



THE DOCTOR AS A HUMANIST: BEGINNINGS OF A GLOBAL PROJECT

JONATHAN MCFARLAND
HEAD OF ACADEMIC WRITING OFFICE,
SECHENOV UNIVERSITY, MOSCOW

7th February 2018



HOLY HIERARCH AND SURGEON LUKE VOINO-YASENETSKY



- Для хирурга не должно быть «случая», а только живой, страдающий человек.
- For a surgeon, there must not be an 'case,' **but only a living, suffering person.**

INDEX

What is Medical Humanities

Why now

The Doctor as a Humanist Project

Pilot Project

2017 Symposium

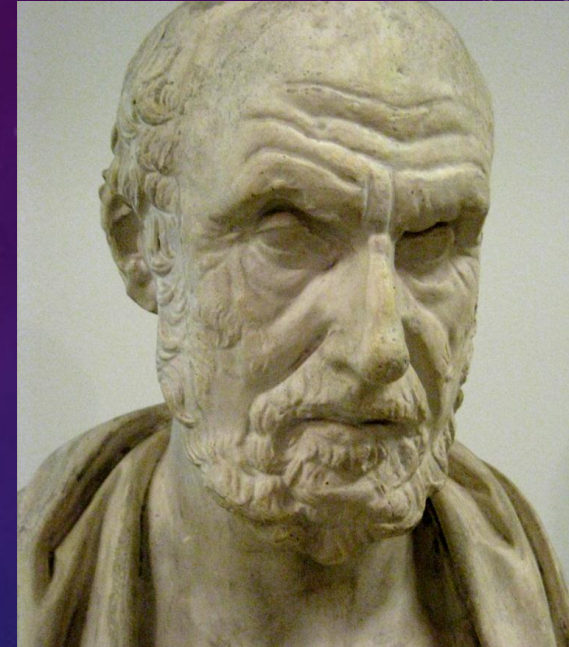
School of Excellence
(An Example of Session)

Future

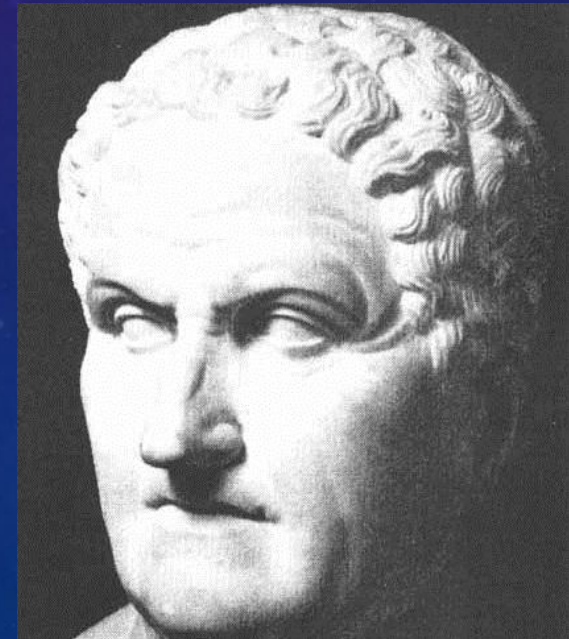
Take Home Message

HISTORICAL CONTEXT

“Wherever the art of medicine is loved,
there is also a love of humanity”



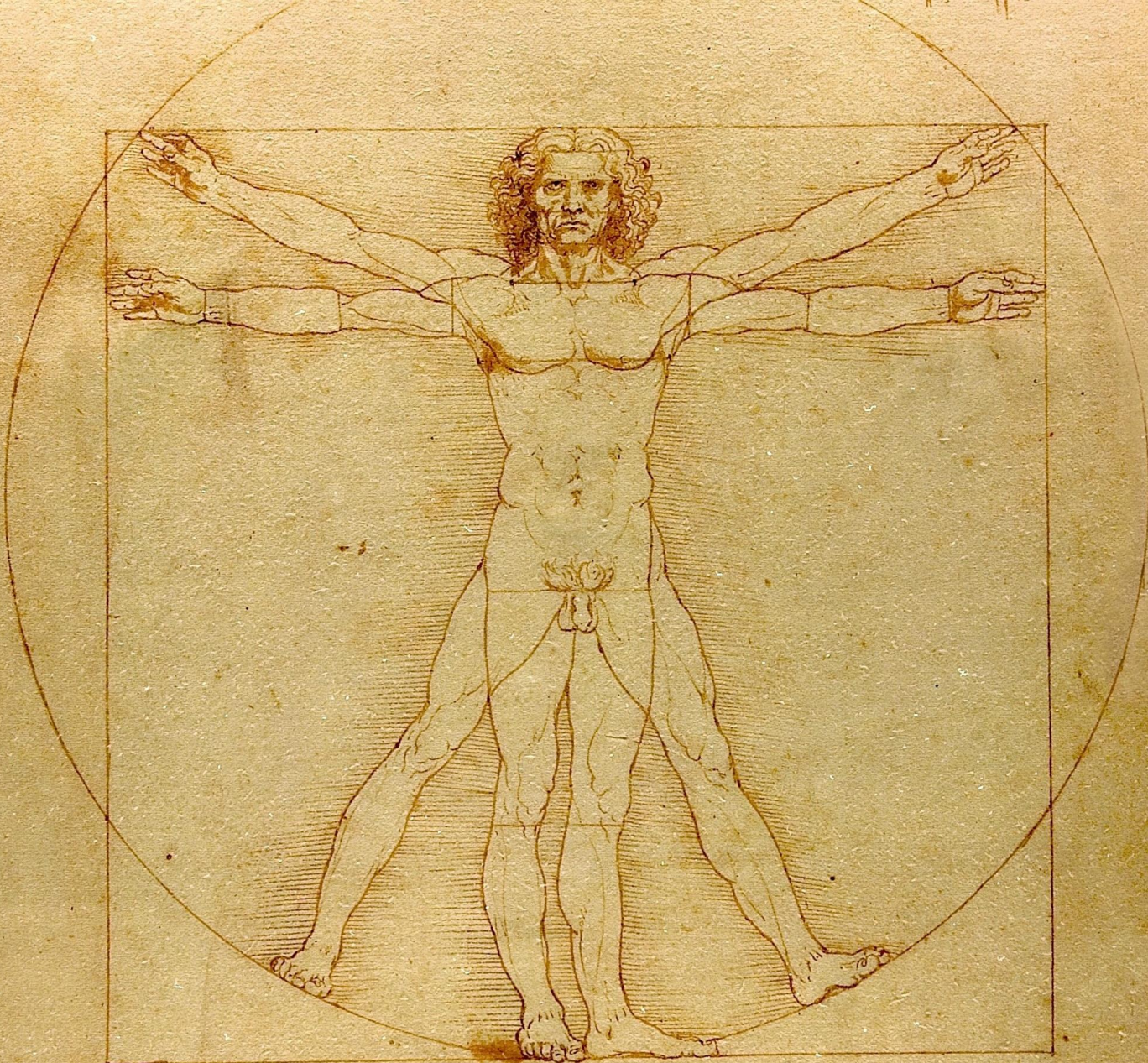
“The best physician is also a philosopher”





