

Introduction

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ESSAY: EPIDEMICS BY ANATHAM DEVANAND

"From the time the cholera proclamation was issued, the local garrison shot a cannon from the fortress every quarter hour, day and night, in accordance with the local superstition that gunpowder purified the atmosphere. The cholera was much more devastating to the black population, which was larger and poorer, but in reality, it had no regard for colour or background. It ended as suddenly it had begun, and the extent of its ravages was never known, not because this was impossible to establish but because one of our widespread virtues was a certain reticence concerning personal misfortune."

Dr. Marco Aurelio Urbino, the father of Juvenal, was a civic hero during that dreadful time, as well as its most distinguished victim. By official decree he personally designed and directed public health measures, but on his own initiative he intervened to such an extent in every social question that during the most critical moments of the plague no higher authority seemed to exist."

Gabriel Garcia Marquez's eloquence in "Love in the time of Cholera" is an example of fiction reflecting historical fact. It serves as a reminder of Dr John Snow's ingenuity and public-spiritedness in elucidating and stopping the 1854 Broad Street cholera outbreak in the city of Westminster, London. At the

The art of communicating compassion in PPE:

Pantomime of Purposeful Expression.

"Make your choices based on love, not fear", Dr. Elisabeth Kübler-Ross

In my work as a mentor and clinical supervisor of healthcare staff, I am currently hearing expressions of grief, frustration, anxiety, concerns and sometimes a sense of powerlessness in this Covid-19 pandemic. Staff are talking about feeling clumsy and inadequate in their communication of compassionate care to patients through layers of PPE. This combined with a high-powered, stressful, anxious working environment makes it paramount for staff to commit to time for self-care and self-reflection, increasing their awareness of how they are in body, mind, heart and soul, in order to be able to practice compassionate care.

I repeatedly hear: "I don't have time for self-care or reflection, I am too busy juggling work and home, I feel like I am running all the time."



