



Art as a learning tool for the humanization of medicine

Jose Aderval Aragao

Federal University of Sergipe – Sergipe
E-mail: adervalufs@gmail.com

Deise Maria Furtado de Mendonça

Federal University of Sergipe – Sergipe
E-mail: deisemfmendonca@gmail.com

Jéssica Cândido Silva Andrade

Tiradentes University – Sergipe
E-mail: jessicacandidobr@gmail.com

Felipe Matheus Sant'anna Aragão

Base Hospital of the Faculty of Medicine of São José do Rio Preto – São Paulo
E-mail: felipemsaragao@hotmail.com

Iapunira Catarina Sant'anna Aragão

Hospital Municipal Munir Rafful – Rio de Janeiro
E-mail: icatarinasaragao@hotmail.com

Vera Lúcia Corrêa Feitosa

Federal University of Sergipe – Sergipe
E-mail: vera_feitosa@uol.com.br

Francisco Prado Reis

Tiradentes University – Sergipe
E-mail: franciscopradoreis@gmail.com

ABSTRACT

Patience and empathy are two important requirements in the art of teaching. This understanding gradually developed in my mind over the more than 25 years dedicated to teaching. In view of all this analysis, I paid attention to the need to "break the ice" with the students of the first period of the Medicine course, enrolled in the discipline Anatomy I, which I teach. I thought it was necessary to promote interaction both between the new students and between them and me. But how could I do that? The answer came as a light: to develop an extracurricular activity that focused on knowledge about medical and health issues, but also raised discussions and reflections on other topics associated with medicine, such as humanization.

Keywords: Humanization, Integrative Medicine, Medicine in the Arts, Art therapy.

1 INTRODUCTION

Patience and empathy are two important requirements in the art of teaching. This understanding gradually developed in my mind over the more than 25 years dedicated to teaching. In fact, during this very long period of my life, in which I work as a professor at the Federal University of Sergipe (UFS), having



empathy and patience is a daily, constant exercise. And it has helped me to be a more diligent teacher and a better human being in the essence of the word by living with and guiding hundreds – perhaps thousands – of students who have dreamed and dream of being doctors, who have aspired and aspire to medicine as a life mission and professional career.

It was exactly the exercise of empathy, of putting myself in the other's shoes, that made me look at my students beyond the surface. I then began to observe them beyond the "dress" of freshman college students who, in the first term of a college, seem so homogenized, but who, in fact, are extremely diverse and plural. The empathetic look at this initial moment, when they are still a little shy and full of expectations, is necessary, because it is also necessary to understand them.

In view of all this analysis, I paid attention to the need to "break the ice" with the students of the first period of the Medicine course, enrolled in the discipline Anatomy I, which I teach. I thought it was necessary to promote interaction both between the new students and between them and me. But how could I do that? The answer came as a light: to develop an extracurricular activity that focused on knowledge about medical and health issues, but also raised discussions and reflections on other topics associated with medicine, such as humanization.

2 OBJECTIVES

To develop an extracurricular activity that focused on knowledge about medical and health issues, but also raised discussions and reflections on other topics associated with medicine, such as humanization

To show future physicians human issues that go beyond the biological limits of medicine

Reinforce the importance of treating the patient with empathy, respect and eye to eye, which gives rise to and consolidates the patient's trust and even a certain affection towards the doctor.

3 MATERIALS AND METHODS

During the year 2016, after noticing that many medical students at the Federal University of Sergipe enrolled in the discipline of Human Anatomy were very anxious and depressed, he was asked to read the book *The Future of Humanity* by the author Augusto Curi, and that after reading it, the whole class would get together and prepare a script for the staging of the play *The Future of Humanity*.

4 RESULTS

Based on the concept that unites medicine and humanization, the idea of promoting interaction among medical students was implemented. Since 2016, we have been putting on a play with the students of the Human Anatomy discipline. The text chosen was "The Future of Humanity, the journey of a medical student in search of a better world", being an adaptation of the book of the same name by psychiatrist



Augusto Cury. Today we are already in the 11th edition of this project, that is, more than five years. Since the creation of the play, more than 250 students have already gone through the discipline, who act, play, manage and make scripts that are different from each other, with beautiful presentations, and that has become a tradition in our city Aracaju. More than 5000 people have already watched the play, including guests, family members and various charities, where we also promote solidarity through food collection and donate this food to various institutions that support cancer patients. We have already collected more than 5.5 tons of food during this period. In addition to being a moment of fraternization between the students' families and the public, showing and disseminating the solidarity and humanization of medical students with society.

5 CONCLUSION

The extracurricular activity brought better socialization among the students, in addition to learning to work as a team and also added the concept of social responsibility. In this way, the students ended up getting to know more closely the work done by each entity and exercised the solidarity that is so necessary in such dark times, in which compassion and empathy are lacking in the world. The theatrical play "The Future of Humanity" is much more than an academic work outside the classroom, because through art, the show promotes a moment of relaxation and relaxation for students, something that I consider not only necessary, but essential for their mental health. To humanize is, therefore, to put oneself in the shoes of others, it is to have empathy, it is to help without expecting anything in return, it is to give oneself for the common good.