Sir Luke Fildes "The Doctor"(1891)

- “Of the physician’s character, the chief quality is humanity, the sensibility of heart which makes us feel for the distress of our fellow-creatures” (John Gregory)



THE HUMANITIES

- Since the 19th Century the humanities have generally been defined as **the disciplines that investigate the expressions of the human mind**. Such expressions include language, music, art, literature, theatre, and poetry. Thus, philology, linguistics, musicology, art history, literary studies, and theatre studies all belong to the realm of the humanities.”

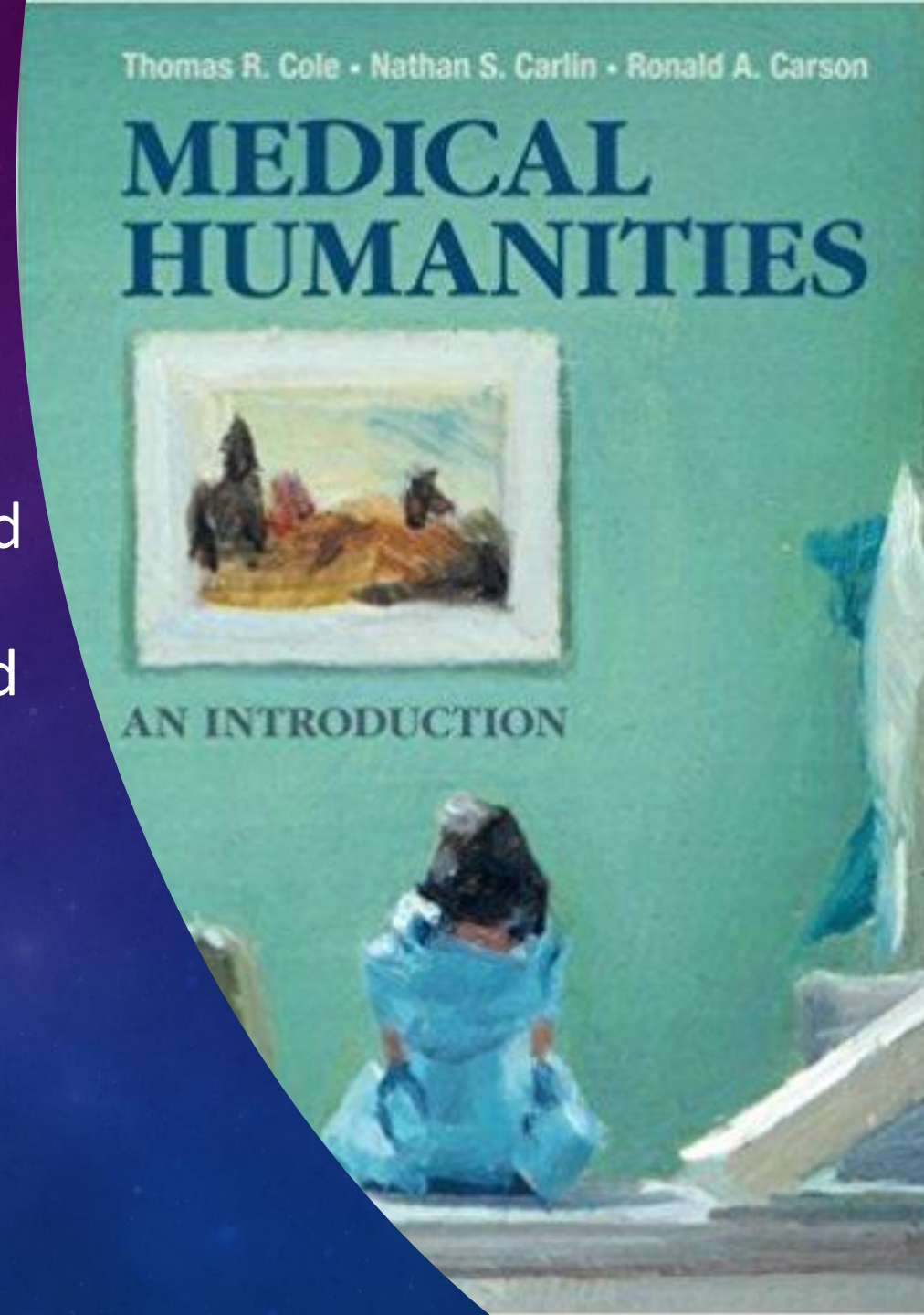
WHAT IS MEDICAL HUMANITIES ?



- George Sarton
- Historian of Science
- First used the term “Medical Humanities “ in the 1940s in ISIS (Journal devoted to History of Science, Medicine and Civilization)

