Medical humanities education: From the perspectives of clinical teachers
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Introduction
Medical humanities education is believed to play an important role in training medical students. However, there are many practical problems, such as inadequate qualified faculty, uncertainty of teaching process and content. The current study was to investigate the clinical teachers’ perspectives on medical humanities education and their practice in order to provide base for further improvement.

Findings
1. Most of the respondents approved to implement humanistic education throughout the whole process of training medical students. The benefits to doctor-patient relationship were noticed, while other advantages are less recognized.
2. Some recent thriving disciplines such as medical aesthetics and medical literature hardly attract any attention.

WHAT ARE THE DRAWBACKS OF THE CURRENT MEDICAL HUMANITIES EDUCATION?

- students are of low grade: 28 (54.4%)
- lack of practical and applicable scenarios: 26 (47.4%)
- insufficient funding: 30 (51.4%)
- teaching objectives is ambiguous: 28 (47.4%)
- lack of suitable textbook: 24 (41.0%)
- weak discipline: 23 (39.6%)
- stereotyped teaching method: 25 (42.2%)
- insufficient competency of the teacher: 43 (66.2%)
- singular knowledge structure of the teacher: 41 (63.2%)
- unreasonable course setting: 30 (50.8%)

WHAT ARE THE BENEFITS TO STRENGTHEN HUMANITIES EDUCATION FOR THE CLINICIANS?

- facilitating medical decision making: 24 (54.4%)
- promoting pressure endurance capacity: 15 (37.5%)
- intensifying the legal ideology and self-protection awareness: 37 (86.6%)
- developing humane attainments: 42 (92.8%)
- enhancing sense of mission and responsibility: 49 (72.1%)
- enhancing understanding of social and medical environment: 23 (46.9%)
- increasing empathy for patients: 57 (83.8%)

Method
Questionnaire survey was conducted among the clinical faculty of Fudan University. Eighty questionnaires were sent out and 68 valid responses were collected. The investigation contained the view on medical humanities education, the current problems, and relevant educational practice carried out by the clinical teacher surveyed.

WHAT WHICH MEDICAL HUMANISTIC COURSES SHOULD BE PROVIDED?

- Medicine and Art: 6 (13.6%)
- Medicine and Literature: 11 (26.1%)
- Doctor-patient Communication: 12 (28.6%)
- Medical Anthropology: 13 (30.9%)
- Medical Law: 8 (18.6%)
- Medical Aesthetics: 8 (18.6%)
- Medical Psychology: 6 (13.6%)
- Medical Ethics: 6 (13.6%)
- Social Medicine: 21 (49.3%)
- Medical Philosophy: 29 (68.2%)
- Medical History: 24 (55.3%)

Conclusion
The importance and necessity of medical humanities education are highly recognized by clinical teachers. However its teaching goal and implementation pathway need to be further clarified, and the teaching method also need to be explored. The humane attainments of clinical teachers are demanded to be improved.

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