



JSS Academy of Higher Education and Research

(Deemed to be University), Accredited 'A' grade by NAAC

JSS Medical College

Medical Education Unit

**Module on Medical Humanities for Workshop Based Training for
Medical Students**

Coordinator:Dr.Pushpalatha K & Dr.Praveen Kulkarni

Module developed by Dr.Praveen Kulkarni & Dr.Deepa Bhat

Reviewed by Dr.Pushpalatha K & Dr.Prashant V

Need for the module

Doctors, patients and caregivers interact in a context that calls for great awareness, sensitivity and multiple skills for communication, from everyone. Unfortunately, several factors come in the way of free and genuine interaction between these groups of people.

In the Indian context, boys and girls have to shut out all ‘distractions’, and focus on bookish preparation for exams for several years, in order to obtain a seat in a medical college. Their development as caring and sensitive human beings is deeply impacted by this. During their years of medical training, emotions and feelings again take a beating, as the need to appear calm and ‘in control’ is stressed, and a doctor’s vulnerabilities are not acknowledged. As a refuge from the stresses of medical training, young doctors-to-be often retreat behind ‘know-it-all’ masks, or develop an indifference to suffering and pain. A student, intern or resident doctor, who probably came into the profession with idealistic dreams, becomes completely mechanised with OPDs and ward rounds degenerating into a painful chore rather than the deep and intense learning process that they can be.

How can we demechanise ourselves, and rediscover our potential to be human beings, fully engaging with the world around us?

Theatre once belonged to all, and was not a specialized profession. The ability to express ourselves with our bodies, and to communicate with others through our bodies, is innate to all of us. This workshop will enable us to reclaim this inherent ability, and in the process, rehumanise ourselves.

The games and exercises in this workshop will encourage you to put your bodies to work, and in a fun way learn explore yourself and the world around you. The games create opportunities to become critical thinkers and problem solvers- in short, to act, instead of just talk. We discover our potential to create change. The workshop will be fun, but also challenging.

Millions of people around the world have found Theatre of the Oppressed to be inspiring, and useful. I urge you to experience the workshop for yourself. Let the experience find its way into your work.

Objectives of the programme

- To orient the medical students on humanistic values in medical care
- To inculcate the values of humanism through cooperative, team based learning approaches
- To bring in the concepts of reflective practice in patient care and team building.

Who are the participants?

- Medical Students
- Medical Interns
- Junior Doctors
- Post graduate students

Mode of instruction

1. Theatre of oppressed

Created by the Brazilian theatre legend and visionary Augusto Boal, Theatre of the Oppressed (TO) is a form of theatre that is used worldwide for community education. TO is neither theatre as entertainment, nor theatre for propaganda. Using a wide arsenal of theatre games and exercises, it helps build community, and deepens our understanding of ourselves and others. Forms such as Image Theatre put us in touch with our often unarticulated thoughts, feelings and motivations and provide a means to both express as well as work on them. Spectators are turned into spect-actors in interactive, problem-solving theatrical structures such as Forum Theatre. TO starts a process of dialogue, reflection and action, and promotes critical thinking.

2. Role play

3. Narrative writing

4. Reflective critique

5. Group discussions

6. Videos

CONTENTS

1. Agreements

- Honour Confidentiality / Privacy.
- Speak for yourself / your experience ("I" statements).
- Listen for understanding.
- Agree to disagree.
- Give unconditional respect to others and yourself.
- Take care of yourself (Right to pass.)
- Step up / Step back

2. Introduction to Humanities

- What are humanities?
- What are medical humanities?
- Why one should know and practice humanities
- How does this workshop address medical Humanities?
- What are your expectations from the workshop?

3. Ice breaking session – Building of communities

- Name play back
- Cover the space
- School, student and closing game

4. Columbian Hypnosis

Here the participants are divided into groups of two, where one person act as an ACTOR and other acts as Follower,

Step 1 – ACTOR will make move his one hand and the Follower should follow his hand movements like a mirror image.

Step 2 – Role reversal

Step 3 – Both ACTOR and FOLLOWER will enact at the same time and follow each other

Step 4 – Debriefing – What did you learn from this exercise

Key points for reflection – How difficult are to follow someone?