DEFINITION

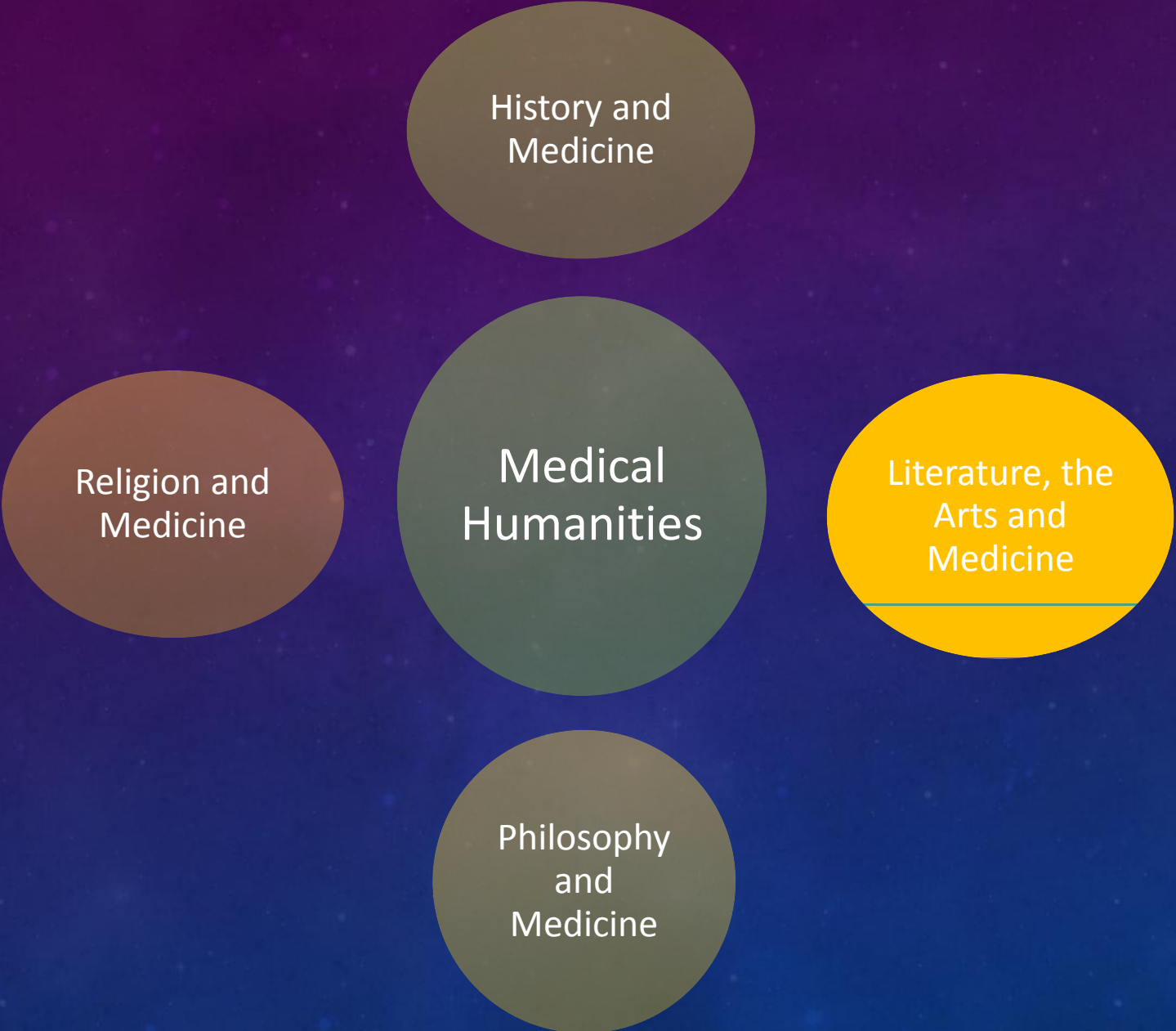
“...Medical Humanities is an inter- and multidisciplinary field that explores contexts, experiences, and critical and conceptual issues in medicine and health care, while supporting professional identity”



- “Medical Humanities is a field for undergraduate and premed students, medical students and students in other health professions, as well as practicing physicians and health care practitioners....It asks the most important questions. It asks existential questions about suffering and hope, life and death, the goals of medicine, the nature of disease, the experience of illness, the distinctions between curing and caring”

- AND IMPORTANTLY

- “ It uses the tools and methods of the humanities to engage these questions”(4)



A central diagram with five overlapping circles. The central circle is dark green and labeled 'Medical Humanities'. It is surrounded by four other circles: 'History and Medicine' (top, olive green), 'Religion and Medicine' (left, brown), 'Literature, the Arts and Medicine' (right, yellow), and 'Philosophy and Medicine' (bottom, olive green). The background is a dark blue gradient with faint, stylized circular patterns and arrows.

History and
Medicine

Religion and
Medicine

Medical
Humanities

Literature, the
Arts and
Medicine

Philosophy
and
Medicine

THE IMPORTANCE OF MEDICAL HUMANITIES

BOX 16.1 What can the humanities do for medical education?

- Help learners (including medical students, junior doctors, more advanced trainees and established practitioners) to develop skills in interpreting their own experiences and the experiences of others
- Provide a wide range of opportunities for students to encounter and appreciate human diversity
- Help students to develop their own personal values
- Encourage medical students to take experience and subjectivity seriously
- Enable medical education to move from a technical training to a genuine university education
- Nourish a sense of wonder at embodied human nature and embodied consciousness, leading to medical education that is, in its essence, reverential
- Helps students to appreciate the dangers of ignoring the lessons of history
- Help students to develop communication skills

PHYSICIAN WRITERS



Avicenna – 980-1037

- “Therefore in medicine we ought to know the causes of sickness and health”

It is sometimes tempting for medical students, selected to a large degree for their scientific ability, to focus on those areas of understanding over which they have the fullest mastery – physiology, pathology and so on. However, when biomedicine fails, as it must, they may be ill prepared to respond. The social sciences and humanities defy reduction to formulae. They demand that we learn to live in a ‘polysemic’ world – a complex world of multiple meanings. It is not simply a question of how to learn medicine from the humanities; rather, it might be said that without the humanities medicine can never be truly learnt. The educator's task is to help students see how much wisdom,

WHY



NOW?