Introduction to the Medical Humanities



Cultures of Knowing



The Scientific Revolution

Robotic Surgery

Precision Medicine

Gene Therapy

Knowledge = Empirical data X Mathematical tools

Pre-implantation Screening

Immunotherapy

Proton Beam Therapy

Artificial Intelligence

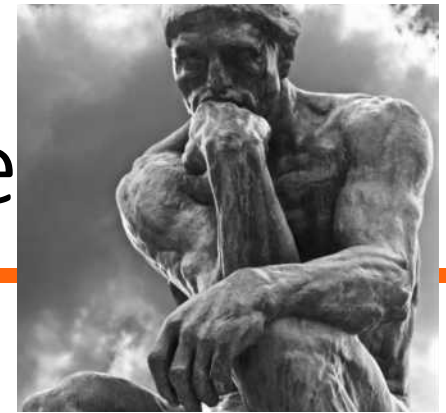
Biological Stents



Literature



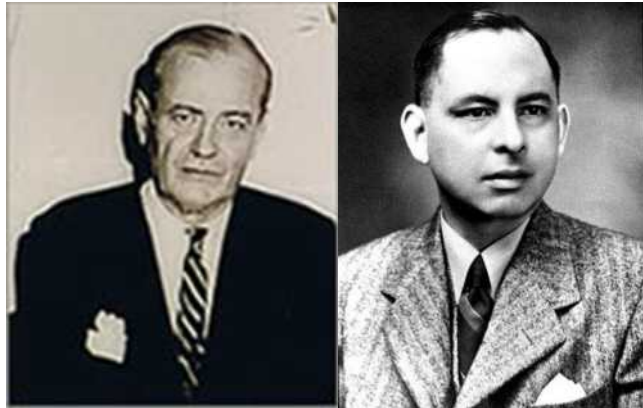
Art



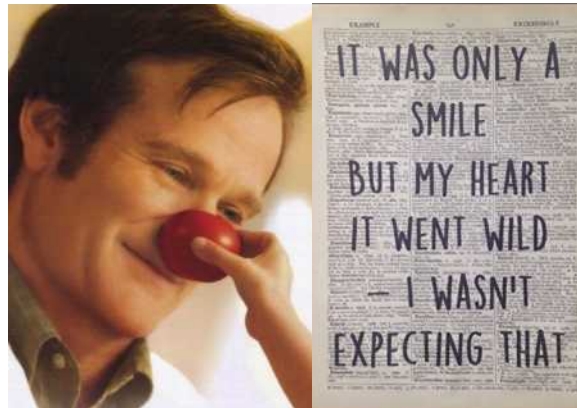
Philosophy

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Knowledge = Experience X Sensitivity



