Kurzfassung Vortrag

GTE der Medizin und die Rolle von Medical Humanities in Reformstudiengängen

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Workshop

Communication skills and socio-cultural sensitivity have been emphasised in recent undergraduate curriculum developments at some UK medical schools. These changes are not only geared towards the doctor-patient relationship, but new curricula are capitalising on the cultural character of clinical practice as well as biomedical sciences. Growing integration of learning issues in clinical context has made obsolete the traditional distinction between pre-clinical and clinical years, and formerly separate academic disciplines have been reorganised under the banner of clinical education.

Learning about the "humane" aspects of healthcare, in this approach, is aimed at an integral understanding of the artistry of medicine itself as well as the development of reflexive practice as part of tomorrow's doctors' personal and professional development. In this view, medical humanities have their place at the core of medical education, rather than the traditional add-on to compensate for workplace stress or to complement the formation of a "rounded personality".

Geschichte, Theorie und Ethik der Medizin (GTE) as introduced in the new German AO promises to open up similar avenues to a reconceptualisation of medicine, in its pedagogy as well as in its professional practice. The emergence of "medicine studies" from within medical education should be perceived as a constructive contribution to clinical practice, avoiding the antagonism surrounding "science studies" in the 1990s' "science wars".

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