DEHUMANIZATION OF MEDICINE

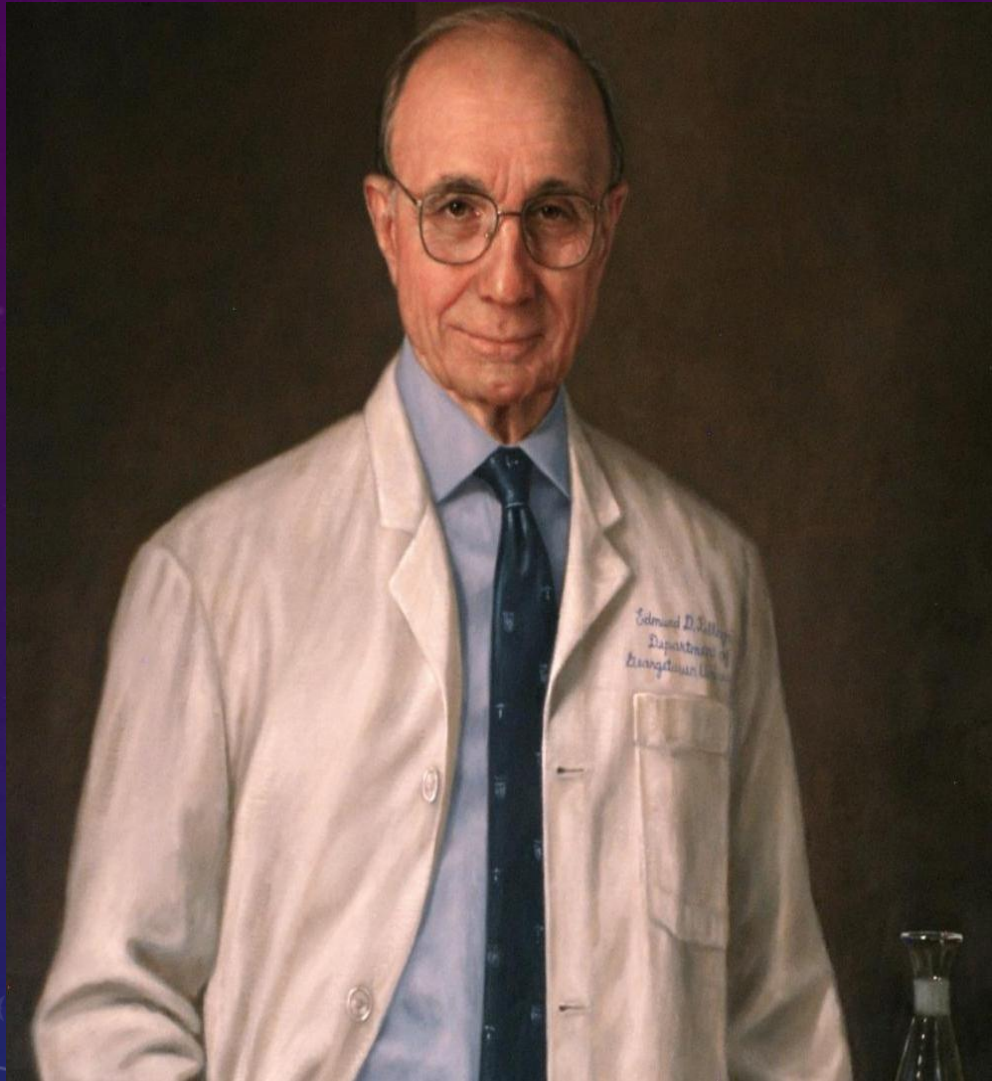
TECHNOLOGY

PROFITS ABOVE PATIENTS

BIOMEDICAL REDUCTIONISM

FOCUS ON DISEASE AND NOT ILLNESS

TOO LITTLE TIME TO SEE PATIENTS



EDMUND PELLEGRINO

- A PHYSICIAN REFORMER MADE A LIST OF MEDICAL SINS INCLUDING –
- OVERSPECIALIZATION
- TECHNICAL
- OVERPROFESSIONALIZATION
- INSENSITIVITY
- TOO MUCH SCIENCE
- OVERMEDICALISATION OF EVERYDAY LIFE
- DEFICIENCIES IN VERBAL AND NONVERBAL COMMUNICATION

- Medical Humanities attempts to restore the balance, to help re-humanize medicine.
- But, it is NOT only patients who suffer from this dehumanization.
- Nowadays, health care professionals risk becoming alienated from the ideals that drew them to medicine.
- This leads to high rates of burnout, depression, impairment and even suicide.
- Thus – the re-humanization of medicine involves enhancing, restoring, and attending to the humanity of students and health professionals as well as patients

PHYSICIAN WRITERS

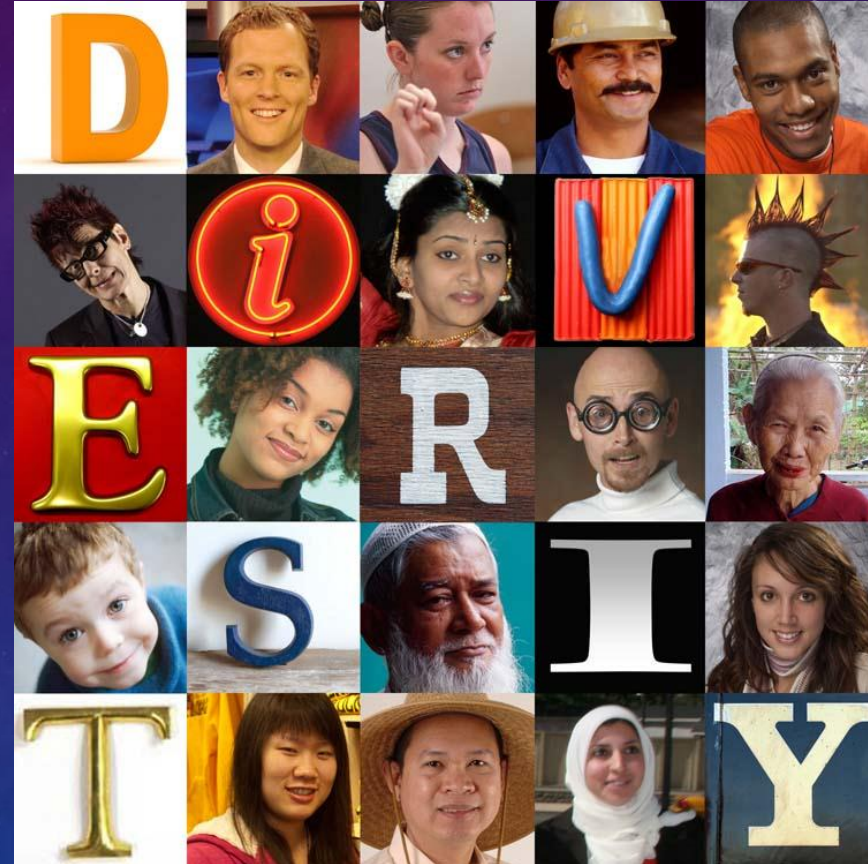


- *“Medicine is my lawful wife and literature my mistress; when I get tired of one; I spend the night with the other”*

