



**Weill Cornell
Medicine-Qatar**
Continuing Professional
Development

CERTIFICATE IN MEDICAL HUMANITIES

May 31 – July 5, 2021



Course details

Overview

This asynchronous and synchronous program is intended for healthcare practitioners. It introduces participants to the field of Medical Humanities and emphasizes the value of the humanities and arts in improving clinical outcomes and practitioners' self-care. The certificate is awarded upon completion of four sequential modules. The first three modules revolve around competencies associated with narrative medicine as well as the therapeutic value of the arts and reflective writing. Activities involve close reading of short multi-genre texts, group discussions, answers to study questions, and journal writing. In Module 4, participants are asked to write a final paper linking what they have learned in the modules to their experiential knowledge and professional practice.

Objectives

Overall Learning Objectives

At the end of the activity the participants will be able to:

1. Demonstrate understanding of the goals of Medical Humanities
2. Use the skills of close reading in the context of the doctor-patient relationship
3. Examine the therapeutic value of the arts and humanities
4. Practice self-reflection
5. Relate the educational goals of Medical Humanities to clinical practice

Target Audience

Physicians, Dentists, Allied Health Practitioners, Researchers, Educators, Pharmacists, Nurses, and Students.

Program schedule

The program runs from May 31, 2021 and ends on July 5, 2021. It blends asynchronous and synchronous modes of delivery. Obtaining a certificate requires the completion of work on four modules. In each online module, participants can work at their own pace. However, since the modules are sequential, they need to submit all assignments in a given module in order to move on to the next one. Synchronous sessions are carefully spaced to allow for reflection and online discussion.

Gap Analysis

1. Data Source: Literature Reviews

The field of Medical Humanities developed in response to the perceived imbalance between science and a humanistic perspective in medical education and practice. Since the 1990s, the movement quickly turned into a global phenomenon, spreading across Europe and North America and more recently penetrating into Asia and Africa. At present, the majority of medical schools in the US and Canada incorporate humanistic content into their curricula. Although the ways of integrating the arts and humanities into STEMM education are remarkably diverse, all proponents of this approach emphasize gains in three areas: cognitive, ethical and affective. Including the humanities has been justified as a means of developing skills such as critical thinking, observational and interpretative aptitude, and communication competence. Another crucial outcome involves nourishing positive habits of mind, chief among them empathy, intercultural awareness, tolerance of ambiguity, and appreciation of the therapeutic value of art. In brief, in addition to being a source of aesthetic pleasure, exposure to the arts and humanities is believed to promote wellness and professionalism (Mangione et al., 2018; Ciavaroli, 2017).

There is a substantial body of research supporting the claim that medical students and healthcare practitioners alike can benefit from the interdisciplinary methods of Medical Humanities. To give a few examples, recent studies show improvement in observational skills and better understanding of patients, pain and suffering, achieved through guided study of art (Gelgoot, 2018; Jones et al., 2017, Potash et al., 2014), while Karnieli-Miller et al. (2017) document enhancement of interpersonal communication skills resulting from learning theatrical performance skills. Moreover, as shown by Wald et al. (2016); Wald et al. (2018); and Mangione et al. (2018), therapeutic use of literature, art and creative writing has been shown to correlate with resilience and stress reduction. Unsurprisingly, the benefits of art therapy extend to patients, as discussed lately by Safar (2014) and Kirshbaum et al. (2017). Last but not least, there is no dearth of studies positing that values traditionally associated with the arts and humanities create more compassionate and informed care givers as well as resilient patients (Chen et al., 2017; Misra-Hebert et al., 2012; Marini 2016; Charon 2017).

Unfortunately, although the move to incorporate the arts and humanities into medical education has begun to make inroads in the Gulf, knowledge of the benefits of Medical Humanities remains insufficient among healthcare providers and practitioners. This is troubling in light of multiple challenges facing the region. The doctor-patient relationship, always complex and demanding, becomes even more taxing in a rapidly evolving multi-ethnic and multicultural environment where a more holistic view of the patient and communication competence are needed to improve diagnosis and patient compliance. Arguably, application of close reading, empathetic listening and perspective-taking skills learned from narrative medicine (Charon, 2006) can optimize patient care and improve clinical outcomes. In addition, the habit of reflexivity and creativity fostered by the arts can foster professionalism and provide new ways of dealing with stress, ambiguity and burnout.

