



JSS Academy of Higher Education and Research

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JSS Medical College, Mysuru

Training Module on Health Humanities

Prepared by

Dr Praveen Kulkarni, MD, PhD

Professor, Department of Community Medicine

JSS Medical College, JSSAHER, Mysuru

Goal of the training program

To empower health professional education students with humane attributes to effectively understand, observe, communicate and extend empathic care to people and to the communities they serve as health care professionals by exposing them to the traditional humanities disciplines.

Learning outcomes

At the end of the training program on health humanities, the student should be able to,

1. Develop an understanding of the ways in which traditional humanities disciplines contribute to the study of health, illness, and care
2. Recognize key concepts in the field of medical humanities by engaging in formal and self-directed learning activities and assessments
3. Explore the ways in which creativity and creative practice can inform approaches to complex conceptual and practical problems in medicine through sustained reflective practice.
4. Examine multiple perspectives from humanities disciplines on ‘caring for the patient’, with a particular focus on the patient and provider as persons in social and cultural contexts that shape their knowledge, behaviors and attitudes.
5. Develop abilities of critical thinking, self-understanding, personal development, leadership, communication, observation and empathy to facilitate professionalism in healthcare.

Core competencies

1. **Empathy:** Demonstrate empathy towards people with illnesses, their attendants and their families
2. **Communication:** Judiciously use verbal and non-verbal communication skills at personal and professional levels
3. **Team building and working as a team member** in diverse clinical, professional and community settings
4. **Professional practice** with commitment to ethical aspects, moral values and dignity of the profession

5. **Ethical behavior** in clinical care, research and professional practice
6. **Reflective practice** in a sustained manner with reflection ‘on’ and ‘in’ action.

Eligibility Criteria

1. MBBS students after completion of second professional year till internship
2. Allied Health Science Students after the completion of second semester till internship

Duration of the Course

Six months with weekly contact sessions of 1 to 2 hours

Offering Departments

Medical Education Unit

Community Medicine

Week wise Detail instructional framework

Sl No	Title of the module	Duration/ No. of Contact sessions	Duration of each session	Learning outcomes of the modules	Teaching-learning methods	Assessment
1	Introduction to medical humanities	One week (Week 1)	45 mins	At the end of the session, participants should be able to, 1. Define medical humanities 2. List the various traditional humanities disciplines 3. Describe the linkage between humanities and medicine 4. Discuss the uses of medical humanities	Interactive small group discussion using PowerPoint presentation	Level of participation during the session Writing a summary note on the uses of medical humanities
2	Team building and leadership	Two weeks (Weeks 2 and 3)	45 + 45= 90 mins	At the end of the session, participants should be able to, 1. Define 'team' 2. Understand the stages of team formation 3. Understand the functioning of a team 4. Explore attributes of a good team leader 5. Describe the challenges of functioning as a group leader	1. Interactive group discussion 2. Crossing the river game 3. Fish and fisherman game 4. Let's draw a picture exercise 5. Columbian hypnosis 6. Glass Cobra game 7. Human knot game	Level of participation during the session Essay writing on a role model leader

					8. Role-play on leadership attributes	
3	History of Medicine	Two weeks (Weeks 4 and 5)	45+45 = 90 mins	<p>At the end of the session, participants should be able to,</p> <ol style="list-style-type: none"> 1. Understand the contribution of scientists in the progress of medicine and healthcare 2. Explore the evolution of medical knowledge and practice from antiquity to the present 	<ol style="list-style-type: none"> 1. Book review on the history of medicine 2. Narrative writing on the contribution of scientists to healthcare 3. Storytelling on the changing concepts of health and disease 4. Creation of posters on the history of medicine using pictures and short descriptions 5. Visit the museums of various departments to understand the milestones in the evolution of these subjects 	<p>Level of participation during the session</p> <p>Preparation of posters on the history of medicine</p>