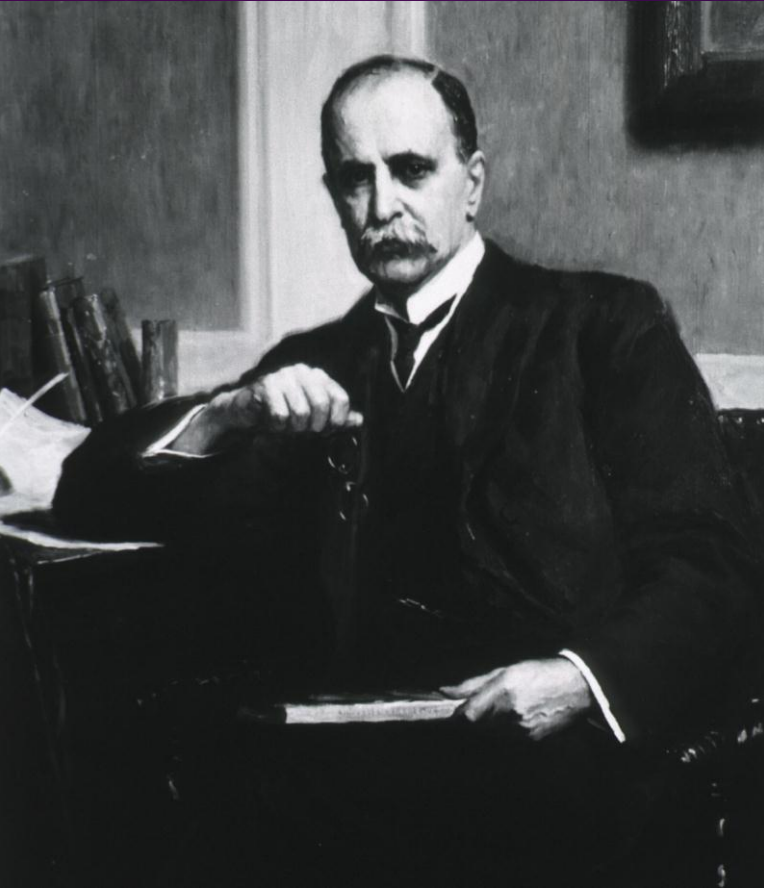
Anton Chekhov -1860-1904

NEVER FORGET.....

- “the reality is that the practice of Medicine is a human one. Medicine is about **people at their most intimate frontiers**. It is also practised by people.....”



PHYSICIAN WRITERS



William Osler 1849-1919

- “Medicine is a science of uncertainty and an art of probability”

REBIRTH OF THE HUMANITIES IN MEDICAL EDUCATION



Rembrandt (1632). The Anatomy Lesson of Dr. Nicolaes Tulp – Public domain, via Wikimedia Commons

The Doctor as a Humanist

The Humanities in Medical Education

Medical Humanities [SUBSCRIBE NOW](#)

The Doctor as a Humanist – a Solution to Uncertainty?

18 Jul, 17 | by amcfarlane

Jonathan McFarland, (Sechenov University), Annalisa Manca (Queen's University, Belfast), and Irina Markovina (Sechenov University) describe their upcoming symposium, "*Can the Humanities Transform 21st Century Medicine?*"



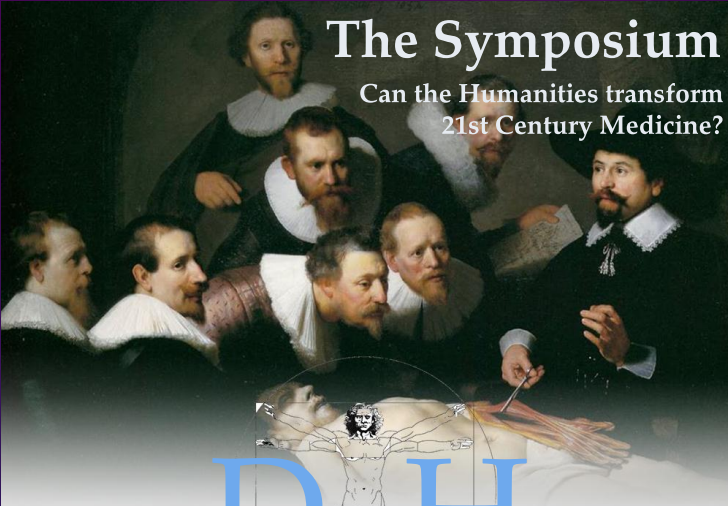
PILOT PROJECT FEEDBACK

- How important do you think that the Humanities are for Medical students and Medical practitioners?
- Some responses -
- “I think, it is very important – since ancient times, a **Doctor was not only a man who treats, but he was a very intelligent and noble man who knew a lot of different interesting things in different fields** – Arts, Philosophy, Literature, Music, etc. So, ...nowadays, it is very important not to lose this sense of being a Doctor. “ (Yevgenia R. Atkova – GP)

- “I think that the importance of the Humanities for medical students and practitioners can't be overemphasized. **There is no medicine without the love of the patients.**”(Anna Narbut – Med Student)
- “To my mind, **humanities can give a doctor better understanding of human nature** ” (Veronika Makarova – Medical Student)
- *“I think it's very important ... It develops the doctor as a person ...”*
(Anna Zvereva – General Surgeon)
- **Would you be prepared to take part in a research project introducing the Humanities into the Medical curricula?**
- **95% Replied Yes**


THE DOCTOR AS A HUMANIST







The Symposium
Can the Humanities transform
21st Century Medicine?





DH

The Doctor as a Humanist
13-14 October 2017
Royal Academy of Medicine & Caixa Forum | Palma

Scientific Foundation

Medical Council, Balearic Islands

 /dochumanities  /sechenovhumanities doctorashumanist.wordpress.com



THE AIM OF THE SYMPOSIUM

- One of the main goals of the symposium, which is embedded in a wider pedagogic project, is to start up an
- **International Medical Humanities Association**





THE PRESS

Humanizar la medicina, objetivo neurálgico de la nueva asociación internacional 'Doctor as a Humanist'

La entidad, presidida por Jonathan McFarland, surgió a raíz del simposio celebrado en Palma bajo los auspicios del Patronat Científic del Comib

Expertos en Medicina y Humanidades de todo el mundo, junto con estudiantes de prestigiosas universidades, se reunieron los pasados 13 y 14 de octubre en Palma con ocasión del primer simposio 'The Doctor as a Humanist' (El médico como humanista), denominación también de la nueva asociación creada a partir de la celebración de este fórum. Su presidente es Jonathan McFarland, un profesor de Inglés nacido en Liverpool pero residente en Mallorca desde hace más de dos décadas.

