



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Medical Humanities - "Adam & Refuah"- Part A - 96119*

*Last update 29-09-2024*

*HU Credits: 4*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: Medicine*

*Academic year: 0*

*Semester: Yearly*

*Teaching Languages: Hebrew*

*Campus: Ein Karem Ein Karem*

*Course/Module Coordinator: Drorit Attias and Mici Philiips*

*Coordinator Email: [droritas@gmail.com](mailto:droritas@gmail.com)*

*Coordinator Office Hours: Wednesday mornings*

*Teaching Staff:*

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Dr. Mici Phillips,  
Dr. dorit attias,  
Dr. Boaz Nachmias,  
Dr. Adi Finkelstein,  
Mr. Yisrael Laks,  
Dr. Hodaya Cohen,  
Dr. Rachel Marans,  
Ms. Malka Meshorer,  
Dr. Ehud Lebel,  
Ms. Gilly Biderman,  
Dr. Ohad Avny,  
Dr. Betina Birmanns,  
Ms. Orly Kuzin,  
Dr. Achinoam Lev Sagie,  
Dr. Neomi Weizer polak,  
Ms. Rivka Harel,  
Dr. nadav shemesh,  
Dr. more dalhia,  
Prof. Michael Mayer,  
Dr. Assaf Gefen,  
Dr. Hila Rosen,  
Dr. Avigail Mayani,  
Dr. Rivka Laster,  
Dr. Heli Alexandroni,  
Dr. Amir Haze,  
Dr. Gilad Spigel,  
Dr. Ehud Even Or,  
Dr. Lee frnkental kariv,  
Dr. Hava Gadassi,  
Ms. Estelle Rubinstein,  
Dr. Sahul Hannan,  
Ms. Moria Shmeeda

Course/Module description:

*Medical Humanities is an academic field that combines issues from the social sciences and the humanities with the intention of emphasizing the human aspects of the doctor's work. The far-reaching scientific and technological developments that characterize modern medicine highlight the need for a move toward the humanities and social sciences to advance the renewed challenges of: patient-patient communication, medical ethics with patients and families exposed to a wealth of information and choice, multicultural values, and values of quality, Respect for the patient, suffering from suffering and the ability to develop compassion.*

*The evolution of science and the abundance of medical information have sometimes caused the physician to lose the "human touch" that patients are thirsty for. On the*

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other hand, physicians suffer from persistent burnout and frustration, given the increased share of bureaucratic roles in their work, the race for knowledge and competition in the academic world.

Medical-humanistic education produces physicians who are able to appreciate history, literature and art and therefore also life stories and differences between personal and cultural. The doctor who is the product of such an education knew his patients as people, and knew how to provide caring and compassionate care. In the program we will study introductions to physician-patient communication, medical ethics, cultural competence, and professionalism. At the end of the course we will know the person in the patient and the person in the future - the doctors. Below is the first year curriculum.

### *Human and Medical A Course*

*general*

1. The course is designed for first-year medical students.
  2. Scope of the course: 4 credits.
  3. Course structure: The course is combined with a variety of teaching methods, including frontal lectures, small group exercises and visit in hospital departments.
- Course / Module Content: In semester one, patient-physician communication skills, clinical skills beginning: observation Cultural competence. Semester 2: Cultural Competence- workshops, Clinical Skills: Ethics and professionalism. All exercises will be conducted in small groups under the guidance of two instructors, usually physicians from different disciplines, as well as instructors from medical professions such as social work, medical anthropology, and others.*
5. Coordinator: Dr. Drorit Attias
  6. Attendance is obligatory to all lectures practice and visits to departments.
  7. Annual assignments - Semester 1: Reflective writing, preparation of research papers on cultural competence.
- In second semester:*
- Presenting cultural competency assignment, feedback on mock patient films, reflective writing, submission work on accompanying a chronic patient.*
8. Course grade: Test of giving feedback on interview of a mock, submission work on accompanying a chronic patient, and mentor evaluation.

### *Course/Module aims:*

*Objectives of the course: the graduating student will be able to:*

1. Use the knowledge and perceptions derived from the social sciences, the humanities and the behavioral sciences to deal with the health problems of patients and their families.
2. Communicate effectively with patients and their families, based on principles of effective communication.
3. Consider cultural factors affecting the patient (cultural competence).
4. Identify and analyze ethical issues in the context of basic health care

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Learning outcomes - On successful completion of this module, students should be able to:

At the end of the course the students will be able to conduct a medical interview according to the principles of the Calgary Cambridge model they have studied, and will be able to interview patients with an emphasis on background and cultural influences on their medical condition as well as analyze issues in medical ethics according to the models taught in the course.

Attendance requirements(%):

Attendance is obligatory in lectures, clinical exercises and visits

Teaching arrangement and method of instruction: Teaching methods:

1. Frontal lectures
2. Small group exercises
3. Clinical visits to departments
4. Self-learning

Course/Module Content:

1. Course Topics in Semester A: Physician-Patient Communication skills. Cultural competencies. Clinical skills: observation.

Semester II: Cultural Competence

Ethics- basics

Required Reading:

the biopsychosocial model 25 years later. francescBorrell-Carrio.

Ann. Fam. Med 2004;576-582

patients' perspective of GP non-verbal communication . Ludmila Marcinowicz.

British journal of GP. Feb. 2010

The impact of patient centered care on outcome. Moira Stewart.

The journal of family practice Sep. 2000

פרק 5 מתוך ספרו של ד"ר בנימין מוזס- אדם חסר פנים, משבר הזהות של הרפואה המודרנית . משונים, ג'. (1999). סוציולוגיה. תל אביב: האוניברסיטה הפתוחה. פרק 4 (תרבות) עמ' 58 - 85  
נובל, א. (2020). מבוסס על המאמר מ2007: תיווך לשוני ותרבותי של שירותים חברתיים: כשירות תרבותית בשירות הבריאות. הד האולפן החדש, 91, 18 - 28.

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*Additional Reading Material:*

*Grading Scheme:*

*Written Exam % 35*

*Essay / Project / Final Assignment / Home Exam / Referat 50 %*

*Personal Guide / Tutor / Team Evaluation 15 %*

*Additional information:*