4	Reflective practice	Two weeks (Weeks 6 and 7)	45 + 45=90 mins	<p>At the end of the session, participants should be able to,</p> <ol style="list-style-type: none"> 1. Understand the concept of reflection 2. Explore the importance of reflective practice 3. Understand the types of reflection 4. Explore the stages of reflection using Gibbs reflective cycle and Rolf reflective models 5. Demonstrate the ability to write the reflective narrative for a given situation using the above mentioned models 	<ol style="list-style-type: none"> 1. Reflection on short videos 2. Reflection on Movie clippings 3. Reflection on Narratives on specific disease conditions 4. Reflection Short stories 5. Writing reflective narratives 6. Self-reflection exercises 	<p>Level of participation in the activities</p> <p>Writing reflective narratives on a given situation</p>
5	Communication	Three weeks (Weeks 8, 9 and 10)	45 + 45 + 45 = 135 mins	<p>At the end of session, participants should be able to,</p> <ol style="list-style-type: none"> 1. List the types and processes of communication 2. Understand the art of verbal and nonverbal communication in healthcare and community settings 3. Explore the characteristics of a good communicator 4. Understand the barriers to communication 5. Explore the art of listening and its importance 	<ol style="list-style-type: none"> 1. Role-play 2. Reflection on the video clippings on poor and good communication 3. Storytelling on the importance of communication 4. Communication origami game 5. Power of body language game 6. Stop listening 	<p>Level of participation during the session</p> <p>Reflective writing in video clippings</p> <p>Reflection on game-based exercise</p>

				in healthcare	exercises 7. Clap follow exercise	
Week 11: Recap, Interim feedback and self-reflection : 45 mins session						
6	Observation and perception	Three weeks (Weeks 12,13,14)	45 + 45 + 45 = 135 mins	<p>At the end of the session, participants should be able to</p> <ol style="list-style-type: none"> 1. Explore the importance of observation in professional practice 2. Demonstrate ‘careful observation’ and its interpretation of a given situation 3. Understand the importance of perception 4. Explore the ways of understanding different points of view on the same situation 5. Demonstrate the ability to express the perception of a situation using analytical skills 	<ol style="list-style-type: none"> 1. Visual arts 2. Painting and images 3. Image theater 4. Group image theater 5. W- word perception exercise and reflection 6. Mime-based activity and reflection 7. Sculpting 8. Narrating stories on perceptions 	<p>Level of participation during the session</p> <p>Reflection on images</p> <p>Narration on Perception related exercise</p>
7	Empathy and emotions	Four weeks (Weeks 15,16,17 and 18)	45 + 45 + 45 + 45 = 180 mins	<p>At the end of session, participants should be able to</p> <ol style="list-style-type: none"> 1. Understand the value of empathy in personal and professional practice 2. Describe the notion of empathy, and how it differs from sympathy. 3. Identify the situations in professional life where the 	<ol style="list-style-type: none"> 1. Poetry 2. Paintings and images 3. Stories 4. Narratives 5. Forum theater 6. role-plays 7. Movies/video clippings 8. Reflective writing 9. Scenario-based 	<p>Level of participation during the session</p> <p>Reflective writing on the given scenario</p>

				<p>attribute of empathy is required</p> <ol style="list-style-type: none"> 4. Demonstrate the attribute of empathy in a given situation in at simulated setting 5. Reflect on situations where empathy is essential in healthcare 6. Explore the importance of emotional control in medical practice 7. Understand the need to understand the 8. emotions of patients and their relatives and healthcare team members in professional practice 	<p>learning</p> <ol style="list-style-type: none"> 10. Trust games 	
8	Medical ethics	Three weeks (Weeks 19, 20 and 21)	45 + 45+ 45=135 mins	<p>At the end of session, participants should be able to</p> <ol style="list-style-type: none"> 1. Describe the importance of ethical principles in healthcare 2. Critically reflect on the evolution of ethical practices in healthcare and research 3. Apply the methods to various bioethics and health humanities contexts or cases 4. Identify and discuss ethical issues as they pertain to shared responsibility in healthcare 5. Explore ethical issues as they 	<ol style="list-style-type: none"> 1. Cinemeducation 2. Video clippings 3. Case Scenario based learning 4. Role-plays 5. Story telling 6. Narrative reviews 7. Reflective writing 8. Forum theater 	<p>Level of participation during the session</p> <p>Reflective writing on the given scenario</p>