JOHN CALVERT

La organización del simposio, que trató de responder a la cuestión de hasta qué punto las Humanidades son capaces de transformar la Medicina del siglo XXI, correspondió al Patronat Científic del Col·legi de Metges de les Illes Balears. En la jornada se dieron cita expertos procedentes de universidades de Reino Unido, Rusia, Brasil, India, Estados Unidos, Canadá y España, junto con estudiantes de Medicina de las diferentes universidades participantes. La creación de la asociación

internacional 'Doctor as a Humanist', presidida por Jonathan McFarland, marcó el punto neurálgico de las jornadas. Según McFarland, supone "la culminación de una experiencia piloto iniciada en su momento y que ahora cobra vida plena con la constitución de la entidad". El objetivo de 'Doctor as a Humanist' no es otro, en palabras de su principal responsable, que el de "acercar a la práctica médica el trato humano, e m p á t i c o, próximo, que debe presidir necesariamente la relación entre el paciente y los profesionales sanitarios, dado que uno y otro ámbito son inseparables".

Aun reconociendo que la medicina ha progresado extraordinariamente durante los últimos años gracias al gran impulso de la tecnología y el resultado de las investigaciones científicas, el profesor McFarland considera que se necesita "un cierto deterioro de la relación humana en la práctica de la medicina. No quiero que se me malinterprete: los nuevos proce-

dimientos para curar enfermedades que antes no podían abordarse, siempre han de ser bien recibidos, pero no hay que descuidar nunca el hecho de que, al fin y al cabo, estamos hablando de personas, y como tales los pacientes tienen derecho a una relación que tenga en cuenta sus necesidades emocionales, psicológicas y humanas".

► Para McFarland, "la medicina actual ha perdido humanidad, y no se puede ser un buen médico descuidando este aspecto"

apela a la prioridad de "corregir esta deficiencia. Pongamos, sin duda, a la medicina actual le falta humanidad, y esta es una situación que debe corregirse. De ahí la importancia de un proyecto como el que surge a partir de la puesta en marcha de 'Doctors as Humanist', gestado en el transcurso del simposio que recientemente hemos celebrado en Palma".

► Nacido en Liverpool y residente en Mallorca, McFarland aboga por "despertar el corazón y el alma de la medicina"

De hecho, en opinión del presidente de esta asociación de ámbito internacional, "es imposible ser un buen médico



si se descuida la parte humana. Por muchos conocimientos y experiencia que atesore un profesional sanitario, nunca podrá prestar una ayuda completa y efectiva al paciente si no otorga a esta cuestión la relevancia que merece. Por decirlo de alguna manera, hay que despertar el corazón y el alma de la medicina". Sobre el desarrollo del simposio, Jonathan McFarland apunta que los asistentes "coincidieron en destacar un alto grado de interés y la profesionalidad y calidad de sus ponencias. Posiblemente, uno de los aspectos más positivos del fórum fue la posibilidad de que profesionales, expertos y estudiantes de todo el mundo pudieran interactuar entre sí". El próximo simposio tendrá lugar en octubre del próximo año, y McFarland está convencido de que "servirá para consolidar el camino que hemos

Experts d'arreu del món debaten sobre el futur d'aquesta professió

ANNA VIDAL PALMA

Experts en medicina i humanitats de països d'arreu del món (el Regne Unit, Espanya, Rússia, el Brasil, l'Índia, els Estats Units, el Canadà) van prendre part ahir i després ahir a Palma en el primer simposi 'El metge com a humanista', que reüní uns seixanta professionals i estudiants de Medicina de diverses universitats.

Un dels principals objectius d'aquest simposi, integrat en un projecte pedagògic més ampli, era crear una associació internacional que, entre altres coses, treballi per desenvolupar maneres d'introduir les humanitats al pla d'estudi i a la pràctica mèdica. "Volem tenir contactes amb el màxim de països possible. Ara som vuit, però volem fer contactes amb la Xina i el Japó, perquè podem aprendre molt dels diferents punts de vista en educació mèdica que hi ha", explica Jonathan McFarland, membre del comitè organitzador.

Revolució tecnològica

Els avenços tecnològics han revolucionat la societat i, per descomptat, també la medicina. Avui dia es poden curar malalties que fa 100 anys eren incurables. "Aquests avenços que estan beneficiant molta gent estan apartant la part humanística i religant-la a un racó", lamenta McFarland.

Presència

La part humanística cada vegada té més pes en els estudis de Medicina

"Els nostres estudiants, quan arriben, volen aprendre a tenir un tracte més humà amb el pacient, però aviat tota la pressió és per la tècnica i al final trien aquelles especialitats en les quals hi ha uns tècnics més sofisticats i més atractius des del punt de vista tècnic, no científic", assenyala Joaquim Gea, membre del comitè organitzador i degà de la Facultat de Ciències de la Salut de la Universitat Pompeu Fabra de Barcelona.

Davant aquesta situació, McFarland i Gea es demanen si les hu-

manitats podrien tenir la clau per desbloquejar l'educació mèdica i la pràctica del futur.

Educació mèdica

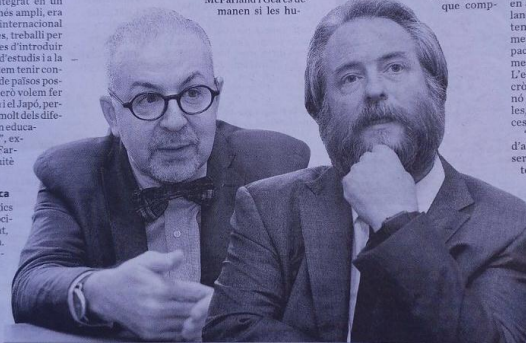
"Allò important no és tenir una assignatura d'humanitats, sinó incorporar-les dins tota l'educació mèdica", defensa McFarland. En aquest sentit, Gea reconeix que "el març legal l'obliga a moltes coses en medicina i et deixa poc joc". A més, han de lluitar amb un sistema d'avaluació en què els mèdics són el que comp-

Gea. "L'auríem escollit com a professor no només basats en el seu currículum tècnic, sinó en la seva capacitat per empatitzar amb el pacient; aquesta part la tenim oblidada", confessa.

Relació metge-pacient

Malgrat tots els canvis que ha patit la medicina, la base continua sent la mateixa: un metge i un pacient. Aquesta relació, però, és cada vegada més humana. "Als anys 70, Edmund Pellegrino parlava dels pecats de la medicina, com la sobremedicació, la sobre especialització o el distanciament de la relació metge-pacient, i ara encara és més greu que en aquella època", apunta McFarland. "Com més anys de recorregut tens més t'adones que el paper del metge és acompanyar, apropar-te al pacient, empatitzar amb el seu patiment, i això ens falta", reconeix Gea. L'exemple més clar és el del pacient crònic. "En realitat no el cures, sinó que el millores un poc, el consoles, que és just el que el pacient necessita", destaca.

