

Instilling Criticality in Medical Education Through a Scholarly Health Humanities Seminar Series

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Health Humanities Rounds at the WRC

Every Second Thursday from Noon to 1:00 pm
Waterloo Regional Campus Lecture Hall
unless otherwise marked in the WRC

An opportunity for students and interested faculty to learn more about topics in the health humanities. A challenge in medical curriculum concerns the exposure and involvement of students in 'humanistic' endeavors that aren't overdetermined by a quest for improved outcomes or competencies. During these rounds, a capacity for criticality itself will be developed. This said, the series is developed with an eye towards the year 2025, in which "Physician Humanism" is projected to be a possible core competency. We will work together to think systematically about the contexts, histories, oppressions, and benefits of medical practice and institutions. Lectures are scholarly and informed by much lived experience. Discussion will occur at the end of lecture.

1. SEPT 7 2023 Biomedicine as Epistemology
2. SEPT 21 2023 Metaphor in Medicine
3. OCT 5 2023 Narrative Medicine and Indigenous Story Medicine: A Contrast
4. OCT 19 2023 Crippling Medicine
5. NOV 2 2023 Neoliberalism and 'Resilience'
6. NOV 16 2023 Neurodivergence and Rhetorics of Lack in Medicine

Organizer: Dr Shane Neilson, CCFP FCFP

Dr. Shane Neilson is a family physician from Guelph. He completed his Ph.D. in English at McMaster in 2019, where he won the Governor-General's Gold Medal for his dissertation work. In 2023, he will publish two scholarly texts with Routledge: *Canadian Literature and Medicine: Carelandings* and *The Handbook of Medicine and Poetry*.

Attendance – 12-18 per session
(pre-clerkship CORE = 30)

Cross-sectional survey results

The most common response involved an appreciation of criticality and contextualization of the biomedical paradigm (11/15 students).

Students were motivated to bring their newfound criticality to clinical spaces and encounters, writing that they will "be more engaged in student advocacy initiatives" with respect to "accessibility", that they will "actively engage in identifying and addressing gaps" (6/15).

The other dominant theme was that of bearing a general critical consciousness going forward, informed by the seminar content, rather than explicitly 'doing' anything (6/15).

Conclusions

Thematic analysis strongly endorsed the development of criticality in students in this pilot group.

Next Steps

Expanding the program to the other McMaster distributed campus with similar survey review to see if this translates on a larger scale.