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Abstract

The purpose of this research is to explore the effect of “medical humanistic education”. In order to understand the impact of medical humanistic courses on the development of medical humanistic beliefs and attitudes of medical students, a longitudinal study is urgently needed. In the study, one major job is expected to achieve. That is to conduct a survey at medical school in Taiwan in order to find out the relationships between arrangement of medical humanistic courses and development of personal beliefs and attitudes. The aim of this study is to investigate the related indicators of medical students’ attitude and beliefs regarding the holistic medical practice in Taiwan.

By employing the questionnaire, the initial measure is given to the first-year medical students in seven universities. The related information of the students,

including social demographic data of the students, their attitudes and beliefs about medical practices, is collected after they enter the medical schools. Except some modification, the similar questionnaires are distributed to the same medical students in the following two years. There are total 701 samples are obtained in the first year, 689 for the second year, and finally 634 samples finished the third-year survey. The repeated rate of the respondents for this panel study is around 77.2% .

The results of the analysis display that the influences of medical humanistic courses that medical students took at their first two years on their beliefs and attitudes related to the humanistic medicine are basically weak. The amount of different medical humanistic courses has almost no significant effect on the development of their medical humanistic medical practice. Regarding the total amounts of different types of courses taken by their first-three-year, the beliefs about the medical humanistic practices of third-year medical students, the amount of courses of humanistics and social sciences have more effects on humanistic practice than the courses of arts and medical humanistic.

Key words: medical humanistic course, medical education, empathy, patient center

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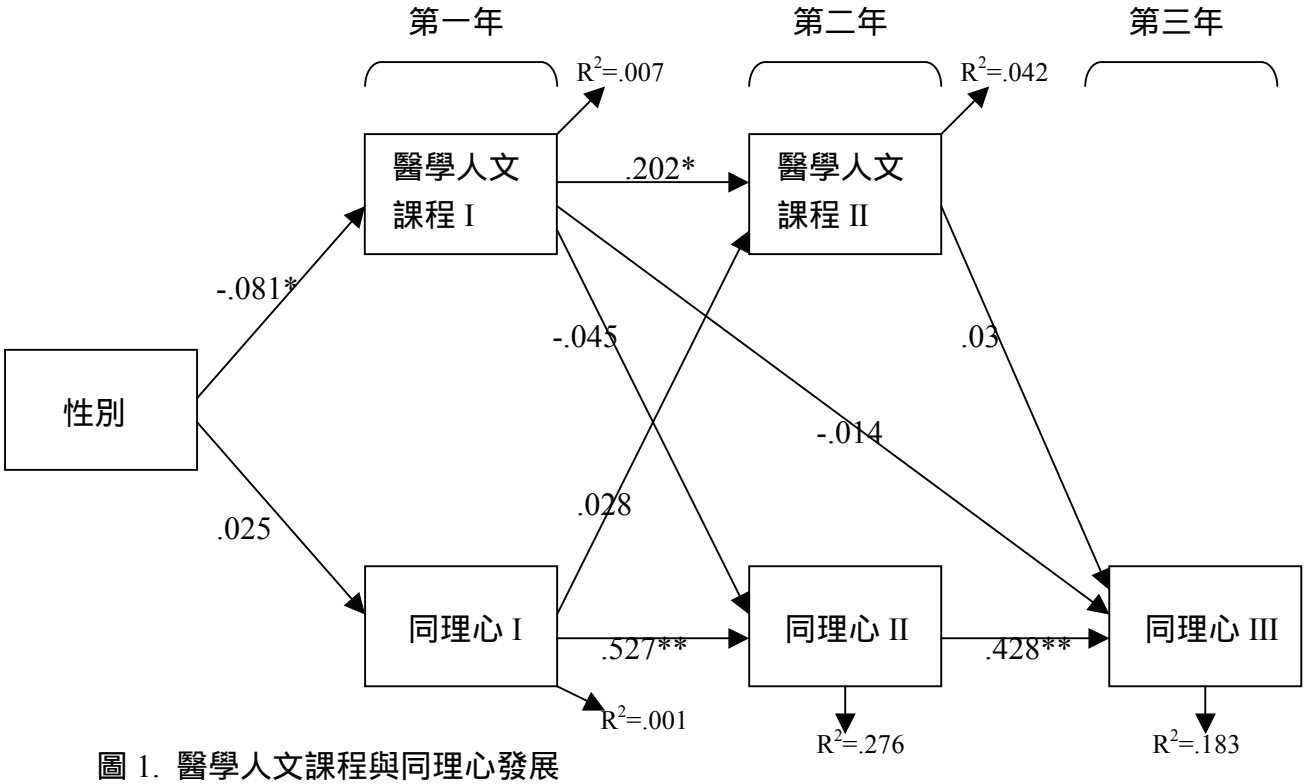