"Hem generat unes condicions d'atenció que formalment poden ser correctes, però el poc tenim que tens per dedicar al pacient i el fet que no es cobreixin baixes generen unes condicions tan dolentes que reben tota la vocació la visió humanística que pots transmetre durant la carrera", lamenta Gea. Per tal de canviar aquesta tendència, assegura, cal que el sistema de salut tingui la convicció profunda que la relació metge-pacient té aspectes que no són tècnics. I aquí té la clau del canvi? Gea ho té ben clar: "La societat ho exigirà".



Joaquim Gea i Jonathan McFarland formen part del comitè organitzador del simposi 'El metge com a humanista' realitzat a Palma els dies 13 i 14 d'octubre. (JACOB)

SUBVENCIONS

Putting the 'Heart and Soul' Back into Medicine: The First 'The Doctor as a Humanist' Symposium

Posted on November 14, 2017 by Anna McFarlane

Authors: Veronika Makarova (Sechenov University), Margaret Chisolm (Johns Hopkins University), Annalisa Manca (Queen's Belfast), Irina Markovina (Sechenov University), Jonathan McFarland (Sechenov University)



THE AIM OF THE PROJECT

Introduce
Humanities




Medical
Curricula



Medical
Practice


WHY











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NOW?

Two sides of the consultation

- Disease versus illness
- Objectivity versus subjectivity
- Technical versus existential
- Population versus individual
- Utilitarianism versus deontology
- Normative versus descriptive
- The map versus the territory
- Numbers versus words
- Quantitative versus qualitative
- Reason versus emotion
- Science versus poetry

- Dualism at the core of medicine -

- The Scientific

- Vs.

- The Humanistic

Saturday 28 September 2002

BMJ

What's a good doctor and how can you make one?

By marrying the applied scientist to the medical humanist



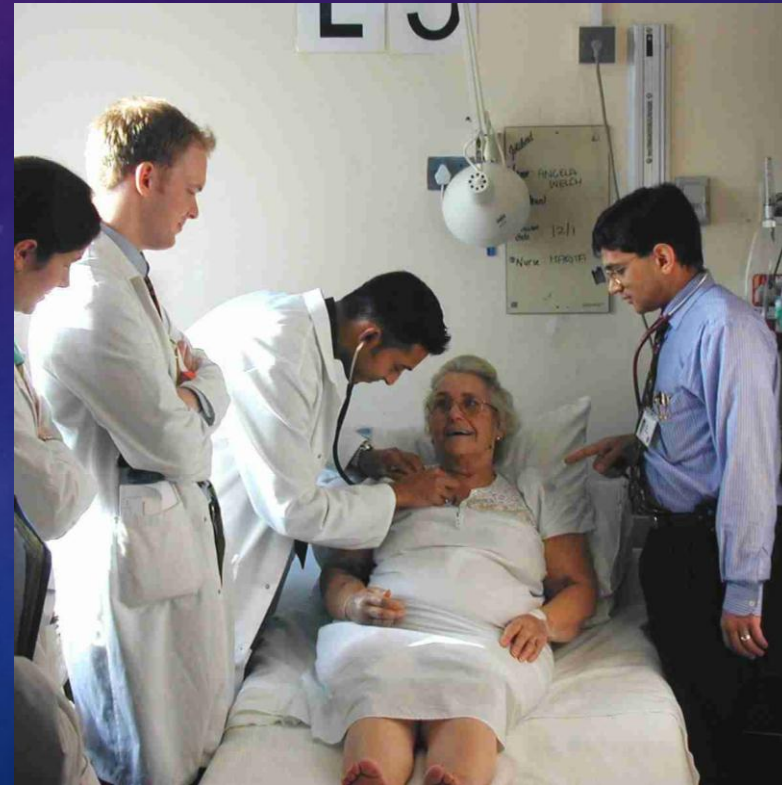
PHIL SAYER KING'S COLLEGE, LONDON

MEDICINE IS PRIMARILY CONCERNED NOT
WITH

CASES



PEOPLE



THREE ESSENTIAL GOALS FOR MEDICAL HUMANITIES

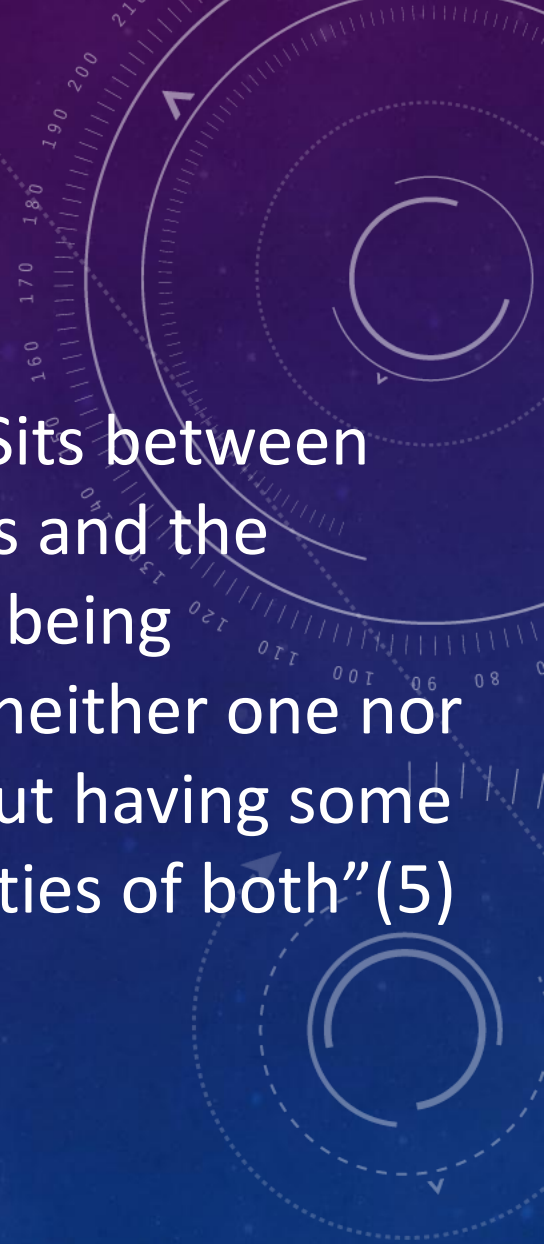
HUMANITIES HELP TO
CLARIFY THE ETHICAL
ISSUES AND VALUES AT
STAKE IN CLINICAL
DECISIONS

