

NEED/RATIONALE

Medical Humanities are

- A complex, subjective field¹
- Centered on medical engagement with patient experience²
- Important to Physician Training³
- Students complain about relevance, utility, and mandate⁴

There is a dearth of research

- Demonstrating specifically the inferred benefits
- Seeking new ways to engage the student population in medical humanities

IDEA

Let's **explore** the effect of narrative engagement on:

- basic science information retention
- enhancement of empathy, compassion
- subjective student opinion on medical humanities

METHODS

Following the block 4 lecture on a **specific disease**,

- Students will be invited to **view and discuss** a film about that disease
- Students will then be **surveyed** to recall basic science info about the disease
- Responses **compared** between those who attended vs those who did not.

Table 1. Potential Films

Disease	Film
porphyria	<i>The Madness of King George</i>
ischemic stroke	<i>Amour</i>
gender dysphoria	<i>Boys Don't Cry</i>
proteus syndrome	<i>The Elephant Man</i>

Table 2. Study cohorts

	year in curriculum			
	1	2	3	4
attended	1A	2A	3A	4A
did not attend	1B	2B	3B	4B

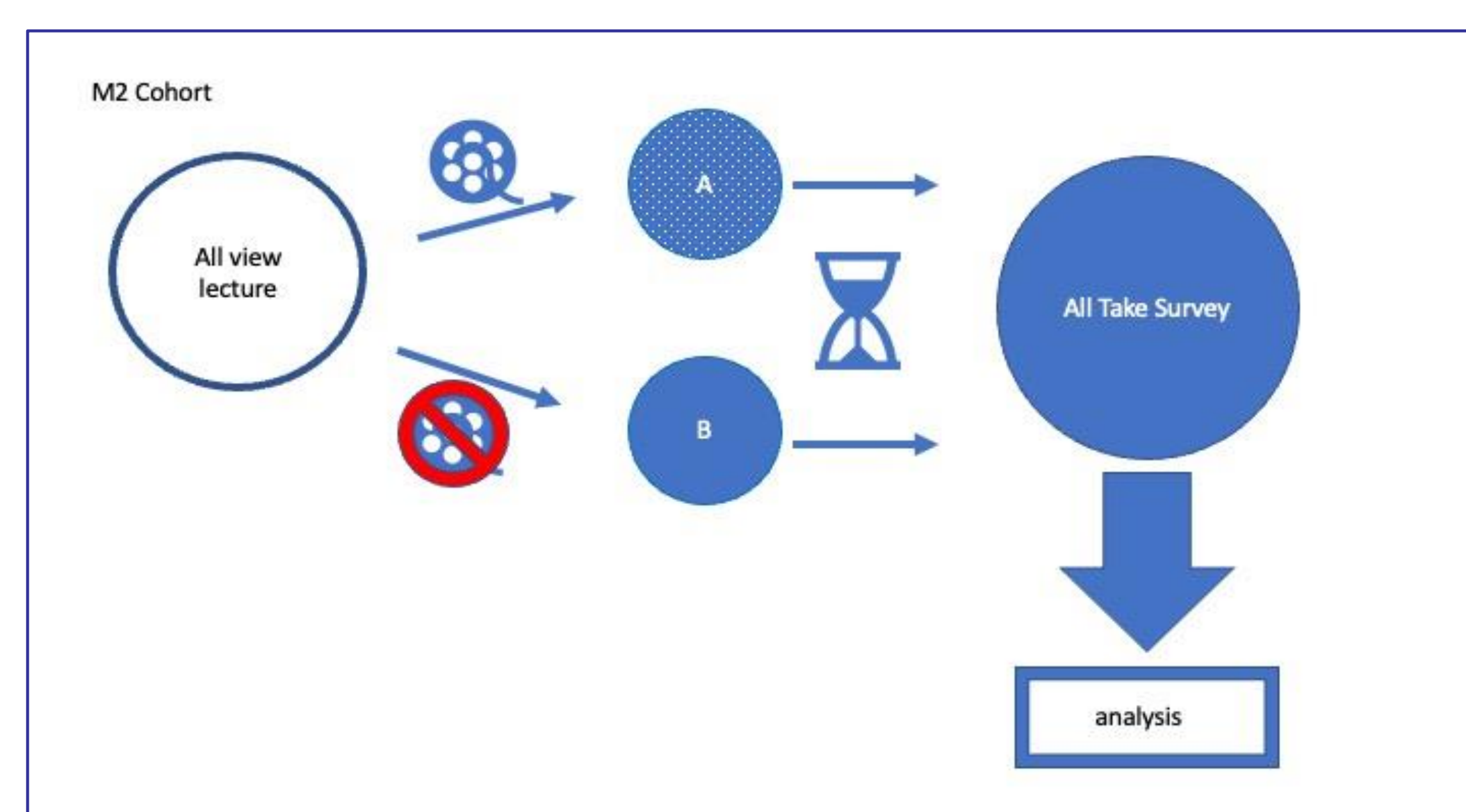


Figure 1. M2 cohort example study flow

EVALUATION PLAN

Students will be **surveyed** at two intervals to explore

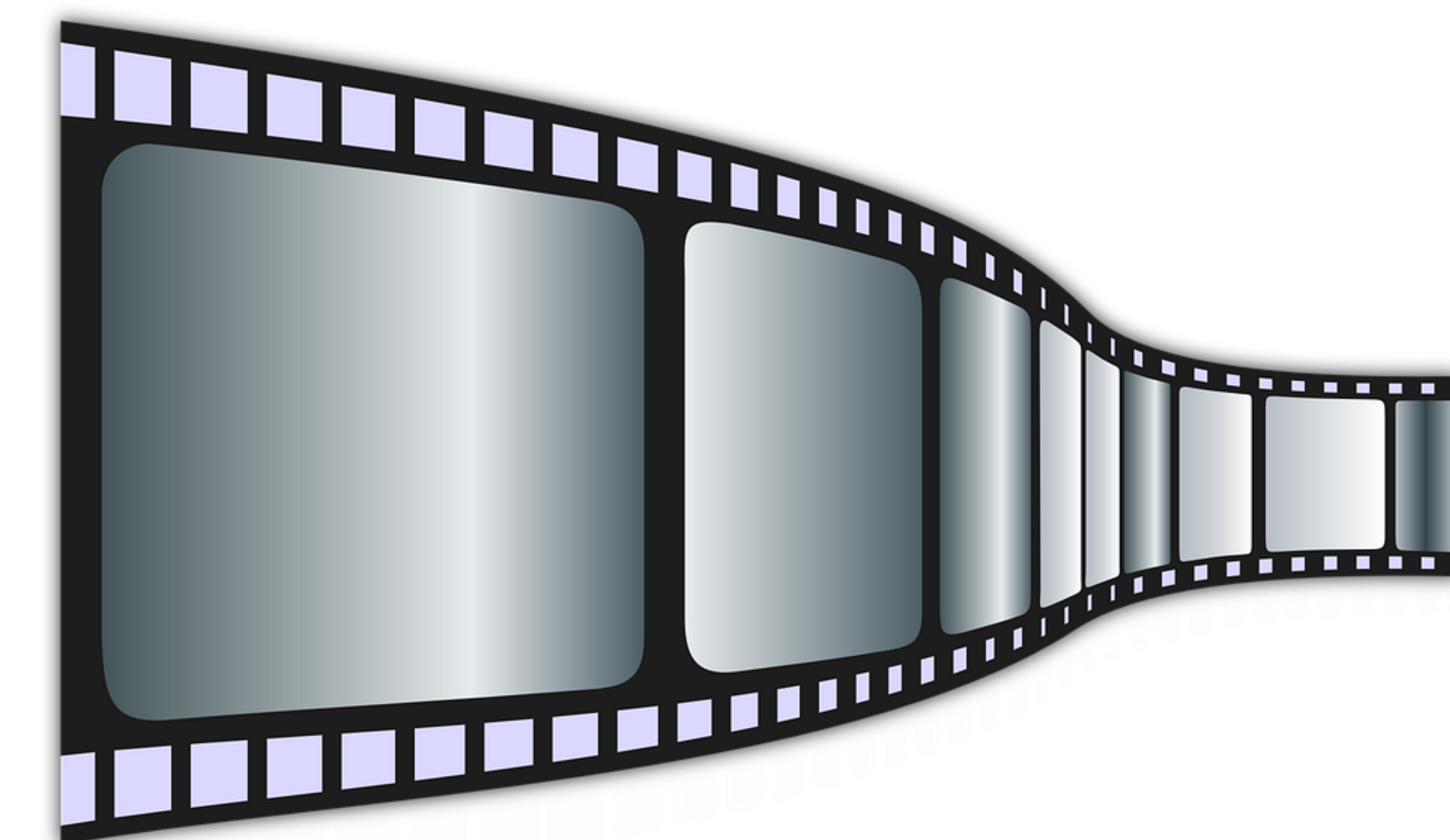
- short term retention (30 days) and
- long term retention (180 days)

Descriptive and inferential statistics will then be used to explore differences between:

- classes
- attendees, non-attendees

Reflection questions will serve to assay students' understanding of:

- patient experience
- utility of experiment, their thoughts



POTENTIAL IMPACT

This experiment will serve to

- Study relationship between storytelling and memory
- Explore developing medical student compassion, empathy through the medical humanities
- Provide insight into student attitudes towards medical humanities
- Strengthen student understanding of the place of medical humanities in medical curriculum

REFERENCES

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