圖 1. 醫學人文課程與同理心發展

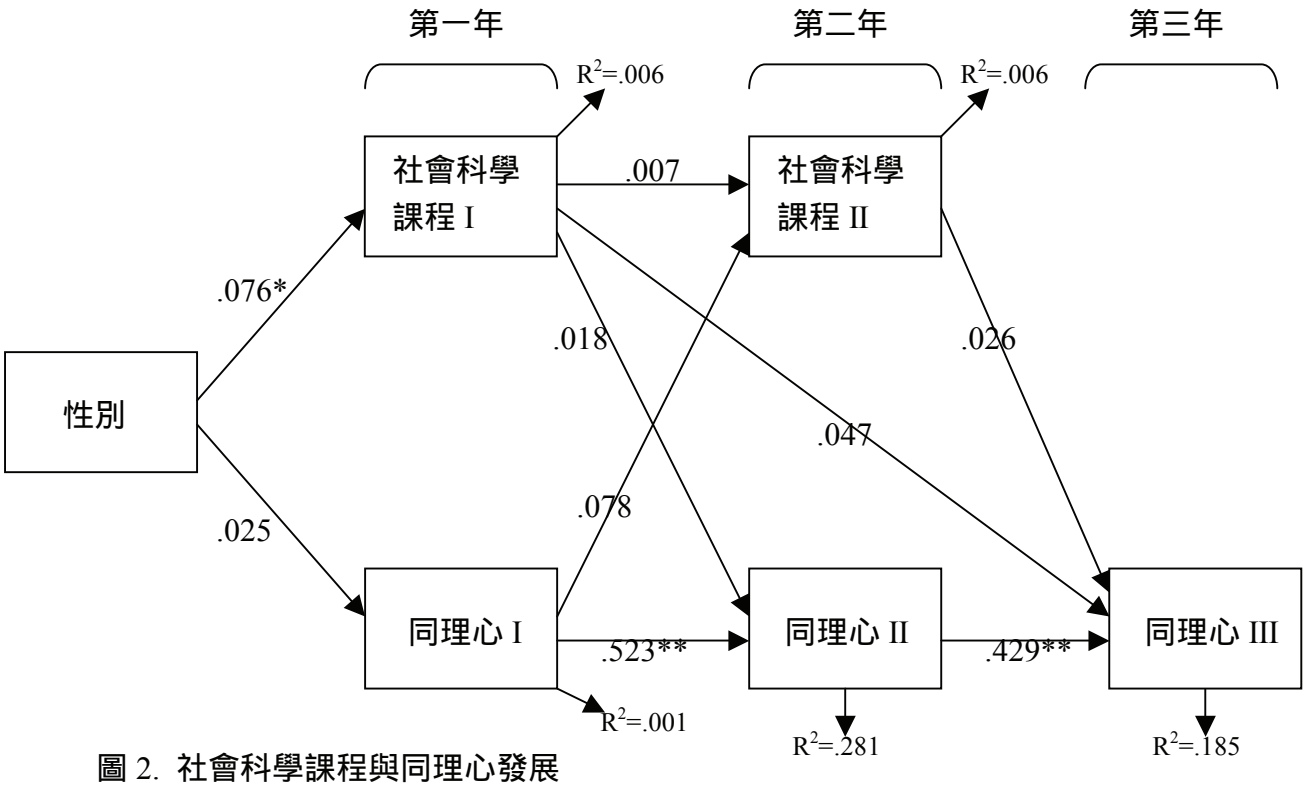

圖 2. 社會科學課程與同理心發展

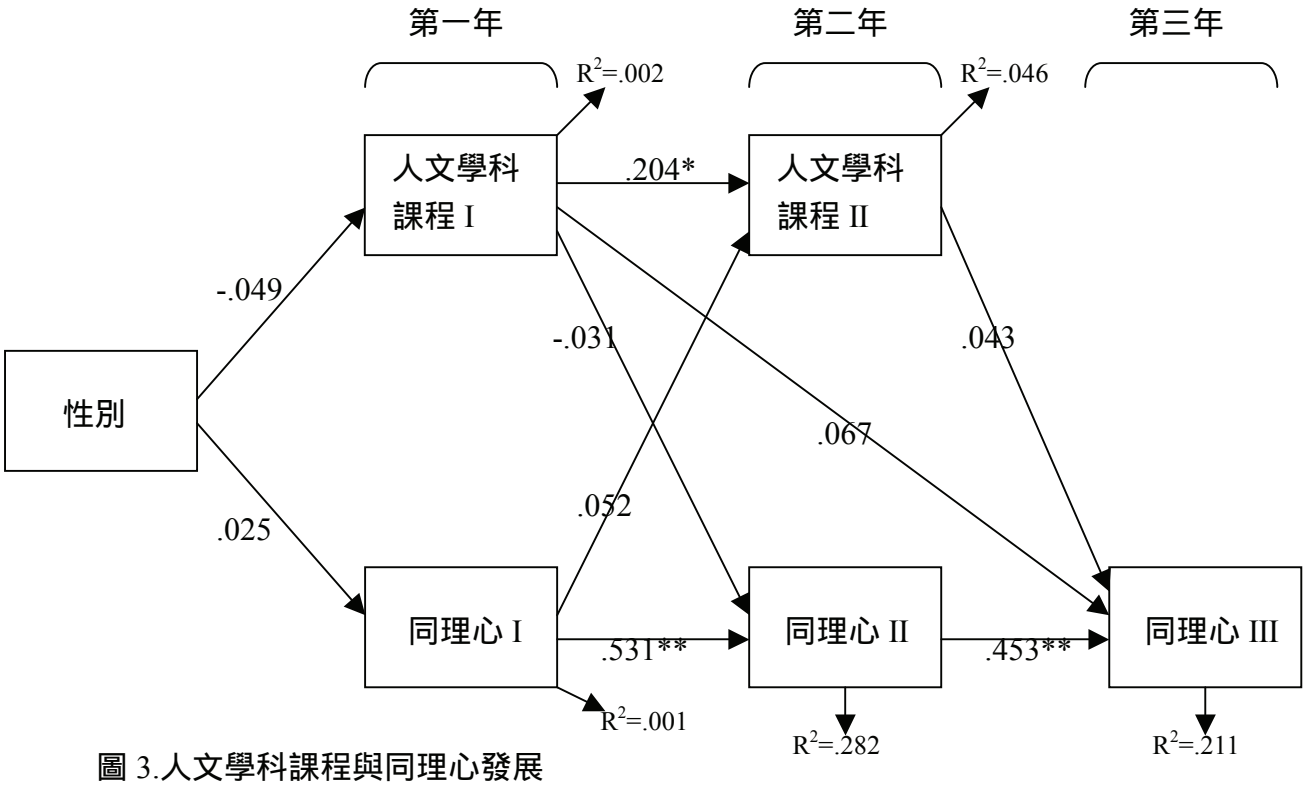

圖 3.人文學科課程與同理心發展

