Medical College Library’s Assistant Role on Medical Humanities in Medical College

Wei WANG*
Xi'an Medical College, Xi'an, Shaanxi, China
*Corresponding author

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Abstract. Strengthening the medical humanities education is the cornerstone for the medical students’ comprehensive development and the premise of building a harmonious doctor-patient relationship. The paper uses Xi’an Medial College library as an example and chooses one of the best-welcomed activities that library launched to illustrate that medical library can do some meaningful work in the aspect of humanistic education. By the questionnaire, it proves that medical library can be an auxiliary in humanistic education in the medical college.

Introduction

Nowadays more and more doctor-patient relationship is deteriorated in China. It’s a reflection that the humanistic spirit is deficient in the medical field and one of the root causes is the lack of humanistic education in Chinese medical colleges.

In China, medical education has been affected by traditional biomedical models for a long time. It mainly focuses on the teaching of medical theory and skills, and the cultivation of humanistic qualities has always been ignored. The concept of technology supremacy basically extinguishes the pursuit of humanistic quality. The humanistic education is separated from science education, which has led to a lack of humanistic spirit among young doctors. It directly causes high appeal rate and low satisfaction rate and it interferes indirectly with the personal growth of young doctors.

In fact, medical education is not only teaching students how they can cure the patients by some modern techniques, but also an education about physicians-in-training communication skills, doctor-patient relations, and medical ethics. Medical humanistic education is an integral part of medical education. To medical colleges and universities, giving medical students humanistic education is an unshakable responsibility.

Medicine is the first and foremost a discipline related to the human being. What the society need is not only the superb-skilled physician but also the skilled physician with kindness and warm heart. They should have the basic empathy on the patients. When the medical students graduate from the college and work in the hospital as a doctor, they can feel what patients feel, can know patients’ pain and stress, can understand patients’ mood and need, and can express their understanding and respect to the patients in a proper way. The physician’s role should be more like a healer and comforter and doctors should attend to the whole patient, not just the disease [1].

In medical colleges, it is very common that the number of medical teachers is much higher than that of humanities ones and medical teaching period is much more than humanistic ones. At present, there are three types of humanistic education courses in the medical colleges and universities in China, that is historical and cultural, socio-economic and political philosophy. And most medical colleges make Marxist theories and ideological & moral course as the required course, while the courses such as medical ethics, health law, medical psychology, aesthetics and art appreciation are regarded as the optional courses. The teaching period is about 8%.

In Xi’an Medical College, the main lessons related to humanistic education are Marxist theories and ideological & moral course, and lessons like aesthetics and art appreciation are not available. The teaching period is under 5%.
Medical library, standing at the heart of the information sciences in a medical college, is the obvious partner for providing materials, training and programs to support the teaching of medical humanities [2]. Tens of thousands of resources are available for the college faculty and students. So, through reading promotion and some activities like photographic exhibition, fine arts exhibition, living library etc., medical library can make some contributions to form some humanistic atmosphere in the medical college. Here, one of the best-welcomed activities launched by medical college are used as an example to illustrate that medical college library can be a suitable second-classroom for humanistic education and can play well the necessary and auxiliary functions in disseminating humanistic information.

**Activity of Movie-seeing and Classics-reading**

**The Background of the Activity**

Film is an artistic form that can broaden and widen peoples' life experience. The classic movie is a kind of thinking about human nature and philosophy. On one hand, as a part of art and humanistic education, seeing classic movies can develop students' imagination and creativity, strengthen students' natural science and humanistic science knowledge, improve students' humanistic culture and sense of social responsibility, and cultivate the compound talents who understand both the artistic aesthetic and the medical skills. On the other hand, seeing movie is a popular art form that is loved by the younger generation and combination of movie and original is more accepted by the students. The analects of Confucius says, "To like learning something is better than to know how to learn something, and to be interested in learning something is better than to like learning something." So the purpose of the activity is let interest enlighten reading and make reading as a habit.

**The Procedure of the Activity**

Firstly, some Chinese and overseas classic movies are selected carefully by the librarian. The selection principles are the following: A. the movie's original book once won the literary prize; B. the film has won awards or nomination for various film festivals; C. the literary works have a collection of paper or electronic versions in the library. Thus, twenty movies with high humanistic spirits are finally chosen, such as **To Live**, **Forrest Gump**, **A Beautiful Mind**, **Wolf Totem**, out of African and etc. Persistence, non-giving up, independence, fighting hard, love, supporting, endurance, optimism, harmony between human and nature are all embodied in these classic movies.

Secondly, the original of paper version or electronic version resources are retrieved in the library. Students are supplied with the call number, collection address of the paper version and access path, QR code of the electronic version in order to make convenience for students’ quick borrowing.

