Clinical Humanities - Interprofessional informal learning opportunities that promote student PPD

I-Gen
- High esteem
- High expectations
- Low resilience
- Low tolerance of ambiguity and low attention span
- Generally poor at exploring literature for themselves
- Everything is negotiable
- Generally poor at asking for help

Student PPD for the millennials

Education isn’t just knowledge transfer or training, it’s ‘a complex pursuit of fitting a culture to the needs of its members and their ways of knowing to the needs of the culture.’ (Bruner 1996)

Given the rapid pace of change in biomedical science and clinical treatments today, the real goal in medical school should be “to learn how to learn medicine” (Harvard Dean of Medical Education 2016) in today’s complex world we must educate not merely for competence but for capability. Capability is “enhanced through the use of non-linear methods such as small group problem based learning, simulation, role-play and storytelling” (Fraser, Greenhalgh 2001) The Clinical Humanities improves the capacity to cope with ambiguity in clinical practice and builds student professional and development through interprofessional and cross-faculty informal learning. Clinical Humanities balance the Clinical Sciences and help provide support for the complexities of clinical practice today, nurturing innovation and leadership skills through creativity and promoting critical reflection, resilience and student wellbeing.

Clinical Humanities- Study of the Arts and humanities that is strongly linked to praxis in fields, such as medicine, nursing, occupational therapy, [and dentistry] that serve those who are ill, incapacitated, and suffering. (Shapiro 2014)

I-Gen

Interprofessional PBL and observation skills session for medical and dental students at The Courtauld School of Art, Somerset House

As educators we need to scaffold student learning within our community of practice, role-model and enhance the processes by which novice clinicians develop. We should provide safe spaces for learners to develop new ideas, promote ethical, humane patient care and self-care and improve student higher order, analytical, observational, reflective, and communication skills via informal interprofessional learning opportunities.

Fundamentally, we need to encourage students to think for themselves, from different perspectives, creatively, to innovate and become leaders in their field via the curriculum in all its forms; formal, informal and hidden. Our recent Clinical Humanities pilot showed students, developing confidence in their own professional practice, outperforming their peers in end of year OSCE exams and becoming interested in activities they previously hadn’t considered such as research participation and public engagement.

Clinical Humanities ceramics and proprioception session with HSDM class of 2019

Learning to look from different perspectives

References


Dr Flora Smyth Zahra
Clinical Humanities programme lead. KCL Dental Institute
https://www.youtube.com/watch?v=Cbb9wowT6A8

Modified Bloom’s Taxonomy

CREATING
- Putting information together in an innovative way.
EVALUATING
- Making judgements based on a set of guidelines.
ANALYSING
- Breaking the concept into parts and understand how each part is related to one another.
APPLYING
- Use the knowledge gained in new ways.
UNDERSTANDING
- Making sense of what you have learnt.
REMEMBERING
- Recalling relevant knowledge from long term memory.