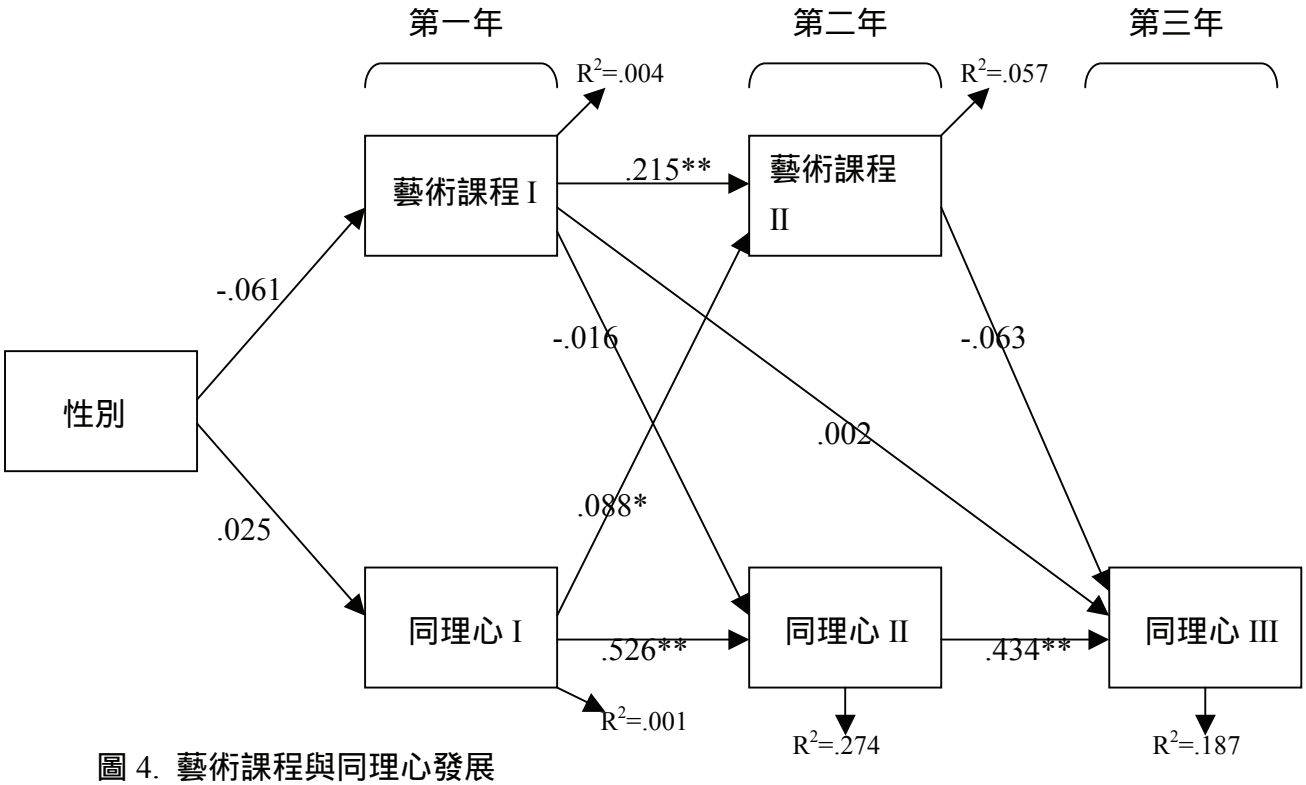

圖 4. 藝術課程與同理心發展

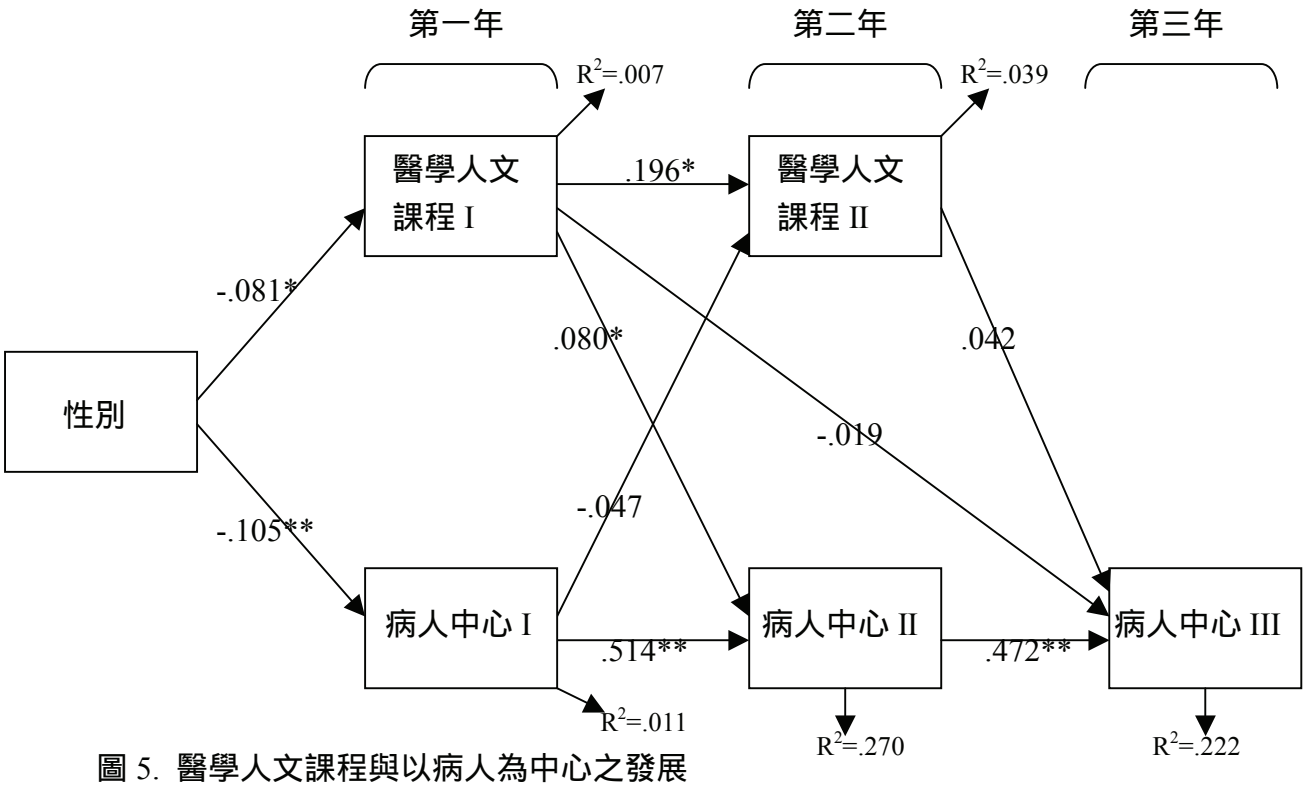

圖 5. 醫學人文課程與以病人為中心之發展

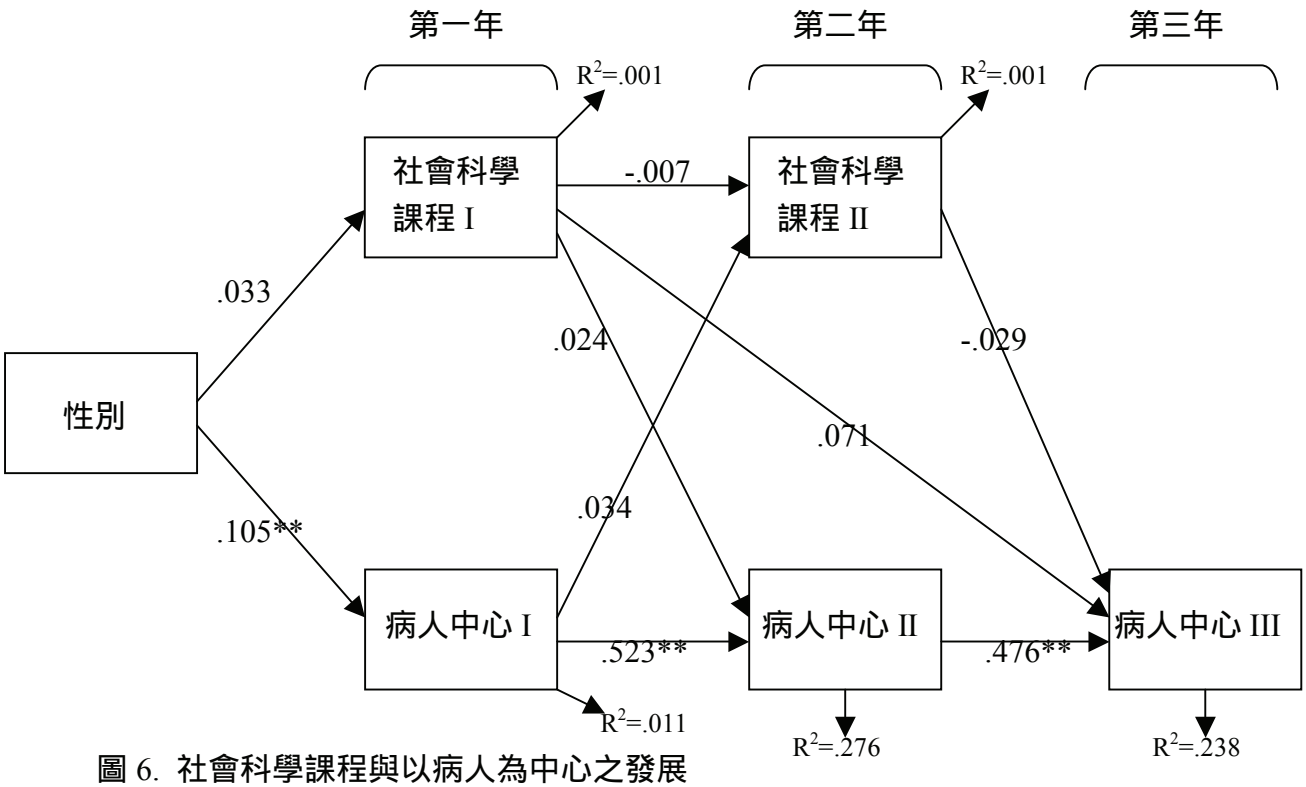