Your feelings as follower and actor and both

5. List the common problems you face in day today life on the Board

Appreciate that majority of us face similar problems and feel that our problems are unique to us, but they are universal problems.

Key points for reflection – Problems are universal – share them and listen to them

6. Image theatre

Initially two participants will come in opposite direction and stand facing each other and instructor says freeze and they will stand without any change in their expression. All the other participants will create a story on this image.

Now one participant in the image is replaced by a new one and the new image is formed, and a new story develops.

This is followed by debriefing on how the participants felt about the exercise and their learning put of it..

Key points for reflection –

Perception on how it feels to be the image?

What runs in the mind while creating the story and replacing the character?

How do you relate this to the system in hospitals or in your workplace?

7. Group image theatre

Students have listed a set of problems they face their day to day life in previous session. Now they divide themselves into small groups and create an image for that. More number of students can participate and create the image. The participants will reflect on the image and if they want to bring in any change in the image, they can go into the image and make a change in it.

Reflect on – How difficult or easy was the task?
How an imagination will take out a shape as an image
How do you relate it to the real life setting?

8. Forum Theatre

It is an interactive theatre where a theme is given to the participants to enact on. Like a critical situation where one person is oppressed and other is problem creator. Any one from the participant group can intervene and replace the oppressed and make a difference.

Discussion: How it feels to be oppressed?
How it feels to be problem creator?
How it feels to be replacer?
How can you utilize this learning in your day to day practice?

9. Open forum theatre:

Participants are divided into small groups and asked to enact a situation like a role play on the situation where they felt like an oppressed person. The students are free to decide on the situation, write screen play, dialogues and characters and enact the role play in front of large number of audience. Anybody from audience can interfere in the role play and make any change in the characters enacted in order to save the oppressed from embarrassing situation. Thus the forum theatre not only showcases the problem but also provides practical and feasible solutions to the problems

Discussion – What is the difference between regular theatre and forum theatre?
How did you feel about being oppressed?
Which among the different interventions was the most feasible one

10. Feedback

- Narrative feedback
- Feedback on experience of learning in structured format

Assessment of Students

1. During sessions – Level of participation and interaction
2. Participation in discussion and reflection on the scenarios
3. Creativity of the students in enactment and forum theatre
4. Ability to solve the problems
5. Feedback at the end of workshop

EXPECTED OUTCOMES

- Medical Students with humane attitude in patient care
- Management of professional and personal conflicts
- Doctors with empathy in patient care
- Inculcating professional behavior among students

PROGRAMME SCHEDULE

DAY 1		DAY 2
<p style="text-align: center;">Introduction Intro to workshop, group expectations Agreements</p>		<p style="text-align: center;">Blind Car/ Bus Cat and Mouse</p>
<p>Name Play back Cover the Space School, Student, Closing Big Wind Blows List of issues</p>		<p style="text-align: center;">Image of images Create scenes</p>
BREAK		BREAK
<p style="text-align: center;">Columbian Hypnosis Debrief</p>		<p style="text-align: center;">Rehearsal</p>
<p>Blind handshake Image Theatre Completing the Image Groups of 4-5, Dueling Images Debrief</p>		<p style="text-align: center;">Forum Performance Debrief</p>
LUNCH		LUNCH
<p>Pushing/Irish duels Image Theatre Image gallery Dynamize Debrief</p>		<p style="text-align: center;">Closing and feedback</p>

REFERENCES AND FURTHER READING

1. What is Theatre of the Oppressed? <http://www.ccdc.in/about-theater-oppressed>
2. Techniques used in Theatre of the Oppressed <http://www.ccdc.in/about-theater-oppressed/techniques>
3. Theatre of the Oppressed Workshops - FAQs <http://www.ccdc.in/theater-oppressed-workshops-faqs>
4. Additional Readings <http://www.ccdc.in/about-theater-oppressed/reading-list>
5. Full Moons Many More – By Dr Rangaswamy Subramoniam

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2. Dr Ravi Ramaswamy , Centre for Community Dialogue and Change (CCDC)
3. Dr Rangaswamy Subramoniam, Former Vice Chancellor, Sri Ramachandra University, Chennai