rough?”

Seminar

Lecture

Seminar

But where are the rest?

- Medical humanities are both the humanistic sciences (history, philosophy, theory of science, literary theory, parts of sociology and anthropology) – and the arts themselves, like novels, drama, poetry, visual art... even music.
- It has been much harder to pave the way for these areas.
- Only one faculty in Sweden (Linköping) has, in a systematic way, taken literature into use: literature reading in supervised groups during year one of the undergraduate education.

Attempts to broaden the perspective

- One full day of medical history during semester 11 .
Emphasis on fallibility and humility. Some degree of relativization.
- Three lectures in theory of science/epistemology -
causality, disease concept, mind/brain. Very applied!
- Attempts are made to win support for introducing the
Linköping model with literary seminars – but then
supervisors must be carefully selected and trained,
and seminars should be all through the 11 semesters.

Individual essays

- During semester 6 (5 weeks) and semester 10 (10 weeks) the students are supposed to write an individual work.
- Most choose a biomedical subject and in doing this, get familiar with scientific method.
- A minority write in, broadly speaking, the humanities – most of them ethics, a few history and literature

Interviews around the Baltic Sea

- Quotations!
- Unresolved questions: When, how, by whom, balance theory/practice, what is relevant, how to evaluate?
- Far too dependent on dedicated and charismatic scholars and in some countries also on private sponsoring.
- Medical humanities leads a promising but dangerous life!

Reflections – Questions?