圖 6. 社會科學課程與以病人為中心之發展

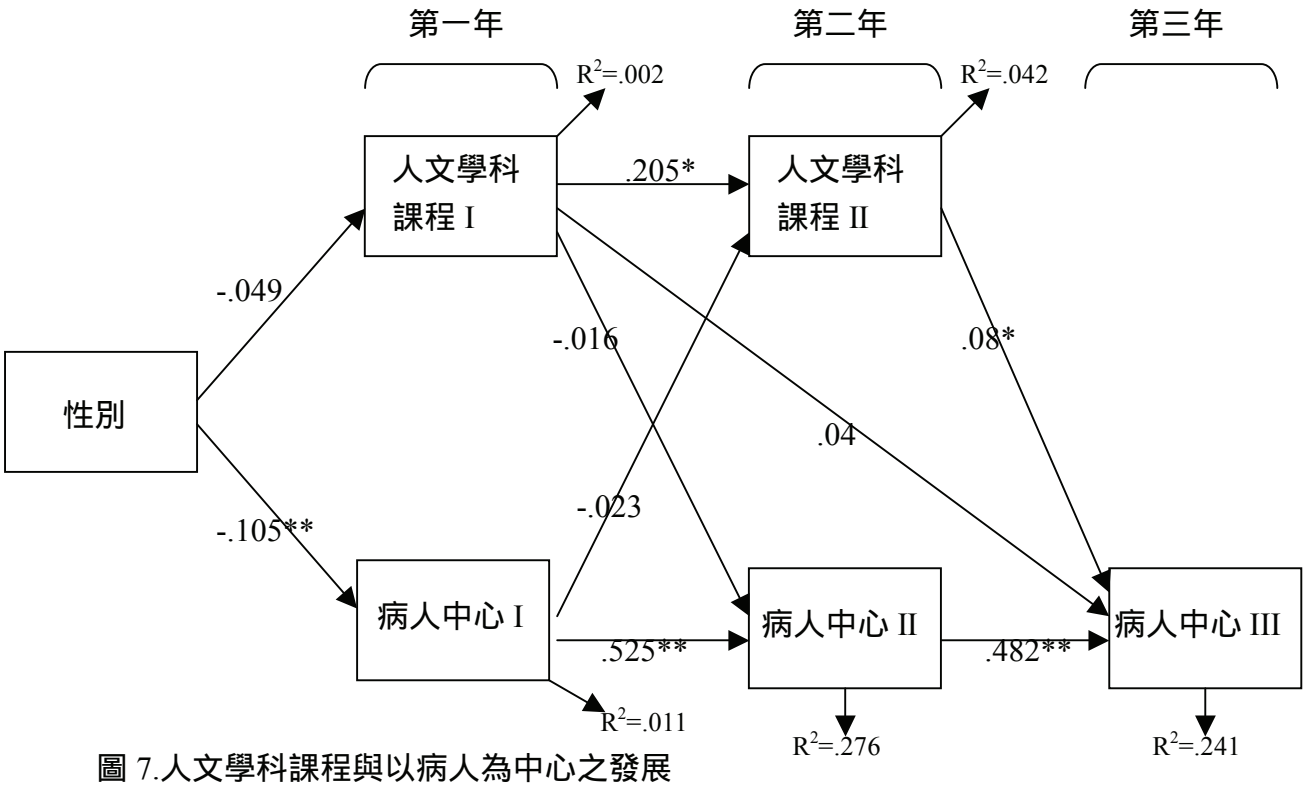

圖 7.人文學科課程與以病人為中心之發展

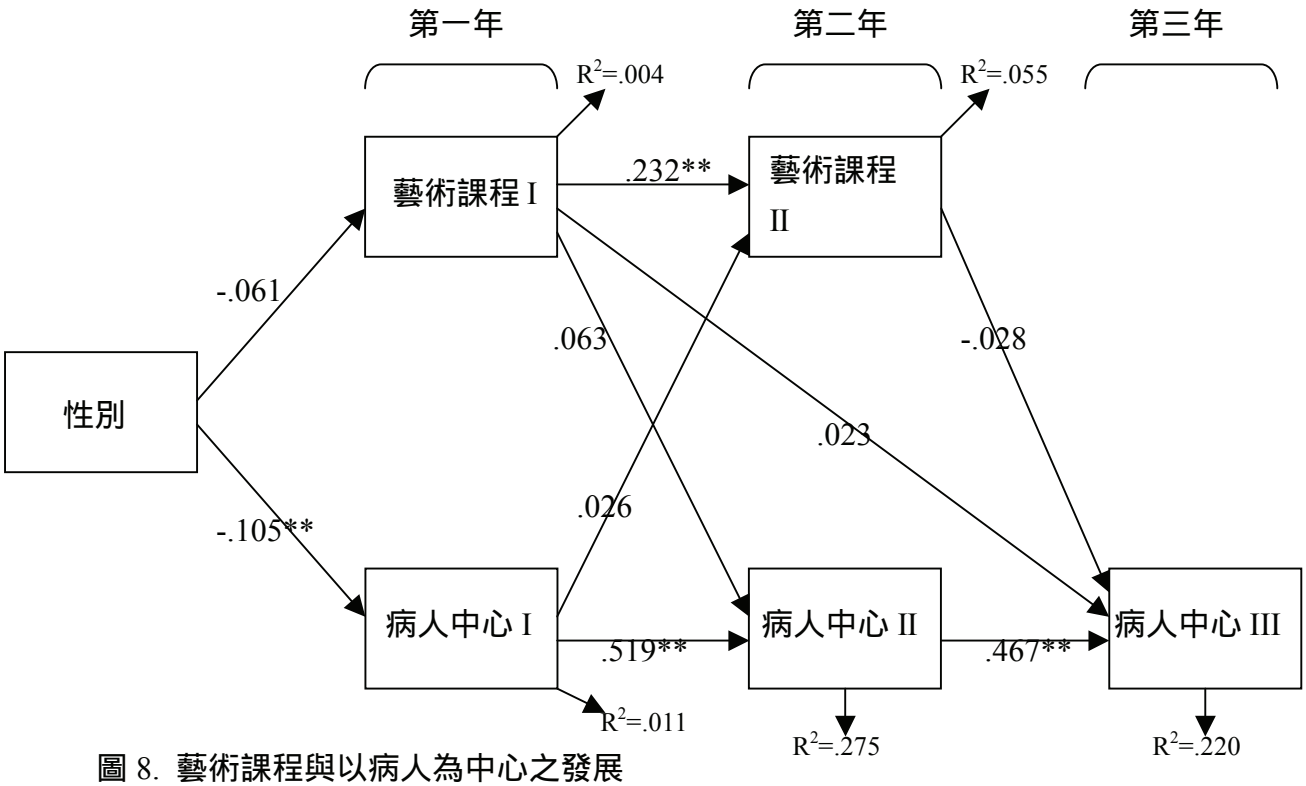

