

Humanities in Physical Therapy: Are We ready?

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Disclosure

- The speakers of this session serve as editors of a new online journal entitled the *Journal of Humanities in Rehabilitation* that they created in conjunction with the Emory Center for Digital Scholarship. The speakers receive no royalties or financial remuneration from the journal.



Session Learning Objectives

- Describe the historical evolution and integration of humanities in medicine, health, and healthcare – *past to present*
- Discuss how integration of the humanities could serve as a “transformative power” across education, practice and research
 - *Not only as a source of knowledge but as an important vehicle for preparing professionals in a doctoring profession*
- Discuss challenges and opportunities for integrating humanities in physical therapist education.
- Share perspectives on the benefits and feasibility of a Journal that would focus on the humanities



Session Agenda

- Introduction and Background
 - What do we mean by humanities?
 - Theoretical Foundations
 - Possibilities/Conception of the Humanities for Physical Therapy?
 - Setting the Context: Defining the Role of Humanities in the Health Professions
- Case/Narrative – A patient and therapist: How humanities in practice surrounds us?
- A Humanities Journal: Challenges and Opportunities
 - Why a journal dedicated to humanities in physical therapy?
 - Process of development
 - Sample material
- Panel and Group Discussion



Setting the Context: Defining the Role of
Humanities in the Health Professions

*Liberal Arts to Health Professional
Education*

*Possibilities/Conception of the Humanities
for Physical therapy?*



Shulman's assertion

- There is nothing more professional than liberal education, properly construed; there is nothing more liberal than professional education, properly construed;
- **There is only limited potential for practical learning without engagement in liberal learning; and there is only limited potential for liberal learning without engagement in practical learning**
- **WE NEED EACH OTHER – to Shape the Life of the MIND for Practice**



What divides our worlds?



What unites our worlds?



Virtual Divide

“Trade schools”

- Professional Schools
- PRACTICE and PERFORMANCE

Liberal arts lack real-world application

“Theory and no application...”

- Liberal arts/science
- UNDERSTANDING and MEANING

Lack foundational knowledge as they rush into the professional school



Influencing Factors

- Increased specialization
- Popular agenda of **critical thinking**
- “Professionalization of the academy”
- Explosion of new knowledge and focus on “knowledge production” – **RIGHT ANSWERS!**
- Knowledge often disconnected from practice
- Others??



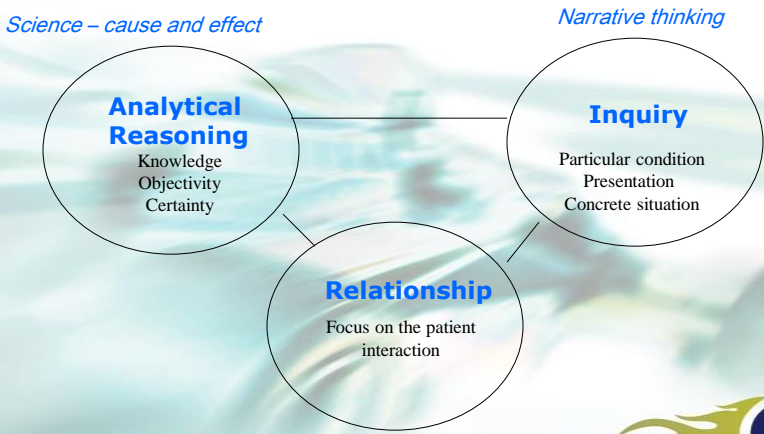
Challenging dimensions of Professional Competence

- **Context:** Working in different contexts of clinical delivery
- **Relationship:** communication skills, handling conflict, teamwork, teaching
- **Affective/Moral:** tolerance for ambiguity, emotional intelligence, respect, caring
- **Habits of mind:** metacognitive skills; critical curiosity, recognition and response to cognitive and emotional biases; ability to admit and correct errors



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Moving beyond “critical thinking”
 Threefold pattern of **Practical Reasoning**
 (Sullivan, 2005; Dewey, 1933, Colby and Sullivan, 2008)



Practical Reasoning

- **Critical analysis** is a critical aspect of the formation of practical judgment BUT it is **insufficient** to approach problems of decision and action
- Students need to be able to **analyze the presuppositions and consequences of multiple moral and technical traditions** is essential



Pedagogies of Practical Reasoning

- Reasoning is neither deductive from general principles nor inductive from a particular to a universal concept
- Reasoning requires moving back and forth between specific events – **general ideas and common traditions** – in order to interpret and engage the particular situation more completely



Integrating the Humanities and “Hard Core” Science

- 1) Blending the soft humanities and the hard sciences.
- 2) Integrating the pedagogy
- 3) Assessment that includes a balanced interpretation of the art and science of healing.



The Case for Finding time for Humanities

- 1) Time constraints limit exposure
- 2) Counter argument to where will we teach “that”
- 3) Refocusing the “science oriented student”...to the patients they will treat.



Using Technology to share content...

- 1) Promoting inter-professional collaboration
- 2) Doesn't solve the time crunch but makes it more manageable.
- 3) Using existing platforms familiar to the savvy digital student
- 4) Broadens resource base



Humanities in the Virtual Classroom?

Is there a place for the humanities in second life?

Appreciating the viewpoints of others

Tolerating ambiguity

Developing creativity



Scholarly Archives of Rehabilitation

- Technology and science evolving commendably
- Humanities are not



Unchecked Science

- “The so-called Humanists have not enough science, and Science sadly lacks the Humanities.” (Osler, 1919)
- “The extraordinary development of modern science may be her undoing.”

