THE CURRICULUM

ENGLISH – Introduction to Medical Humanities; Literature and Medicine; Medicine and Literature

HEALTH CARE ETHICS – Humanism & Health Care Humanities

PHILOSOPHY – Medical Ethics

THEOLOGY – Theology of Death and Suffering; Religion and Science; Christian Morality and Health Care

HISTORY – Health care in Africa; Plagues and Peoples; History of Renaissance Medicine

VARIOUS DEPARTMENTS – Other Approved Courses in English, Communication, Modern and Classical Languages, Center for Health Care Ethics in History, Philosophy, Fine and Performing Arts, or Theological Studies

INTERNSHIP – 3-Hour Clinical Internship at SLU School of Medicine

CAPSTONE – Capstone Course in Which Students Must Complete a Substantial Paper and Present it in a Public Forum

PROGRAM FACULTY

Director: Dr. Anne Stiles, Department of English

Dr. Dan Bustillos, Center for Healthcare Ethics

Dr. James DuBois, Center for Healthcare Ethics

Dr. Philip Gavitt, Department of History

Dr. Charles H. Parker, Department of History

Dr. George Ndege, Department of History

Dr. Deborah Hwa-Froelich, Department of Communication Sciences and Disorders

Dr. Jennifer Ohs, Department of Communication

Fr. Edwin Lisson, S.J., Department of Theological Studies

Fr. John Kavanaugh, S.J., Department of Philosophy

UNDERGRADUATE INTERDISCIPLINAREY MINOR

Dedicated to the study of the humanities as foundational disciplines for quality health care education and professional development.

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GOALS OF THE MINOR IN MEDICAL HUMANITIES AT SAINT LOUIS UNIVERSITY

• To provide students with a recognition of the humanistic and cultural dimensions of health care and health care systems.

• To promote an inquiry into the foundational values of medicine.

• To provide students with a clarification of the values that underlie the experience of illness and care.

• To promote an improved understanding of the ways that meanings of illness and health are historically and culturally constructed, and to promote a recognition of the treatment implications of this constructedness.

• To cultivate interpretive and narrative competence, and develop an appreciation for the crucial role such competence plays in health care delivery.

• To recognize the ways that aspirations of Medical Humanities resonate deeply with the aims enunciated in the Five Dimensions of Saint Louis University Education.

• To familiarize students with and cultivate, as appropriate to an undergraduate curriculum, the Core Competencies of medical education as designated by the association of American Medical Colleges.

• To foster students’ insights as to prospects of research clarified by the inquiries made in Medical Humanities.

• To complete an internship in a medical setting.

• To create an electronic portfolio that serves as a record of professional growth and as an autobiographical account of a person dedicated to integrating humanistic aspiration with health care education and professional development.

• To complete a substantial research paper as part of a capstone requirement, and to present this paper in a public forum on campus.

"For all my patients, hope, true hope, has proved as important as any medication I might prescribe or any procedure I might perform. Only well into my career did I come to realize this... Now, when I meet a new patient, listen to his history, perform a physical examination, review his laboratory tests, and study his X rays, I am doing more than gathering and analyzing clinical data. I am searching for hope. Hope, I have come to believe, is as vital to our lives as the very oxygen that we breathe."

– Jerome Groopman