圖 8. 藝術課程與以病人為中心之發展

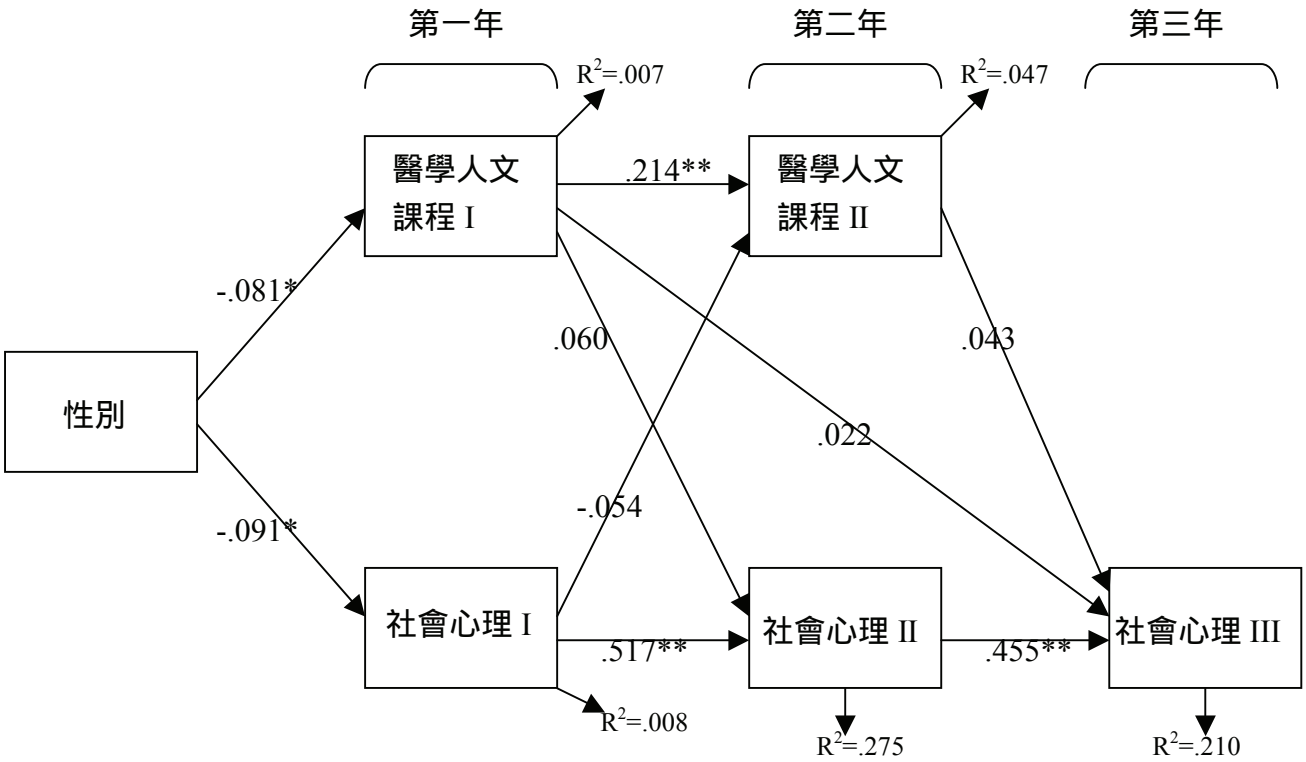

圖 9. 醫學人文課程與社會心理取向醫療態度之發展

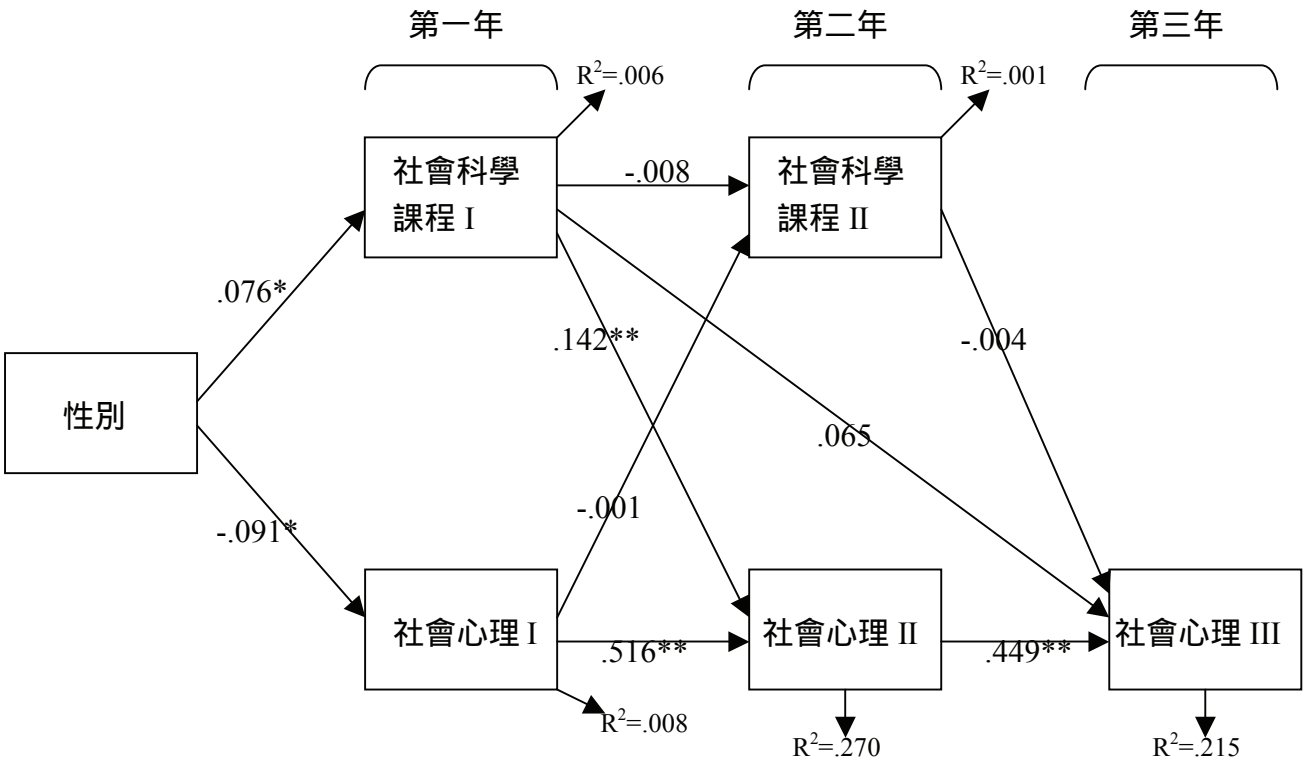