2. Data Source: Formal or informal survey results of target audience, faculty or staff

A Qualtrics online needs assessment survey was conducted in Qatar between March 8, 2021 and March 15, 2021. The questions were developed through discussion with the Course Directors and the SPC members. The survey was sent to approximately 8,000 health practitioners from the CPD contact list and 120 responded. Seventy-four percent are ready to participate in the six-week online program leading to a certificate in Medical Humanities.

Accreditation

Disclosure of Relationships/Content Validity

It is the policy of Weill Cornell Medicine-Qatar to adhere to Ministry of Public Health's Department of Healthcare Professions (DHP) and Accreditation Council for Continuing Medical Education (ACCME) Criteria, Policies, and Standards for Commercial Support and content validation in order to ensure fair balance, independence, objectivity, and scientific rigor in all its sponsored programs. All faculty participating in sponsored programs are expected to disclose relevant financial relationships pertaining to their contribution to the activity, and any discussions of off-label or investigational uses of approved commercial products or devices, or of any products or devices not yet approved in the United States and elsewhere. WCM-Q CME/CPD activities are intended to be evidence-based and free of commercial bias.

Course Directors	Scientific Planning Committee
<ul style="list-style-type: none"> Krystyna Golkowska, PhD Aicha Hind Rifai, MD 	<ul style="list-style-type: none"> Deema Al-Sheikhly, MRes, MEHP Thurayya Arayssi, MA Phyllis Sui Muffuh Navti, DHSci Nelly Khalil, MPH Bruce MacRae, MSC Kadhija Vamanjoor, BDS
Course Faculty	Course Administrator
<ul style="list-style-type: none"> Krystyna Golkowska, PhD Aicha Hind Rifai, MD 	<ul style="list-style-type: none"> Safia Rabia

The course Director & Co-course Director, Scientific Planning Committee members, faculty and CPD Coordinator

- Have no relevant financial relationships to disclose.
- Will not be discussing unlabeled/unapproved use of drugs or products.

CPD Coordinator

Safia Rabia has disclosed the following:

- Spouse, employee – Al-Wehda Medical Group
- Will not be discussing unlabeled/unapproved use of drugs or products.

ICR:

Aicha Hind Rifai, MD,

- Has no relevant financial relationship to disclose.
- Will not be discussing unlabeled/unapproved use of drugs or products.

Evaluation

An evaluation will be conducted online post activity. All participants are required to complete the Evaluation Form in order to qualify for a certificate. The evaluation allows us to assess the degree to which the activity met its objectives. It will also guide the planning of future activities and inform decisions about improving the educational program.

Accreditation and Credit Designation Statements



ACCME Accreditation Statement

Weill Cornell Medicine-Qatar is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians

ACCME Credit Designation Statement

The Weill Cornell Medicine-Qatar designates this other activity (live webinar and online self-study) for a maximum of *67.0 AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.



DHP Accreditation Statement

Weill Cornell Medicine-Qatar is accredited as a provider of Continuing Medical Education (CME) and Continuing Professional Development (CPD) by the Department of Healthcare Professions (DHP) of the Ministry of Public Health.

DHP Credit Designation Statement

This activity is an Accredited Group Learning Activity (Category 1) as defined by the Ministry of Public Health's Department of Healthcare Professions-Accreditation Section and is approved for a maximum of 7.0 hours.

The scientific planning committee has reviewed all disclosed financial relationships of speakers, moderators, facilitators and/or authors in advance of this CPD activity and has implemented procedures to manage any potential or real conflicts of interest.



Program May 31 – July 5, 2021

Online modules:

Estimated Time Frame	Topic	Session Learning Objectives	Speaker
Module 1 31 May – 7 June (10 hours)	Introduction to Medical Humanities. Relevance of a humanistic perspective in medical education and clinical practice.	<ul style="list-style-type: none"> • Demonstrate understanding of the goals of Medical Humanities. • Relate the educational goals of Medical Humanities to clinical practice. 	Dr. Krystyna Golkowska
Module 2 7 June – 20 June (20 hours)	The role of storytelling in medicine. Skills and competencies associated with narrative medicine.	<ul style="list-style-type: none"> • Practice close reading of multimodal texts. • Identify benefits of using narrative competence in healthcare. 	Dr. Krystyna Golkowska
Module 3 21 June – 28 June (10 hours)	The therapeutic value of the humanities and arts. Written reflection as a tool of self-care.	<ul style="list-style-type: none"> • Discuss the relevance of drama and theoretical performance skills for healthcare practitioners. • Explain the goals of music therapy and evaluate the benefits of reflective writing. 	Dr. Krystyna Golkowska Dr. Aicha Hind Rifai
Module 4 28 June – 5 July (20 hours)	Connecting the dots: Work on the final project.	<ul style="list-style-type: none"> • Relate course concepts in the context of participants' experiential knowledge and professional practice. • Produce a written record of learning and fulfilling program objectives. 	Dr. Krystyna Golkowska

