

## Technique and sensibility in medical teaching in times of social distance

## Técnica e sensibilidade no ensino médico em tempos de distanciamento social

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We live in a time when technology has reached a high level of importance in people's lives like never before. It is a time of digital and social networks, of communication possible at any time of the day or night. This is a time of digital readings, digital rings, and digital diagnostics. It is a time of Artificial Intelligence, with fast and accurate diagnostic resources. It is also a time of accelerated production in all fields of knowledge. The time to talk, tell stories, and listen to them no longer seems to make much sense, as if relegated to the past.

With this in mind, we live in a paradox in health education, or more specifically in medicine. How to reconcile these two extremes of technique and sensitivity on the one hand and technology and subjectivity on the other?

After consideration, supported by the studies on the interaction between literature and medicine<sup>1</sup>, and on the intimate conviction of each of the three of us (02 semiology teachers and 01 contemporary literature; medicine and letters teachers), it was decided to take advantage of the space offered for teaching in virtual form, of something significant

for the health field, especially during the Covid-19 pandemic. A virtual space, where connections and reflections could be established between fields of knowledge, apparently so different: medicine and literature.

It was from this situation, caused by an acellular organism, invisible to the eyes that led to the slowdown of all certainties, resources, and production. It forced a social distance and restricted the touch between people. The idea of offering the extension course "Medicine in interface with Literature: About the use of oral narrative during medical consultations" came up. Designed to offer a field for the humanities in health and, from that point on, create a space for listening, speaking, knowledge, and recognition, in eleven meetings.

The results of this course are presented here, in this special issue of the International Journal of Education and Health (IJEH): eight essays produced by the participants; medical and literacy students. Eight texts that speak of life, strength, subjectivity, soul. Eight texts, made by various hands, with various experiences and many reflections.

The articles were produced based on the topics covered in the course: listening and writing exercise; disease as a metaphor; the patient during the consultation; the patient in the hospital; the description and narrative of the death; the doctor as a patient; behind the scenes of the patient's anatomy and de-personalisation and its history.

This meeting will be presented so that readers can join in with the threads that were woven and led the group to their results. The reader can see art as a powerful teaching strategy, where subjectivity and science are not mutually exclusive, but find a common path to reiterate, as Mia Couto<sup>2</sup> would say, that “we are made of stories, just as we are made of

cells, and we need to rescue our genetic propensity to narrative imagination.”

## References

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