圖 10. 社會科學課程與社會心理取向醫療態度之發展

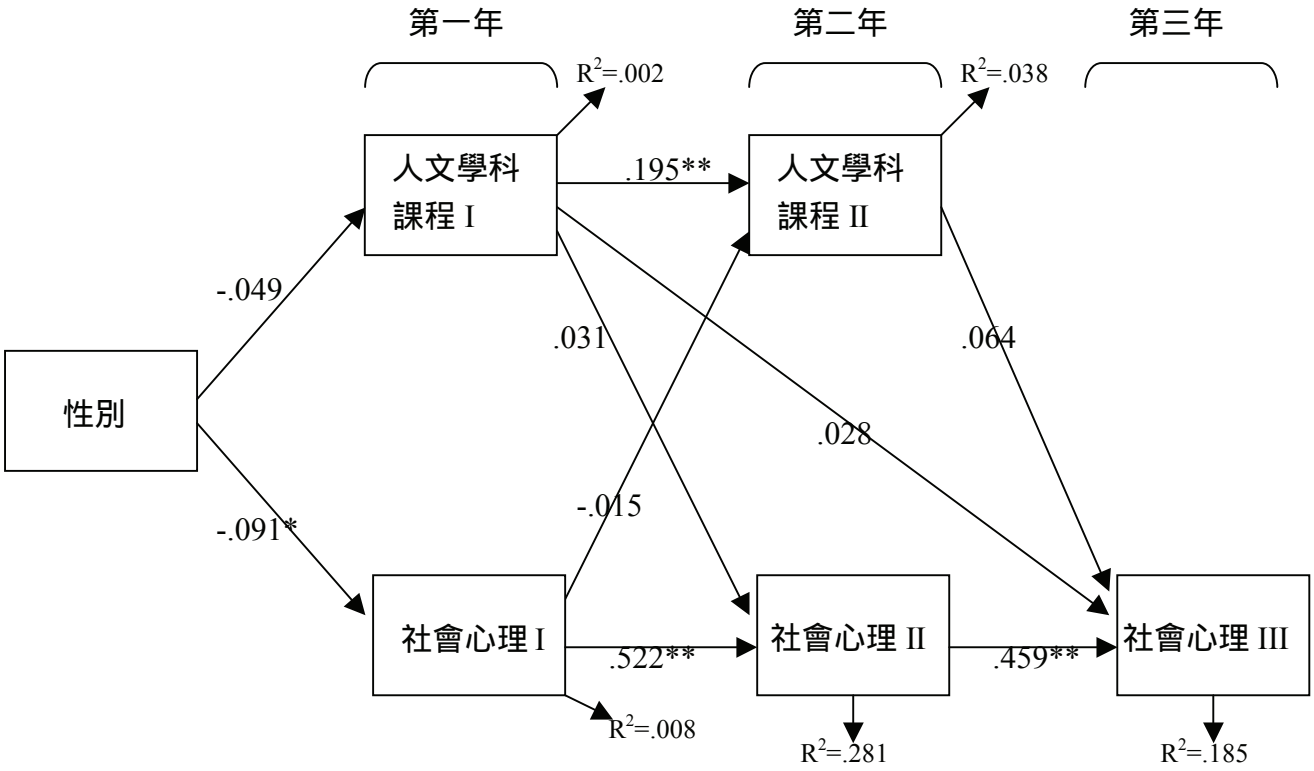

圖 11.人文學科課程與社會心理取向醫療態度之發展

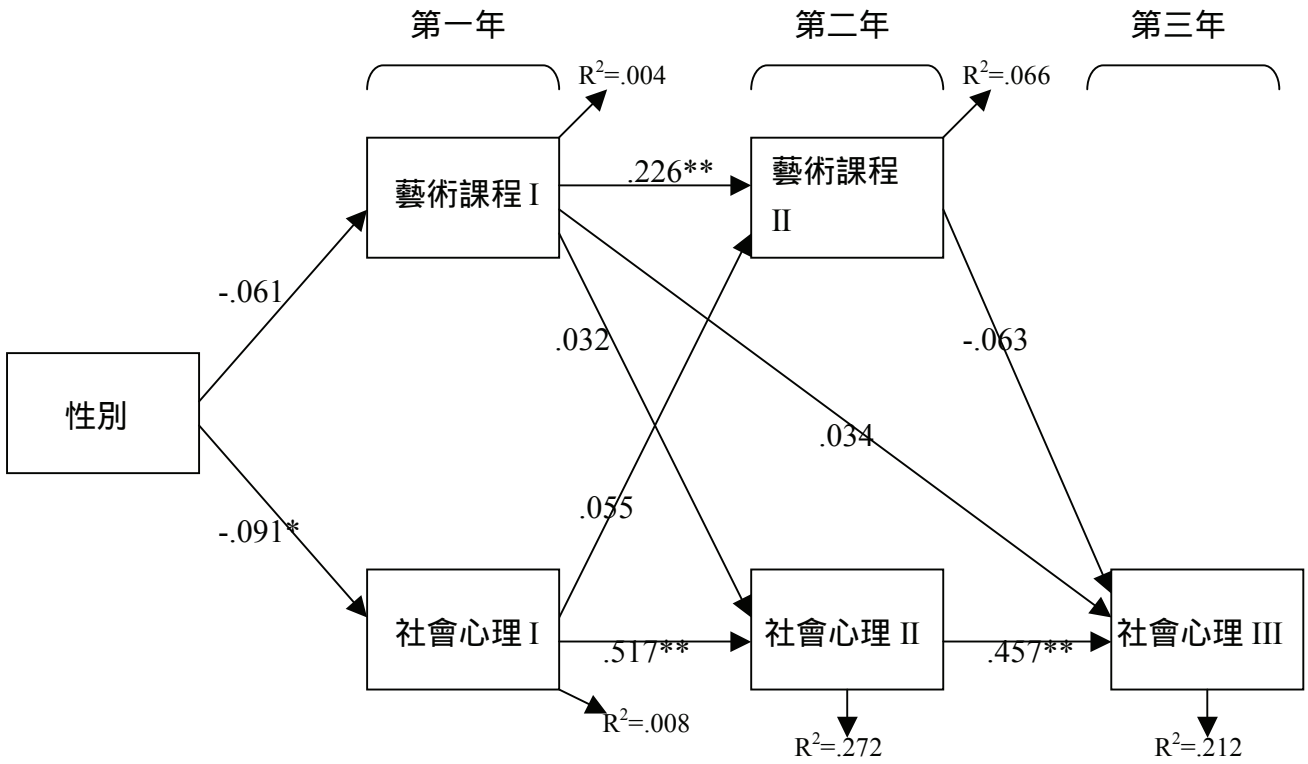