After completing work on the four modules leading to certification, participants will be able to:

- Demonstrate understanding of the main goals of Medical Humanities
- Define and develop skills and competencies associated with narrative medicine. Discuss therapeutic applications of literature, music and visual to improve clinical outcomes
- Identify areas in healthcare that could most benefit from Medical Humanities
- Describe the role of the Medical Humanities in improving physicians' well-being and self-care.

Synchronous meetings:

Estimated Time Frame	Topic	Session Learning Objectives	Speaker
May 31 4:00 – 5:00 p.m.	Introduction to the course. Patient-centered care and the humanistic perspective.	<ul style="list-style-type: none"> • Explain the value of incorporating the arts and humanities into medical education and practice. • Relate the educational goals of Medical Humanities to clinical practice. 	Dr. Krystyna Golkowska Facilitator: Dr. Aicha Hind Rifai
June 7 4:00 – 5:00 p.m.	Narrative medicine: goals, skills and competencies.	<ul style="list-style-type: none"> • Explain the main goals of narrative medicine. • Describe the skills and competencies associated with narrative medicine. • Practice close reading of multimodal texts. 	Dr. Krystyna Golkowska Facilitator: Dr. Aicha Hind Rifai
14 June 4:00 – 5:00 p.m.	Challenges and opportunities of narrative medicine.	<ul style="list-style-type: none"> • Identify the benefits of using narrative competence in improving clinical outcomes. • Recognize the challenges of applying the humanistic perspective to healthcare. 	Dr. Krystyna Golkowska Facilitator: Dr. Aicha Hind Rifai
21 June 4:00 – 5:00 p.m.	Therapeutic value of the arts and humanities.	<ul style="list-style-type: none"> • Discuss the relevance of drama and performance skills for healthcare practitioners. • Explain the goals and methods of art and music therapy. • Evaluate the benefits of reflective writing. 	Dr. Krystyna Golkowska Facilitator: Dr. Aicha Hind Rifai
28 June 4:00 – 5:00 p.m.	Course reflection: Educational goals of Medical Humanities and the lived reality of healthcare practitioners. Preparatory work on final projects.	<ul style="list-style-type: none"> • Appraise course concepts in the context of participants' professional practice. • Produce a written record of learning and achieving program's objectives. 	Dr. Krystyna Golkowska Facilitator: Dr. Aicha Hind Rifai
4 & 5 July 4:00 – 5:00 p.m.	Final Projects: Oral presentations.	<ul style="list-style-type: none"> • Construct links between course concepts and experiential knowledge. • Discuss incorporating the humanistic perspective in healthcare. 	Dr. Krystyna Golkowska Facilitator: Dr. Aicha Hind Rifai



Biography – Speakers



Krystyna Golkowska, PhD

Professor of English
English as a Second Language Director
English Writing Program Coordinator
Weill Cornell Medicine-Qatar

Dr. Krystyna Golkowska teaches the first-year writing seminar and serves as the English writing program coordinator and ESL director in the Pre-medical Program at Weill Cornell Medicine - Qatar (WCM-Q). Dr. Golkowska also coordinates the Writing and Communication for Research Scientists course.

Before joining WCM-Q, Dr. Golkowska taught undergraduate and graduate courses in English literature, writing, ESL/EFL and applied linguistics. At Cornell University she worked for many years in the Department of Modern Languages, Intensive English Program (IEP), and the Center for Teaching and Learning. She also offered summer courses through Cornell University School of Continuing Education and taught academic writing courses at Ithaca College.

Dr. Golkowska's research interests focus on English literature, composition, sociolinguistics, language acquisition, and medical humanities.



Aicha Hind Rifai, MD

Assistant Professor of Clinical Psychiatry
Weill Cornell Medicine-Qatar

Dr. Rifai joined Weill Cornell Medicine-Qatar (WCM-Q) in 2016. She is American Board Certified in both psychiatry and internal medicine with additional certification in geriatric psychiatry. Dr. Rifai is currently the Clerkship Director for Psychiatry and the Chair of the Grand Rounds Committee. Her areas of expertise and interest include the diagnosis and management of depression in complex settings, the integration of the humanities in medicine, and the history of medicine.