HUMANITIES INCULCATE
HABITS OF CRITICAL SELF-
EXAMINATION

HUMANITIES “ CONFER
THOSE ATTITUDES WHICH
DISTINGUISH THE
EDUCATED FROM THE
MERELY TRAINED
(PROFESSIONAL)”



- Medicine "Sits between the sciences and the humanities being exclusively neither one nor the other but having some of the qualities of both"(5)





SCHOOL OF EXCELLENCE 2017-2018

- Aims
- Programme
- How it works ?
- Online but Constantly In-Touch
- Today's Task
- Outcomes

AIMS

- To **Educate** rather than train
- To **Develop the Imagination** and abilities for data interpretation
- To learn to appreciate the **Importance of Empathy** and the **Emotions** in medicine
- To learn to be **critical, and self-critical**
- To **Reflect** on what you wish to achieve in your medical career
- To realize that medicine is not a certain but **an uncertain science**
- To understand the importance of the humanities to medicine

PROGRAMME

- Based on Medical Humanities: An Introduction
- Divided into 6 Sections
 - – History and Medicine
 - - Literature and Medicine
 - - Cinema and Medicine
 - - Studying Medicine
 - - Philosophy and Medicine
 - - Religion and Medicine



Medical Humanities is an ENORMOUS field so this can only be a taster, a short introduction

THE DOCTOR AS A HUMANIST

SCHOOL OF EXCELLENCE 3RD
FEBRUARY 2018

NARRATIVE OF ILLNESS

Why do we tell stories? How can we not ? We are born storytellers or, better, we live our stories before we tell them. Each of us is born into a family, a community, a cultureWe tend to live our story without giving it much thought”

It is only when we ask WHY things happen the way they did that a narrative impulse is triggered.

Serious Illness is a powerful event that is shaped into a livable story, a narrative of an experience of illness



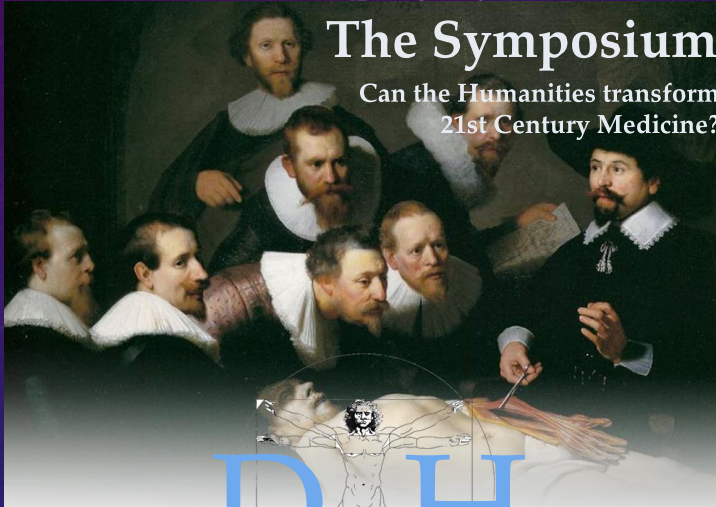
- *Pathographies provide the story of illness from the perspective of the individual patient” **
- *Restore the Patient’s Voice to the Dr-Patient encounter*

“All sorrows can be borne if you put them into a story or tell a story about them “

(Isak Dinassen – (Karen Von Blixen)










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THE NEW DOCTOR AS A HUMANIST ASSOCIATION

Vision: Improve the practice of medicine worldwide by promoting the humanities in healthcare

Mission: The Doctor as a Humanist is an international group which fosters humanistic values in medical practice through promoting dialogue between the humanities and biomedical sciences.

THE DOCTOR AS A HUMANIST ASSOCIATION

- PROCESS OF BEING FORMALLY CONSTITUTED
- LOOKING FOR PERMANENT FUNDING
- AIM TO MAKE THE DIFFERENCE TO MEDICAL EDUCATION AND PRACTICE ON A GLOBAL SCALE
- BIENNIAL SYMPOSIUM (2019)
- WORKSHOPS
- JOURNAL
- RESEARCH

GLOBAL, INTER-GENERATIONAL, BOTH THEORETICAL
AND PRACTICAL

WE HOPE THAT



**KRASNOYARSK STATE
MEDICAL UNIVERSITY**

- TO **CONTINUE** TO PLAY AN IMPORTANT ROLE
- To begin to look at Medicine, Health and illness from the Humanities
- And would be delighted for **other universities** to join us TOO

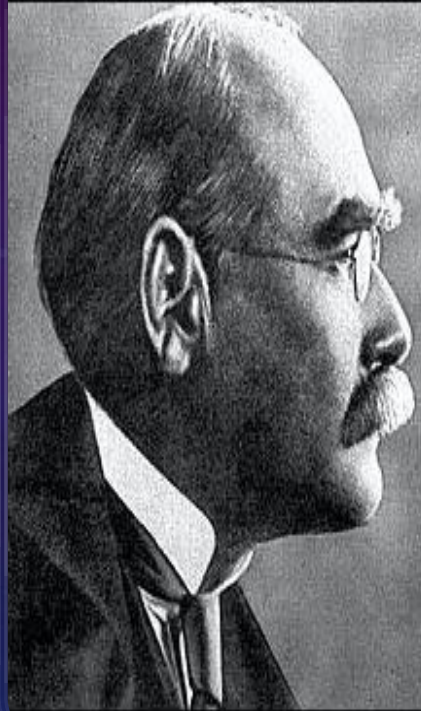


**MEDICINE MUST RE-ENGAGE
THE SCIENTIFIC-"CERTAIN, FIXED,
PERFECT, CONCRETE"
&
THE HUMANISTIC "UNCERTAIN,
FLUID, IMPERFECT, ABSTRACT"**

TAKE HOME MESSAGE

- **Rebirth of the Humanities in Medical Education and Practice**

- The Humanities have historically played an important part in medical education.
- Now they are as important as ever.
- They are integral to medical education and need to go hand-in-hand with biomedical learning.
- They may help us to ask and perhaps answer



I keep six honest serving-men:
(They taught me all I knew)
Their names are What and Where and When
And How and **Why** and Who.

(Rudyard Kipling)

**PUTTING THE "HEART AND SOUL"
BACK INTO MEDICINE**

**PUTTING THE HUMANISTIC BACK ON EQUAL FOOTING
WITH THE SCIENTIFIC**



- THANK YOU FOR KIND ATTENTION

- mcfarland.jonathan@gmail.com

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