				<p>refer to confidentiality in healthcare</p> <p>6. Understand ethical issues as it pertain to the physician - patient relationship</p>		
9	Professionalism, altruism and professional identity formation	Two weeks (Weeks 22,23)	45 + 45 = 90 mins	<p>At the end of the session, participants should be able to,</p> <ol style="list-style-type: none"> 1. Identify and apply the key ways in which commitment to patients' interests may be maintained. 2. Explore the attributes of professionalism 3. Understand the importance and the dynamics of professional relationships with patients, colleagues and society 4. Appreciate professional commitment to honesty, integrity, avoidance and management of conflicts at work place 5. Explore the ways and means of 6. professional identity formation 	<ol style="list-style-type: none"> 1. Role-plays 2. Video clippings 3. Reflective writing 4. Forum theater 5. Image theater 6. Narrative writing 7. Critical thinking 8. Conflict management games 	<p>Level of participation during the session</p> <p>Reflective writing on the given scenario</p>
Week 24, Final feedback, reflection, feed forward and closure of the program						

Details of specific teaching-learning materials used in the training

Type	Details
Poetry	Back pain by Jonathan Goldman
	Ambulances by Philip Larkin
	Dear Left Knee - By John Davis
	The Building : Philip Larkin
	Home they Brought her Warrior Dead
	Mera Naya Bachpan – Subhadra Kumari Chauhan
	Against Elegies Marilyn Hacker
	Lets talk about it: David Rinaldi
	You Doctor Martyn – Anne Sexton
	Hotel Nights With My Mother-
	Last Days by <i>Donald Hall</i>
Stories	John Snow’s experiment – History
	Edward Jenner’s story of small pox vaccine discovery- History
	Salk and Sabin- Polio vaccine
	The Double-Edged Sword: Conor Rork- Emotional control
	Dharma vyadha story from Srimad bhagavat- Professionalism
	Tale of monkey and tiger from Ramayana – Altruism
	A parrot story in Communication skills
	Good bye to the butterfly by Sara Koh- Communication
	<i>The Use of Force: William Carlos Williams</i>
	Letting Go: Atul Gawande
	“The Death of Marilyn Monroe” - Sharon Olds
Narratives	Beethoven Heiligenstadt testament by Ludwig van Beethoven
	At war with my skin- John Updike
	It’s Over, Debbie: Anonymous author, published in JAMA
	Three thousand stiches- Mrs Sudha Murthy
	Planet of The Blind: STEPHEN KUUSISTO

	Cathedral : Raymond Carver
	The Magic Mountain- Thomas Mann
	Cancer Ward- Aleksandr Solzhenitsyn
	The Sickness- Alberto Barrera Tyszka.
Paintings/ Visual arts	The Doctor
	The Broken column
	Dispensary
	The sick child
	Restricted
	The death chamber
	The old man in sorrow
	The Madness of Joanna of Castile
	Self-portrait with Dr Arrieta
	Healing the Deacon Justinian
	Do no harm
Books	Full Moon Many More
	I gaze therefore I am
	The trick is to keep breathing
	Metamorphosis – Franz Kafka
	Illness as metaphor- Susan Sontag
	The Curious Incident of the Dog in the Night-Time Mark Haddon
	A Grief Observed - C.S. Lewis
	The Death of Ivan Ilyich - Leo Tolstoy
	The Bell Jar- Sylvia Plath
	<i>To the Friend Who Did Not Save My Life</i> - Hervé Guibert
Cinemeducation	Patch Adams -1998
	Anand-1971
	Black- 2005
	The Doctor- 1991

	My sister's Keeper- 2009
	Miss Ever's Boys – 1997
	The Death of Mr. Lazarescu 2005
	Wit-2001
	Awakenings (1990)
	<i>Philadelphia</i> (1993)
	<i>Still Alice</i> (2014)
	<i>Paa</i> – 2009
	<i>A Beautiful Mind</i> (2001)
	<i>Crip Camp: A Disability Revolution</i> 2020