History

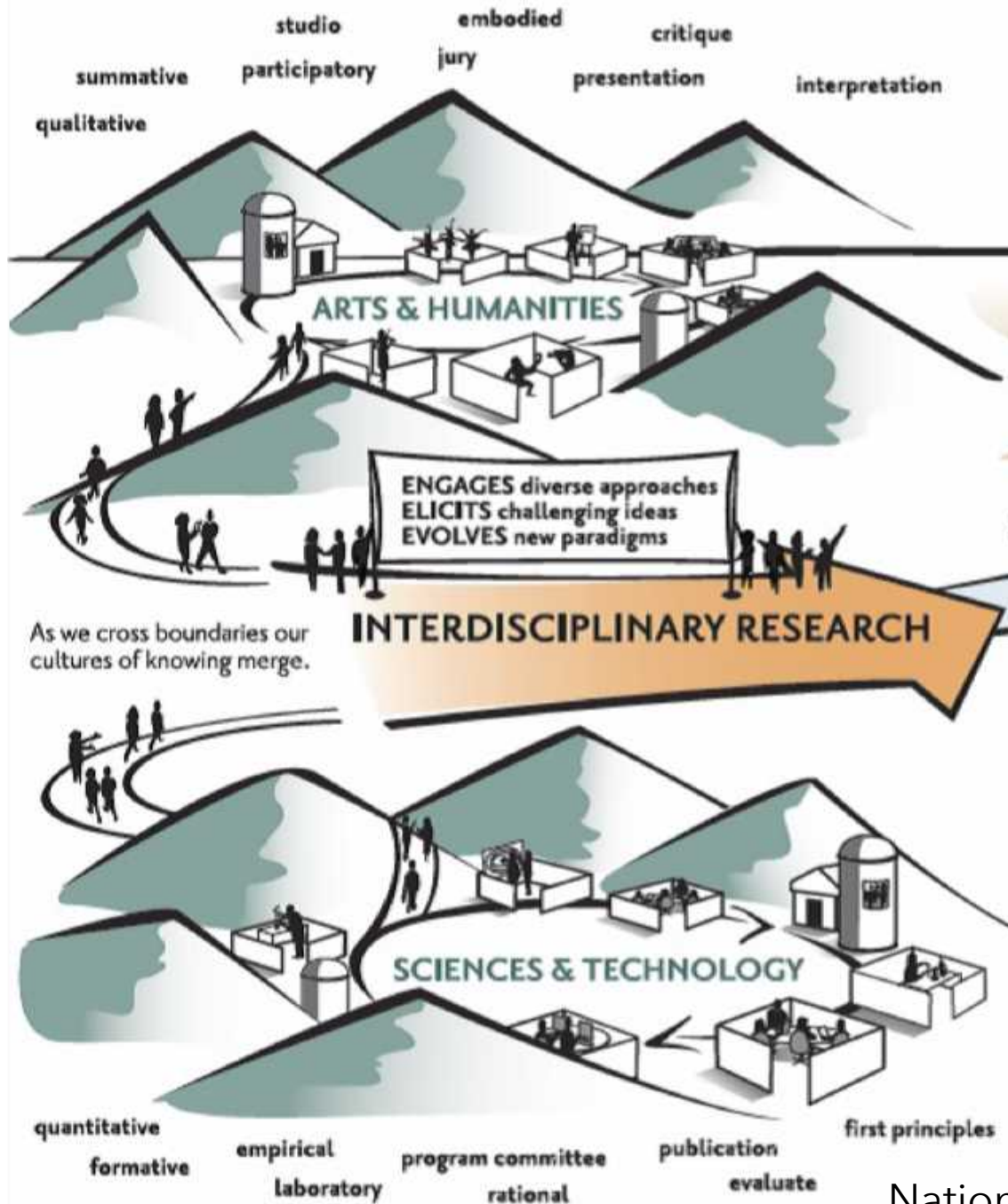


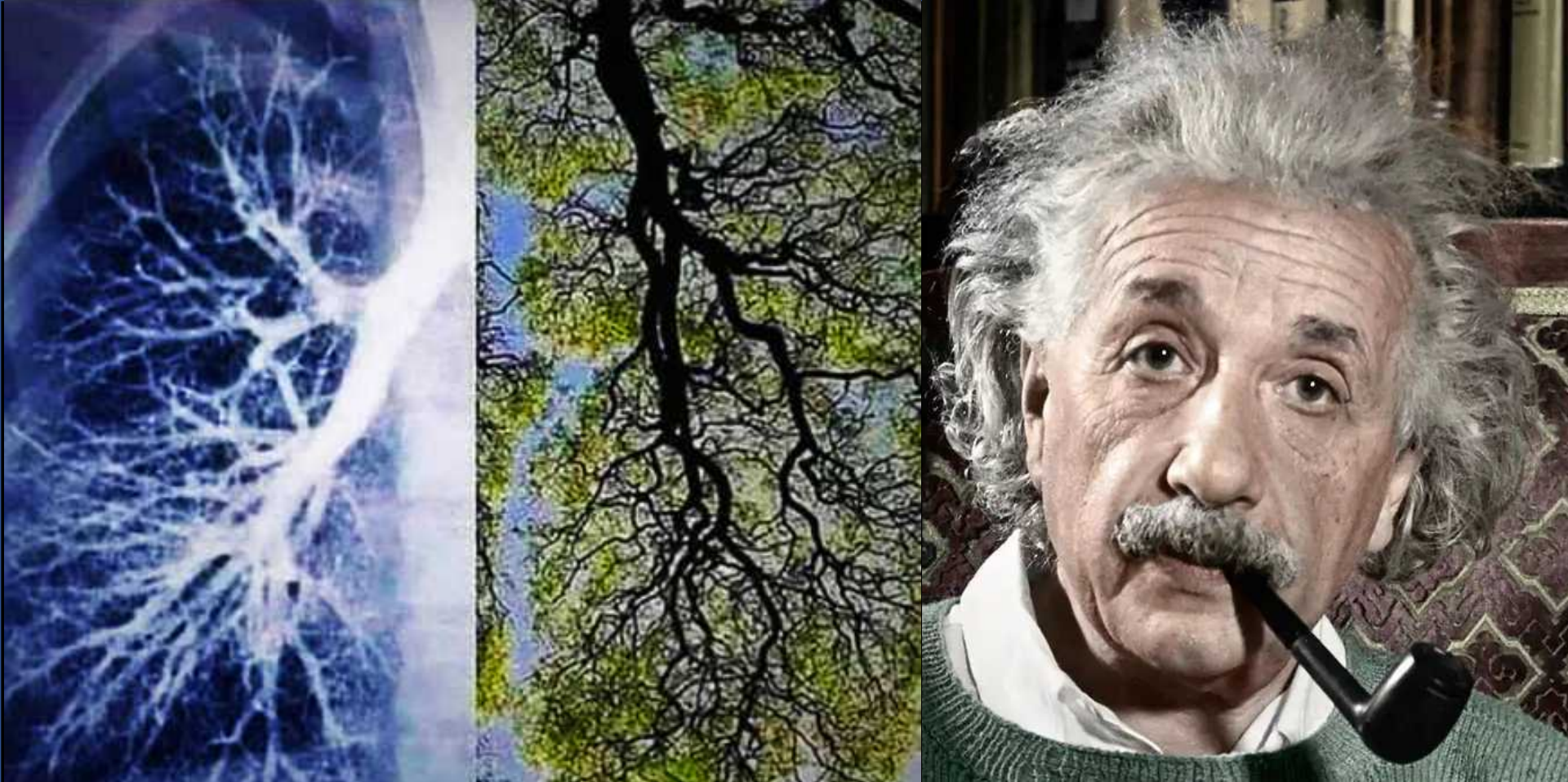
Popular Culture



Religion

Cultures of Knowing

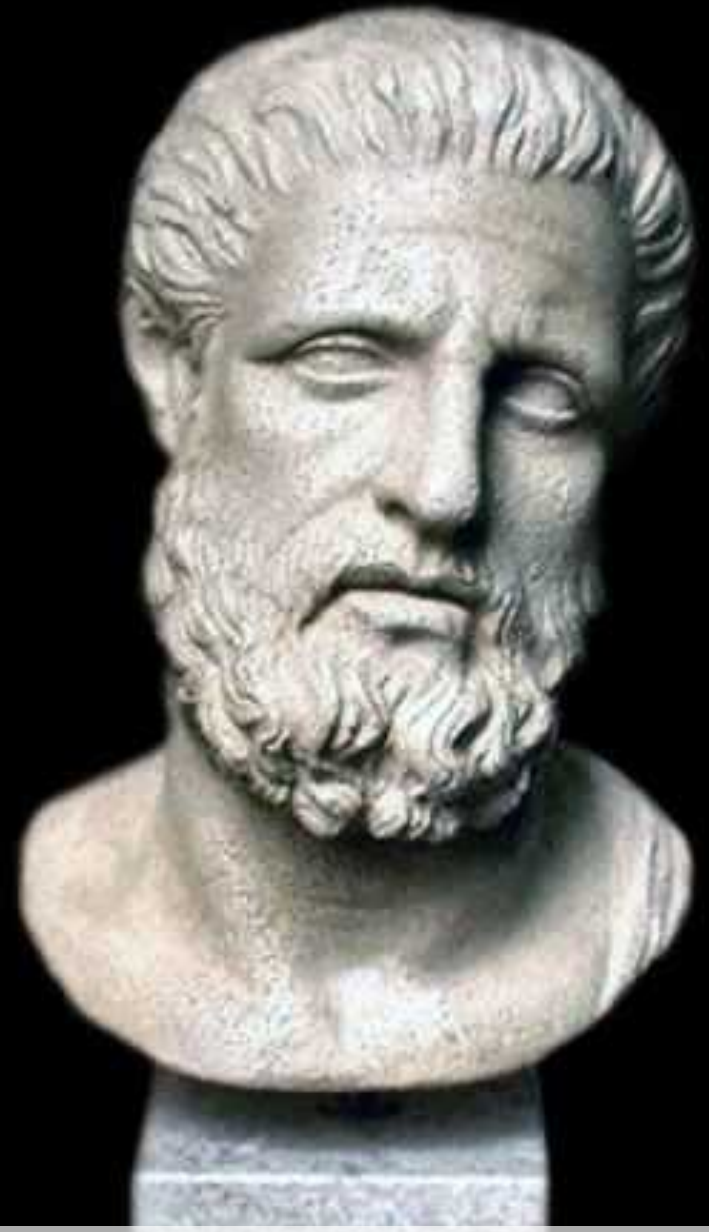




“all religion, arts, and sciences are branches from the same tree.”



God of healing and diseases &
music and poetry



“There is art to medicine as well
as science.”

What do I want from
this course?