圖 12. 藝術課程與社會心理取向醫療態度之發展

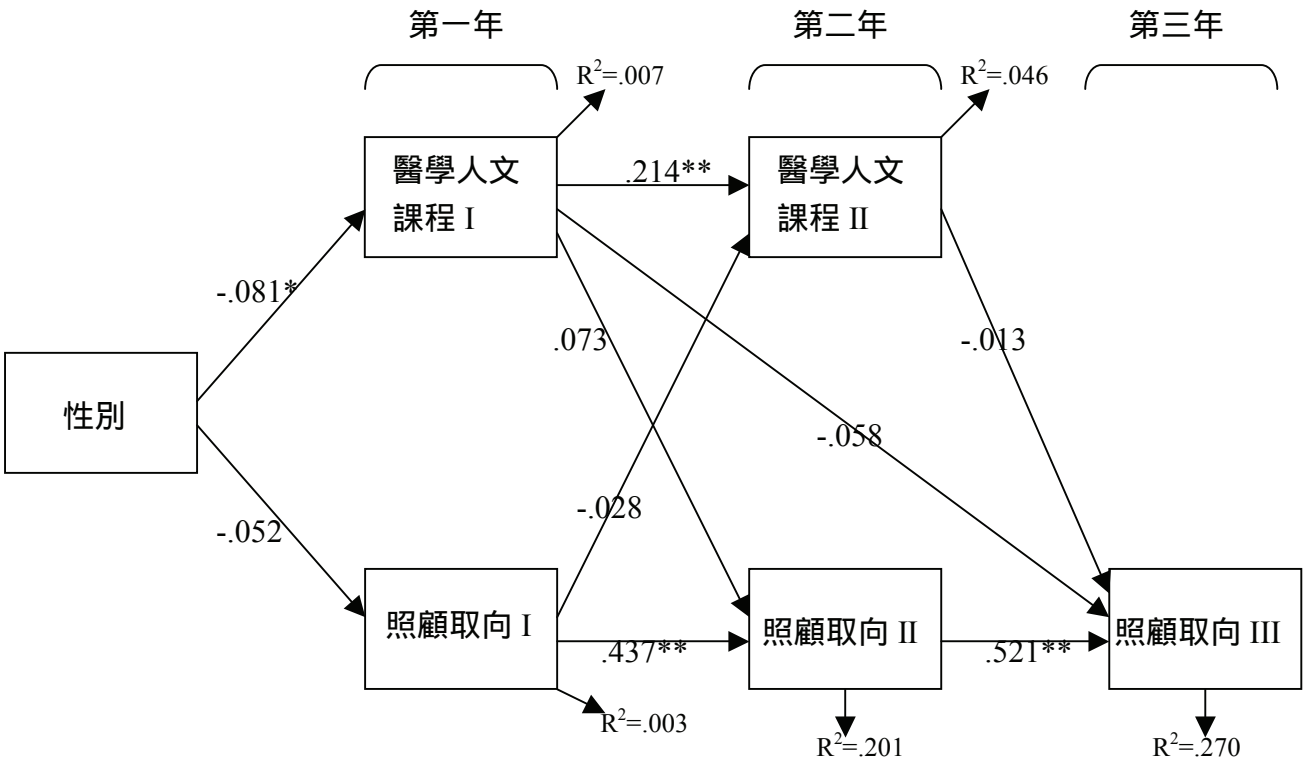

圖 13. 醫學人文課程與照顧取向醫療態度之發展

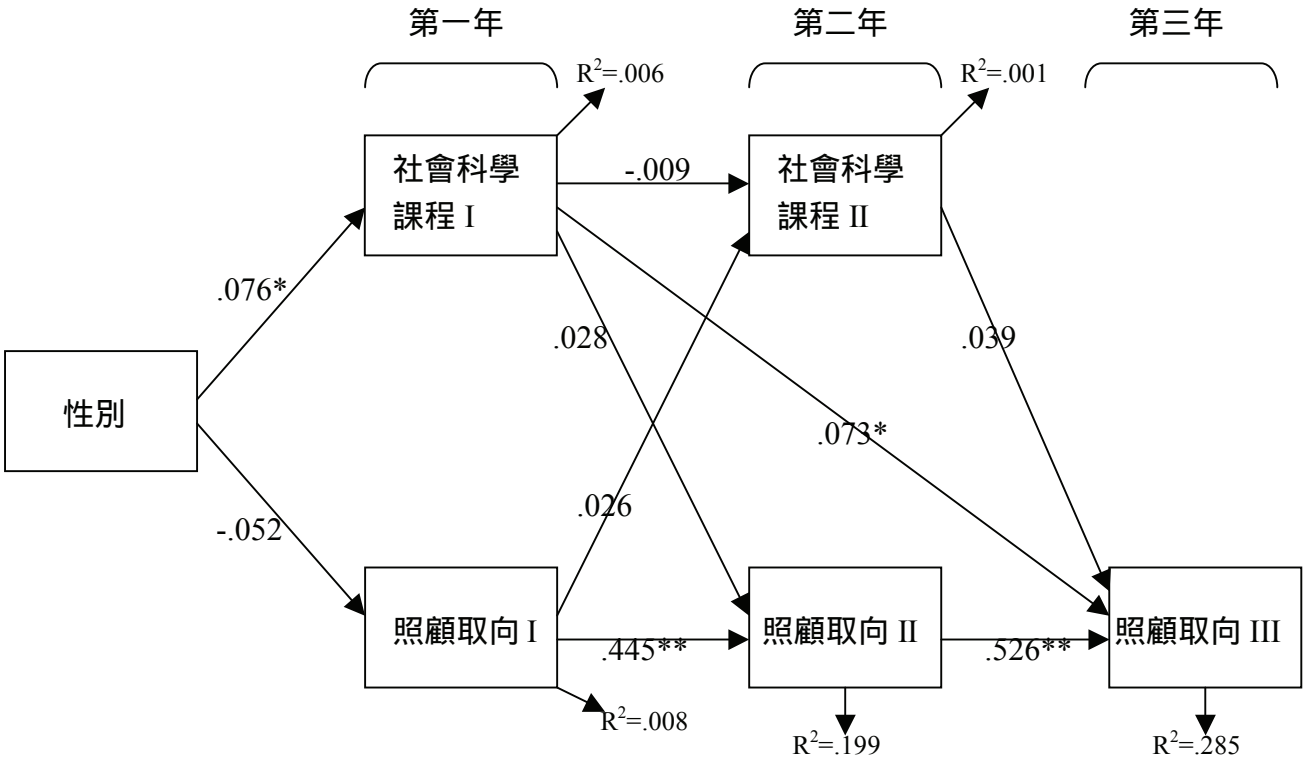

圖 14. 社會科學課程與照顧取向醫療態度之發展

