

CRITICAL CONSCIOUSNESS FOR INTERNATIONAL MEDICAL GRADUATES

Dr. Humaira Shamim

MBBS;FCPS (Derm), CHPE

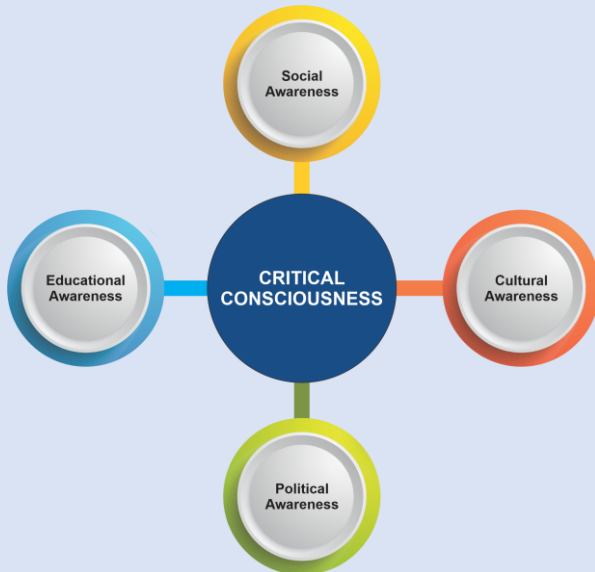
CONSULTANT DERMATOLOGIST, LAHORE, PAKISTAN

Email: dr.homaira@gmail.com



INTRODUCTION

Critical consciousness is an intellectual framework that is promoted in medical education. It helps to raise reflective awareness of professional power in healthcare. Moral virtues such as politeness and honesty are important to cultivate. The field of medicine plays a vital role in improving the quality of life and enhancing the physical and intellectual performance of human beings.



DISCUSSION

There is an urgent need for medical students and faculty to take on new roles as transformative intellectuals. Medical education needs to promote power awareness and democratization. Healthcare professionals must understand multicultural interactions, racism, implicit biases, and gender bias. Growing learning communities can help process human emotions and develop meaningful relationships. Healthcare professionals can reshape society's understanding of the complex relationship between consciousness and its impact on individuals. There is a contemporary need for immediate insights into how medical faculty can promote a better understanding of social dynamics related to healthcare.

CONCLUSION

The goal is to eliminate biases and help international medical graduates learn about role modeling and how to have the courage to speak up. Exposure to multicultural programs helps international medical graduates take responsibility for critical consciousness and social justice. Developing habits of mind can change with critical reflection, paving the way for transformative learning.

The medical faculty should remain committed to achieving social responsibility by promoting critical consciousness in future international medical graduates. This will create a promising impact on curricular transformation.

ACKNOWLEDGEMENT

This poster is supported by CIBNP

REFERENCES

1. Manca A, Gormley GJ, Johnston JL, Hart ND. Honoring Medicine's Social Contract: A Scoping Review of Critical Consciousness in Medical Education. *Acad Med.* 2020 Jun;95(6):958-967. doi: 10.1097/ACM.0000000000003059.
2. Buta MG. Consciousness in medical practice. *Med Pharm Rep.* 2022 Jan;95(1):103-108. doi: 10.15386/mpr-2435. Epub 2022 Jan 31.
3. Zaidi Z, Vyas R, Verstegen D, Morahan P, Dornan T. Medical Education to Enhance Critical Consciousness: Facilitators' Experiences. *Acad Med.* 2017 Nov;92(11S Association of American Medical Colleges Learn Serve Lead: Proceedings of the 56th Annual Research in Medical Education Sessions):S93-S99. doi: 10.1097/ACM.0000000000001907.
4. Blain-Moraes S, Racine E, Mashour GA. Consciousness and Personhood in Medical Care. *Front Hum Neurosci.* 2018 Aug 2;12:306. doi: 10.3389/fnhum.2018.00306.
5. Niikawa T. A Map of Consciousness Studies: Questions and Approaches. *Front Psychol.* 2020 Oct 8;11:530152. doi: 10.3389/fpsyg.2020.530152.
6. Jimenez JM, Lopez M, Castro MJ, Martin-Gil B, Cao MJ, Fernandez-Castro M. Development of critical thinking skills of undergraduate students throughout the 4 years of nursing degree at a public university in Spain: a descriptive study. *BMJ Open.* 2021 Oct 28;11(10):e049950. doi: 10.1136/bmjopen-2021-049950.
7. Chacon JA, Janssen H. Teaching Critical Thinking and Problem-Solving Skills to Healthcare Professionals. *Med Sci Educ.* 2020 Oct 27;31(1):235-239. doi: 10.1007/s40670-020-01128-3.