Role of the Medical Humanities



ICU Supportive Care Interprofessional Grand Round



MEDICINE & Humanities

Research and Academic Work

Empower to connect and connect to empower: experience in using a humanistic approach to improve patients' access to, and experience of, care in isolation wards during the COVID-19 outbreak in Singapore

Natalie Liling Woong,^{1,2} Victoria Sze Min Ekstrom,^{2,3} Xiaohui Xin,⁴ Crystal Lim,^{2,5} Evelyn Swee Kim Boon,⁶ Shaun Wei Jie Teo,⁷ Patrick Chee Sang Ng,⁷ Tricia Pei Shin Ang,⁸ Shu Hui Lim,⁹ Amanda Yun Rui Lam,^{2,10} Esther Monica Peijin Fan,⁹ Shin Yuh Ang,⁹ Wan Cheng Chow^{2,3}

ABSTRACT

Patients admitted to the isolation ward during the COVID-19 outbreak face multiple psychosocial stressors including the disruptive experience of being in quarantine, anxiety over contracting a newly emerging infectious disease and limited access to their healthcare team. This quality improvement project aims to leverage on technology to improve patients' access to, and experience of, care while in isolation.

Patients admitted to two isolation wards in Singapore General Hospital (SGH) between 28 February and 19 March 2020 were each provided an iPad loaded with the MyCare

PROBLEM

During an infectious disease outbreak, contact isolation is a key strategy in mitigating further disease spread. However, patients are often mentally unprepared for the disruptive effects of being placed in an isolation ward. Stress and negative psychological effects are increased in patients affected by a novel infectious disease, as exemplified by the 2003 severe acute respiratory syndrome (SARS) outbreak.¹ Emotional



The Medical Humanities: Reconnecting with the Soul of Medicine. Ann Acad Med Singapore. 2019 Jul;48(7):233-237.

Health ethics in COVID-19: no better time for solidarity. Singapore Med J. 2020 May 27.

The role of Social Media during the COVID-19 Pandemic. Ann Acad Med Singapore. 2020 Jun;49(6):408-410

Triage of ICU Resources in a Pandemic Surge: Good Ethics depends on Good Data. Ann Acad Med Singapore. 2020.

Operationalization of Critical Care Triage during a Pandemic Surge using Protocolized Communication and Integrated Supportive Care. J Intensive Care. 2020 Aug 6;8:59.

Empower to connect and connect to empower: experience in using a humanistic approach to improve patients' access to, and experience of, care in isolation wards during the COVID-19 outbreak in Singapore BMJ Open Quality 2021;10:e000996.

HAPPE—A pilot programme using humanities to teach junior doctors empathy in a palliative medicine posting. TAPS 2021, 6(1), 83-92

In Medical Education, the Humanities can

(a) Be the content

(b) Used to deliver content



Delivery of Content



Lesson: Research
Ethics

Class: Year 3
Undergrad
Medical Students

Setting: Large
Group Discussion

Research Ethics

Anantham Devanand

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Associate Program Director,
Singhealth Internal Medicine Residency.

Director of Medical Humanities.

Lung Centre

Academic Medicine | Improving patients' lives



Content



What can the humanities teach us?

- Creative means of expression
- Understanding of different perspectives
- Knowledge and emotions throughout the human experience
- Shaping and share of perceptions



What can the humanities teach us in Medicine?

- Integrate knowledge, ethical sensibilities, and emotional intelligence to know how to do the right thing in this circumstance, with this patient
- Think critically and compassionately about human dilemmas.
- To learn in a truly integrative fashion
- Support professional identity formation
- Deconstruction of silos of specialization



Aims of this Course

- Faculty Development
 - Program Development
 - Collaboration
 - Access to Expertise
-
- Assessment: Group project on a lesson plan



The PRISM Model for Integrating the Arts and Humanities Into Medical Education

STEP 1: What learning domain are you teaching? For example, are you teaching about observation, communication, empathy or social justice?

STEP 2: What are your objectives for learners in teaching this learning domain?

