Medical Education under Siege: Critical Pedagogy, Primary Care and the Making of “Slave Doctors”

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Abstract

According to Kerr White, medical education is “mired in unhelpful rhetoric, unbecoming hubris, and reliance on an outmoded biomedical paradigm that ignores social, environmental, and psychological influences on health and health care.” This article is an ethnographic case study of a six-year, $6 million project at Michigan State University (and three surrounding communities) that challenged this reality. The goal was to create community-oriented primary care. Community participation was a paramount goal in all areas of project life. On paper the project was quite radical as local communities were to be empowered to shape and create the medical curriculum. The project was called the Community/University Health Partnerships. Underwritten by the W. K. Kellogg Foundation it was part of a larger $50 million effort in seven U.S. states. The author, an anthropologist, served as an evaluator on the project, charged with the mission to make it succeed. The article shows how he used critical pedagogy and critical ethnography towards these ends. It traces the relationship between neoliberalism and medical education and highlights significant instances of hegemony and counterhegemony between the medical schools and the communities in the doomed project.

Keywords

medical education; primary care; evaluation; community participation in health; civic engagement

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by arguing that processes or acts of learning and knowing are themselves inherently political. Best Regards Houda Boumediene*. View.

Dear RG colleagues, On the first steps of critical pedagogy when reading the work of Paulo Freire and the notions of emancipation in Rancière's the ignorant schoolmaster and Gert Biesta's the beautiful risk of education, it turns out to be interesting and complicated. I think it is worth to call for your attention and share of your practical or real practice of your notion of critical teaching or critical pedagogy? Thank you very much in advance ! … Read more. 2 ] Primary care and education for primary care have been essential all over the world these days. But the definition of “Primary Care” in Japan is ambiguous, and appears to be different from General Practice in the UK or Family Medicine (FM) in the U.S. This difference comes from the history of medicine and medical systems in Japan. Most primary care in Japan is provided by community-based practitioners at small outpatient clinics or small community hospitals.[ 3 ] But they are not the same as GPs or FPs in other countries. Otaki reported on the medical system and primary care in Japan.[ 2 ] Critical pedagogy is a philosophy of education and social movement that has developed and applied concepts from critical theory and related traditions to the field of education and the study of culture. Advocates of critical pedagogy view teaching as an inherently political act, reject the neutrality of knowledge, and insist that issues of social justice and democracy itself are not distinct from acts of teaching and learning. The goal of critical pedagogy is emancipation from oppression through an