Assessment of student learning

Considering the qualitative nature of the training program, formative assessment was given the major importance. As a part of the formative assessment, the following qualitative attributes were assessed,

- i. The level of participation of students in the group activities
- ii. Interaction during the session
- iii. Creativity during the activities (poetry, storytelling, painting, narrative writing, theater-based activities etc)
- iv. Writing Reflections
- v. Helping teammates and other participants in understanding and completing the tasks during group activities
- vi. Punctuality to the sessions
- vii. Submission of feedback on time

Rubrics for formative assessment during session

Criteria	Good	Average	Poor
The level of participation of students in the group activities	<ol style="list-style-type: none"> 1. Involves actively in group activities 2. Takes initiative 3. Contributes to decision-making in their groups 4. Collaborates with team members and perform task 	Contributes as a group member but do not take self-initiatives	Is a passive member
Interaction during the session	<ol style="list-style-type: none"> 1. Listens actively 2. Clarifies doubts 3. Answers to questions during session 4. Expresses opinion frankly 5. Seeks feedback 	<ol style="list-style-type: none"> 1. Responds only when specifically asked for 2. Expresses opinion on repeated appeals 	<ol style="list-style-type: none"> 1. Does not respond even after specifically asking for 2. Avoids expressing opinion 3. Expresses opinions that are less relevant to the questions asked
Creativity during activities	<ol style="list-style-type: none"> 1. Demonstrates uniqueness in act 2. Adds value to the existing situation 3. Finds new ways to solve the problem 4. Brings the concepts of their own (paintings, drawings, paintings etc.) 	<ol style="list-style-type: none"> 1. Adds value to the existing situation 2. Performs the tasks with little or no modifications as others 	Does not attempt to do anything creative
Writing Reflections	<ol style="list-style-type: none"> 1. Demonstrates deep thinking of acquired knowledge and concepts and integrates them with different issues from a wide range of perspectives 2. Brings creative solutions and demonstrates a critical thinking attitude in writing reflection 	<ol style="list-style-type: none"> 1. Shows ability to relate acquired knowledge and experience to previous knowledge and experiences 2. Demonstrates attempt to analyze the issues from different perspectives 	Demonstrates mere description Of learning experience

Helping teammates and other participants in understanding and completing the tasks during group activities	<ol style="list-style-type: none"> 1. Demonstrates self-understanding of the tasks 2. Helps others to understand the task and come to a consensus 3. Takes group members together in completing the tasks 4. Seeks clarification 	<ol style="list-style-type: none"> 1. Follows the instructions of team members without putting much effort to self-understanding 2. Gives importance to completing tasks on self rather than helping others 	Poor understanding of the tasks and does not help others to complete the tasks
Punctuality to the sessions	<ol style="list-style-type: none"> 1. Comes to the sessions on time 2. Completes the group tasks within time period 3. Leaves the session only after completing the entire task 	<ol style="list-style-type: none"> 1. Delays in joining sessions between 5-10 mins of initiation 2. Takes more than 5 minutes time to complete task 	<ol style="list-style-type: none"> 1. Delays in joining sessions more than 10 mins 2. Takes more than 5 minutes to complete the task 3. Leaves the session even before the tasks are completed
Submission of feedback	<ol style="list-style-type: none"> 1. Submits feedback within 24-48 hours after the module is completed 2. Feedback is reflective in nature 3. Feedback is more detailed in manner 	<ol style="list-style-type: none"> 1. Submits feedback more than 48- 72 hours after the module is completed 2. Feedback is superficial with little reflection 	<ol style="list-style-type: none"> 1. Submits feedback more than 72 hours 2. Just a few words without any reflection

Summative Assessment

1. An exercise on problem-solving for a scenario related either to communication, leadership, or empathy (10 Marks)
2. Reading a given excerpt from a patient narrative (extracted from the stories) and writing a reflection on the same (10 Marks)
3. Reading and reflecting on a poem (5 Marks)
4. Observing a given image and writing interpretation on it (5 Marks)

Declaration of Results

Passing Criteria:

Students should score at least 50% marks in formative and 50% in summative assessments to be declared as Pass