MASTERING SKILLS

PERSPECTIVE TAKING

PERSONAL INSIGHT

SOCIAL ADVOCACY

STEP 3: What are your key considerations when designing teaching materials?

DESIGN – LEARNING ACTIVITIES – REFLEXIVITY - CULTURE

STEP 4: Program Evaluation: benefits and limitations of approach

The PRISM Model for Integrating the Arts and Humanities Into Medical Education

Interprofessional Education:

Atul Gawande: we continue to “train, hire, and pay doctors to be cowboys. But it’s pit crews people need.”

Physicians require PERESPECTIVE TAKING of their teammates to learn to fully function in an interdependent manner. They need PERSONAL INSIGHT to reflect on their own attitudes and assumptions about hierarchy and the physician role, and they need to MASTER SKILLS of constructive communication and feedback.



Group Activity:
Identify the difference
between the two approaches



Integrated Learning?

1

Music in the Liberal Arts was an introductory course at a small liberal arts college to fulfill requirements in the humanities. The goal of the course was to help students understand music from a variety of disciplinary perspectives. The organizer recruited faculty from many departments across the campus to explore with students in the course how their fields connected with music.

For example, a psychology professor spoke about the emotional aspects of music and how music might influence mood and behavior. An anthropologist helped students understand music as a cultural phenomenon. A historian summarized how music changed over time, how it was shaped by events of the time, and how it influenced some of those events. A physicist explained the physics of sound waves, pitch, tone and tone quality, and amplitude. A biologist described the anatomy and physiology of the ear and hearing as well as the components of the human voice.

2

Lesson on Obesity: The biologist might lead the students to understand the differences between innate biological mechanisms that promote obesity and the influence of external factors, while the gender studies professor might help the class explore the gender-specific disparities in obesity. After gaining familiarity with the many dimensions of this topic, the students are asked to develop a problem statement.

For example, they may realize that physicians' attitudes about obesity in women affect the likelihood of weight loss in female patients. Students then set out to solve this problem using existing tools as well as whatever new understanding they develop at the intersection of multiple disciplines and this complex social and biological problem. They might even enlist a dancer to bring in culturally relevant dances to a community of women, helping them develop habits of exercise through an art form.

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Integrated Learning? #1

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Integrated Learning? #2

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Examples



Playing Doctor by Katie Watson, JD (Theater and Drama)
Northwestern University Feinberg School of Medicine



Examples



The Art of Medicine by Allison Bickett, PhD, and Mary Hall, MD (Visual Arts)
Atrium Health and the Bechtler Museum of Modern Art in Charlotte, N.C.



Examples



Improving Physical
Diagnosis Through Art
Interactions
Brigham and Women's
Hospital