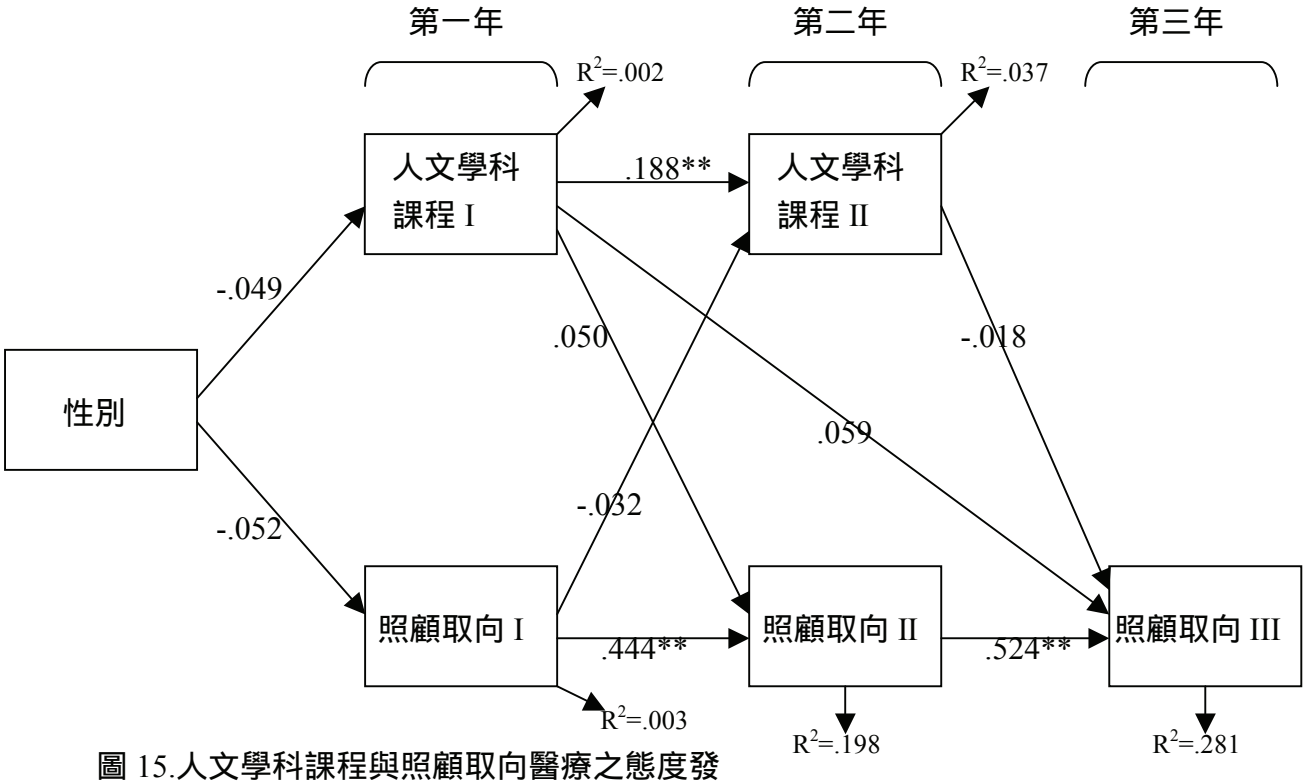

圖 15.人文學科課程與照顧取向醫療之態度發

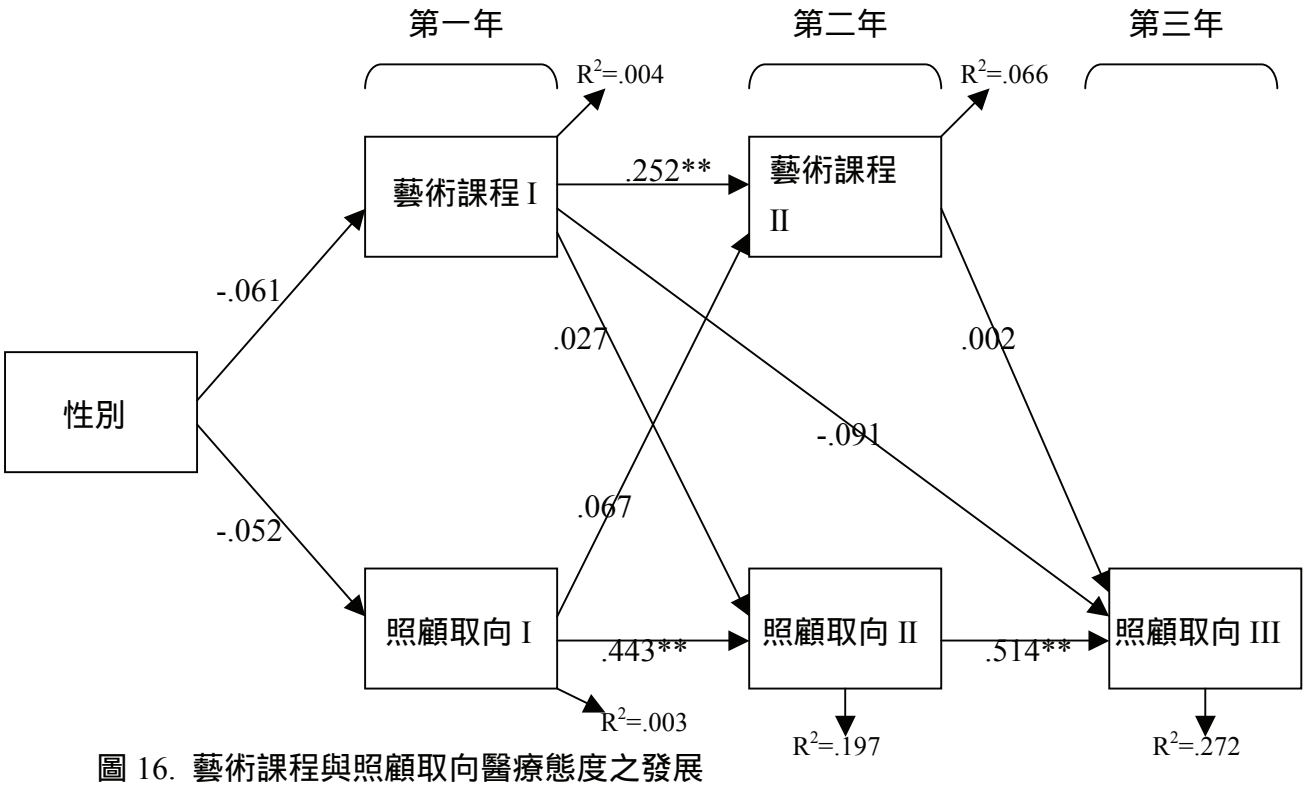

圖 16. 藝術課程與照顧取向醫療態度之發展