Thirdly, offline and online publicity will be conducted before the activity officially begins.

**Offline publicity including:**

A. To design and to make three folding pages. Film title, synopsis, original book’s call number, collection address and electronic version information are printed on the pages, which are placed in different reading rooms and study rooms for students’ convenient fetch.

B. To design and to make PPT for advertising the activity, which is showed incessantly on the LED screen outside the library and teaching building. Students can have a certain understanding about activity in their break and spare time.

C. Because our movie show lasts one month, the everyday movie’s information will be printed one day in advance and pasted on the bulletin board outside the library and students' living area. Students can schedule their watching time according to their interests.

D. Keep close contact with college league committee, department of student, publicity department, student affairs office of each department, students union and students clubs to do the publicity in a wider scope.
Online publicity means take fully advantage of instant communication tools such as QQ group, QQ space, Microblog, WeChat group, WeChat Official and Account and so on to public the activity of “movie-seeing and classics-reading”.

Finally, a salon is conducted after finishing everyday movie-seeing. In order to give movie watchers a chance to communicate the feelings with each other, everyday movie-seeing is ended with a movie salon. In the salon, movie watchers can exchange their perspectives about the movie. It is a humanistic space.

Evaluation of the Activity

A short and simple questionnaire(Table 1) is designed and distributed randomly to 100 movi egoers to evaluate the activity.

Table 1. A questionnaire about medical students’ reaction to the activity.

| Question | yes | no | uncertain |
|----------|-----|----|-----------|
| 1. do you enjoy the activity of movie-seeing and classics-reading? |
| 2. do you think it can enrich your amateur lives? |
| 3. do you want to read the originals after seeing the movies? |
| 4. are you willing to take part in the salon after the movie and communicate with other students your feeling about the movie? |
| 5. do you agree that reading can improve your humanity? |
| 6. what do you get from the activity(open question): |

A. The activity is widely welcomed by medical students and the number of participants is increased gradually.

Because this kind of activity is newly appeared in the college, so it arouses a wide and popular attention since it begins to run. During the period of movie show, 30 films are played and total play times are 90. The total number of movie watchers reaches more than 2200. Some students watch their favorite movies many times during the movie show, and many students come to see the movie together. 89% students say that it can enrich their amateur lives and 85% say that it spurs them to read originals. Some teachers make contact with us to schedule the play time and play the movie especially for the students in their department.

B. Salon gives a better extension for the activity.

90% students think they are given a chance to communicate with each other and talk freely about their feelings of the movie with the small movie salon. Some students say that they get independence, strong and brave struggling from the movies; some say that they get suffering endurance and optimism. Some students say that they understand at last that obstacles in life sometimes cannot be avoided and what they can do is to face it and have a strong determination to conquer it. Some students show their confusions about study and future career and they feel they find a way out by communicating with the others in the salon. Some say that every time they see the same movie, they can get different cognitions.

C. The borrowing frequency of related books in paper version has been increased and the download times of electronic versions of the original works have also been increased. Using the paper version of “To Live”, “Plateau of White Deer”, “The Wolf Totem”, “out of Africa”, “Forrest Gump” as an example, the lending rate has been increased by contrasting the month before the activity and the month of the activity. To our surprise, the borrowing rate of the original English version is also increased a lot. Most students prefer to read the electronic version by scanning the QR code. It is much more convenient for fragmented reading.

D. The interest rate of library Microblog and WeChat was improved.

In order to make students better understand the movie, the call number of the original works is supplied to provide convenience for the students to borrow the related books from the library. According to the statistics, the borrowing rate of the movie’s original goes up and the books related to movie critics also goes up. Students enjoy using one afternoon to immerse themselves in the excellent

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movie with wonderful story and vivid background music. They say that it is a kind of enjoyment in the busy medical study.

Conclusion

Movie-seeing and classics-reading is only one kind of medical college library’s collaborations on medical humanities in medical college. Its result and effectiveness prove that medical library can do something meaningful in the aspect of humanistic education to medical college students. Library can extend the types of the movie to documentaries like humanity and natural science ones on the basis of this activity. Through all kinds of colorful activities, medical library can play a good assistant role in cultivating students' aesthetics in a diversified way, broadening the students' perspective of solving the problem, learning to think and knowing how to treat everything with a tolerant heart.

A good doctor is the one who can have the empathy for the patients, can feel patients’ pain and stress, and can understand patients’ mood and need. Also they can express their understanding and respect to the patients in a proper way. So giving the medical students some humanistic education is very important and necessary. And medical college library can be a suitable auxiliary in humanistic education.

References

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