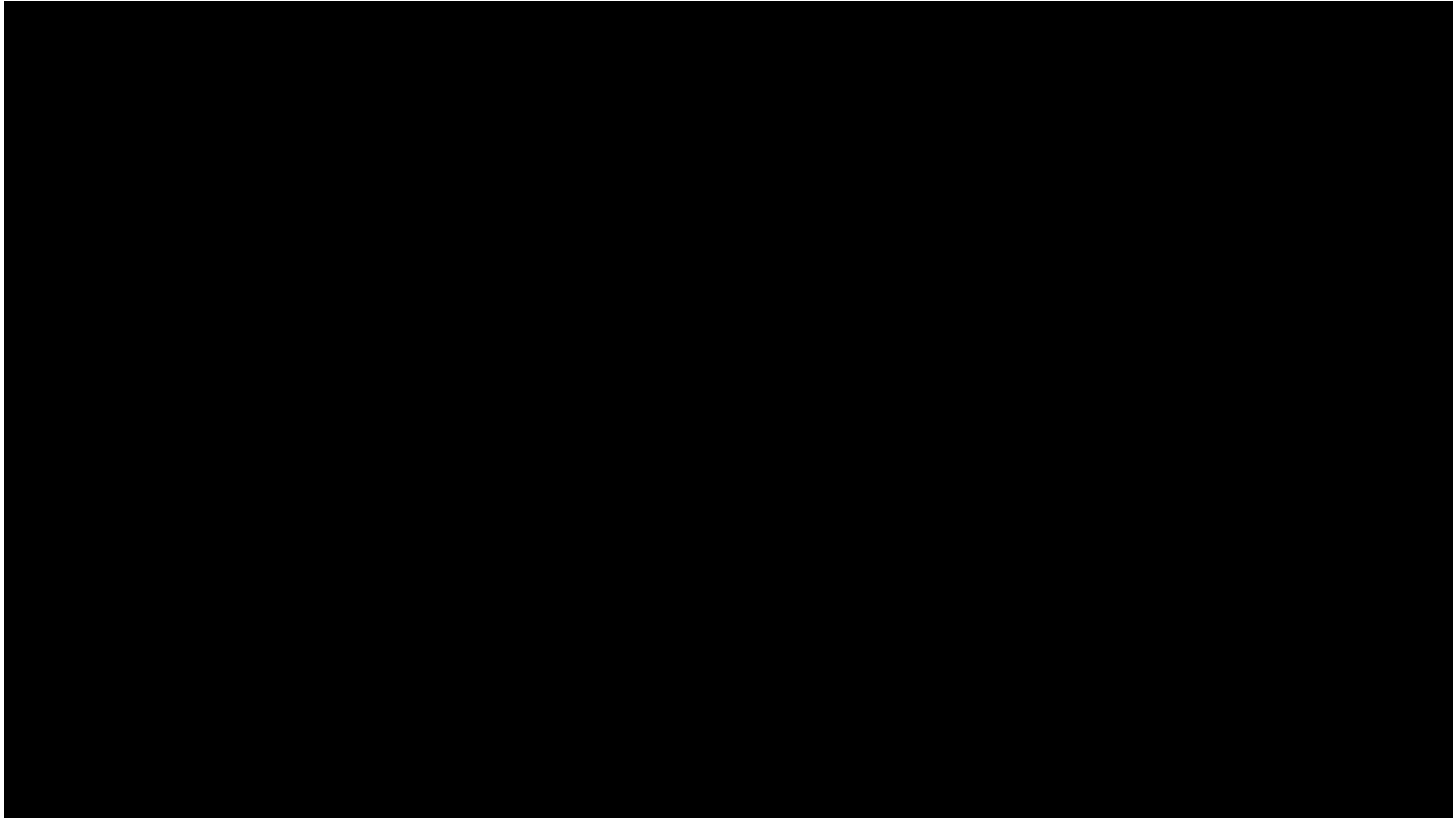
Examples



Narrative Medicine by Rita Charon, MD, PhD (Narrative Medicine)
Columbia University



Examples



My Life, My Story
by Susan Nathan,
MD (Reflective
Writing) Veterans
Affairs Medical
Centres, Boston



Examples



History of Medicine by Jeremy
Greene, MD, PhD (History)
Johns Hopkins School of Medicine

COVID-19 SPECIAL CONTENT

Covid-19: How to Use History to Make Sense of a Pandemic



Examples



Documentary Film by
Maren Monsen, MD
(Film and Television)
Stanford University
School of Medicine



Examples



Dance for All People by Rachel Balaban (Dance and Movement)
Artists and Scientists as Partners (ASaP) at Brown University



Take Home Messages



- Humanities are the Human Sciences that generate knowledge through experience and sensitivity
- In Medical Education, the Humanities can
 - Be the content
 - Used to deliver content



Singhealth Medicine ACP Medical Humanities



Singhealth
Medicine ACP
Medical Humanities
Create Page @Username

- Home
- Posts
- Reviews
- Videos
- Photos
- About
- Community
- Groups
- Offers

Get Appointments on Facebook

Devanand, you're invited to try Facebook's free booking tool to better connect with your customers.

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