Osler, W., 1919. The old humanities and the new science: The Presidential Address delivered before the Classical Association at Oxford, May, 1919. *British medical journal* 2:1

INDIANAPOLIS ■ FEBRUARY 4-7
CSM 2015
COMBINED SECTIONS MEETING OF THE
AMERICAN PHYSICAL THERAPY ASSOCIATION

Making a Statement

- Topics are infinite
- Case report





A Humanities Journal

- Challenges and Opportunities
- Process of development
- Sample material



The Journal of Humanities in Rehabilitation
A creative exploration of the human experience of disability and healing

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**Historical Perspectives in Art:
Thomas Eakins' Study of Movement**




Thomas Eakins, Motion study: male model, metallic markers attached to his body, running to left, 1885. Courtesy of the Pennsylvania Academy of the Fine Arts.

About the Journal

JHR is a peer reviewed, multi-media journal using a collaborative model with rehabilitation professionals, patients and their families to gain a greater understanding of the human experience of disability through art, literature and narrative. The purpose of this interdisciplinary journal is to raise the consciousness and deepen the intellect of the humanistic relationship in the rehabilitation sciences.


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SCROLL TO VIEW ⇐ →




By Ruth B. Purtilo, FT, PhD, EAPTA

Invitation from the Humanities: Learning from Voices Outside of Sciences



By Rita Charon, MD, PhD

Embodied Narrative: Living Out Our Lives

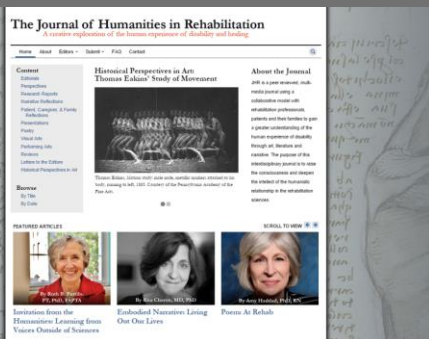


By Amy Haddad, PhD, RN

Poem: At Rehab

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• Publishing Model

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- Open-access
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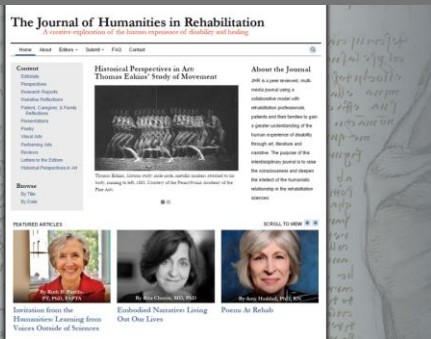
- **Contributors** -- Interdisciplinary
 - professionals, students, patients and caregivers
- **Reviewers**
 - Experience in content area: research reports, perspectives, poetry, art, media reviews, clinician narratives, patient submissions

JHR is designed to encourage dialogue among rehabilitation professionals, patients, families and caregivers as we strive to explore the impact of illness and disability and efforts to promote health and recovery.

www.journalofhumanitiesinrehabilitation.org

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- Perspectives
- Research Reports
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- Patient, Family and Caregiver Reflections
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- Visual Arts – photography, painting, sculpture
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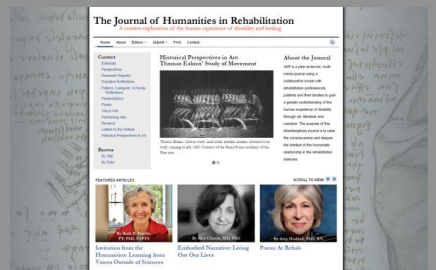
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Poetry

**ODE TO A STROKE, or
A Life Altered**

I was moving forward at a pace,
In this life called the human race,
With strength and purpose and resolve,
And little thought to how we evolve.

How simple it has been to ambulate,
My legs stride out with a steady gait,
Effortlessly in motion with no command,
To walk, to run, to sit or stand.

My arms reach and carry,
And hug and tote,
And accomplish tasks,
As if by rote.

And, oh! My hands!
They grasp and cling and digitize,
Fingers point, Aha!
As I discover and realize.

How astonishing our bodies,
Intricate machines to behold,
Easily functioning,
Without being told!

Untilthat nightmarish instant,
Unforeseen, unexpected, unwarranted, un
When an explosion of cranial havoc,
Renders me motionless and unaware.

I look at my lifeless arm,
I tell my hand to grip, to clasp,
And wonder why it won't respond,
Nothing works, "my God!" I gasp!

Minutes ago I was hearty and hale,
Now I lie here, wane and pale,
Feeling alone in my solitude,
Facing uncertainty and recititude.

But ...life goes on, I will survive,
I am told to work, I am alive,
Does anyone know how angry I feel,
Depressed, in pain, a long time to heal?

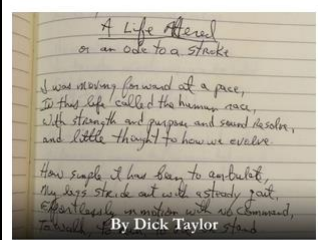
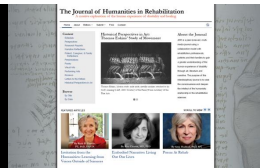
My life has been altered,
Run down from behind,
I could not see it coming,
So disabling and unkind.

So ...where do I go from here?
How do I rebuild my whole?
When imbalance and weakness,
And headache assault my very soul?

God answers these fears directly,
He dispatches people who care,
Angels to push and train and
Encourage me in my physical repair.

Time and patience and persistence,
Offer recovery I am sure,
And Faith that I will mend,
Determined to find my cure!

Dick Taylor Sharing "Ode to a Stroke"



Poem: Ode to a Stroke, or A Life Altered

January 2, 2015 [E-dit]

Panel and Group Discussion

- What could humanities contribute to PT education?
- Practical Strategies for Integrating Humanities into the curriculum
 - Need not be free-standing course
- Opportunities and Examples
- What are others doing?



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