

БІОГРАФІЇ ЛІКАРІВ-ПИСЬМЕННИКІВ США ХХ СТОЛІТТЯ
ЯК НАВЧАЛЬНО-ВИХОВНИЙ РЕСУРС ДЛЯ СТУДЕНТІВ ЗВМОЮлія ЛИСАНЕЦЬ, Олена БІЛЯЄВА, Ксенія ГАВРИЛЬЄВА,
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AS AN EDUCATIONAL RESOURCE FOR MEDICAL STUDENTSYuliia LYSANETS, Olena BIELIAIEVA, Ksenia HAVRYLIEVA,
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Лисанець Юлія, Беляєва Олена, Гаврильєва Ксенія, Ефендієва Світлана, Таран Зінаїда. Біографії лікарів-письменників США ХХ століття як навчально-виховний ресурс для студентів ЗВМО. Мета дослідження – проаналізувати навчально-виховний потенціал біографій лікарів-письменників США ХХ століття у формуванні твердих і м'яких навичок здобувачів вищої медичної освіти. **Методи дослідження:** аналіз, синтез, систематизація, узагальнення; пошуково-бібліографічний; аналіз літературних джерел; історико-порівняльний; біографічний. **Об'єкт дослідження** – біографії Вільяма Карлоса Вільямса (1883–1963), Френка Г. Слотера (1908–2001), Річарда Гукера (1924–1997), Аллена Річарда Зельцера (1928–2016) і Майкла Крайтона (1942–2008). **Наукова новизна.** У статті обґрунтовано доцільність вивчення біографій та елементів літературної спадщини лікарів-письменників США ХХ століття з метою всебічного і гармонійного розвитку здобувачів освіти у медичних вишах. **Висновки.** Показано, що ознайомлення з біографіями видатних лікарів-письменників англосовієтських країн під час позааудиторних виховних заходів сприяє розвитку м'яких навичок, а також удосконаленню комунікативної компетентності студентів ЗВМО.

Ключові слова: лікарі-письменники, медична освіта, тверді навички, м'які навички, емпатія, культурна компетентність.

Problem statement. The role of physicians as writers has been significant throughout history, with many physicians contributing to literature in various genres such as fiction, memoirs, and essays. The 20th century saw a rise in physician-writers in the United States, with individuals like Frank G. Slaughter, Richard Hooker, Allen Richard Selzer, William Carlos Williams, and Michael Crichton becoming renowned for their contributions to literature. The biographies of these physician-writers can provide medical students with insightful ideas, valuable lessons and messages, moral values and principles, indispensable for successful career and life.

The aim of the research is to analyze the educational potential of the biographies of five prominent 20th-century U.S. physician-writers as a means of developing soft skills in medical students. Through examining the biographies of these physician-writers, we will highlight the ways in which their writing can serve as a tool for medical education^{1,2,3}. Additionally, we will discuss the specific soft skills that

students can develop through studying these authors, including critical thinking, communication, ethical decision-making, cultural competence, and emotional intelligence, by providing insights into the complexities of the medical profession and the importance of empathy in patient care.

The material of the research is the biographical data and elements of literary legacy of five prominent 20th-century U.S. physician-writers: William Carlos Williams (1883–1963), Frank G. Slaughter (1908–2001), Richard Hooker (1924–1997), Allen Richard Selzer (1928–2016), and Michael Crichton (1942–2008). **The research methodology** relies on the methods of analysis, synthesis, systematization, and generalization; bibliographic search; analysis of literary sources; historical, comparative, and biographical.

Presentation of the research material. William Carlos Williams was an American poet and physician born on September 17, 1883, in Rutherford, New Jersey. He attended the University of Pennsylvania, where he received

¹ Bieliaieva O., Uvarkina O., Lysanets Yu. [et al.] "Gerhard Hansen Vs. Albert Neisser: Priority for the Invention of Mycobacterium Lepae and Problems of Bioethics", *Georgian Medical News*, 2020, Vol. 12 (309), P. 156–161 [in English].

² Zhdan V.M., Dvornik V.M., Avetikov D.S., Bieliaieva O.M. "Mykola Ivanovych Pyrohov – vydatnyy likar i pedahoh (do 211-yi richnytsi vid dnya narodzhennya)" [Mykola Ivanovich Pirogov – an Outstanding Doctor and Teacher (to the 211th Anniversary of his Birth)], *Aktual'ni pytannya lnhvistyky, profesynoyi lnhvodydakyty, psykholohiyi i pedahohiky vyshchoyi shkoly : zb. statey VI Mizhnar. nauk.-prakt. konf., m. Poltava, 25–26 lystopada 2021 r.* [Current issues of linguistics, professional linguodidactics, psychology and pedagogy of the higher education: collection of articles of the VI International conference, Poltava, November 25–26, 2021], P. 3–10 [in Ukrainian].

³ Uvarkina O.V., Bieliaieva O.M., Skrypnikov P.M., Lysanets Yu.V., Shylkina L.M., Khmil T.A. "The Scientific and Pedagogical Heritage of Doctor N.I. Pirogov", *Wiadomosci Lekarskie*, 2020, Vol. 73 (7), P. 1561–1566. PMID: 32759455 [in English].

a medical degree in 1906. Williams began practicing medicine while also pursuing his passion for writing. He published his first book of poetry, "Poems", in 1909 and went on to publish several other collections, including "Spring and All" and "Paterson"⁴. Williams worked as a pediatrician and general practitioner for over 40 years and was known for his dedication to his patients. Williams often explored the intersection between medicine and poetry. He believed that medicine and literature were complementary fields, and often wrote about his experiences as a physician in his writings. Williams received numerous awards for his writing, including the Pulitzer Prize for Poetry in 1963. He was also posthumously awarded the National Medal of Arts in 1993. William Carlos Williams passed away on March 4, 1963, at the age of 79. He left behind a rich legacy of literary and medical accomplishments and is remembered as one of the most influential poets of the 20th century⁵. His work continues to inspire and inform new generations of writers and physicians.

William Carlos Williams specialized in pediatrics and obstetrics while practicing medicine among poor immigrants in Rutherford, New Jersey. Medical practice served as an inexhaustible source of artistic material and inspiration for the author: "...medicine <...> was my very food and drink, the very thing which made it possible for me to write"⁶. It is important to remember that Williams practiced medicine during the Great Depression. As a result, the author's autobiographical experience included working with difficult, "non-standard" patients and their families – immigrants who lived in poverty line and sometimes barely spoke English – which poses a real challenge to the professional and personal qualities of the doctor⁷. Therefore, the problems of communication and the difficulties of communication between a doctor and a patient form the thematic core of Williams' short prose. For instance, in the short story "The Girl With a Pimple Face", a mother begs to save her child in broken English and makes false (as it turns out later) promises to pay for the doctor's services: "I give you anything, she went on. I pay you. I pay you twenty dollar. Doctor, you fix my baby. You are good doctor. You fix"⁸.

In the collection of short stories "The Doctor Stories", the communicative nature of medicine is continuously traced: the narrator strives to achieve successful communication with the patient, tries to build a relationship based on partnership and mutual understanding. In the stories "The Insane" and "Mind and Body", the author emphasizes that the most important thing in the profession of a doctor is the willingness to listen and the ability to hear the patient. His biography can offer numerous valuable lessons to medical students. Firstly, Williams' biography emphasizes the importance of a multidisciplinary approach in medicine. Williams believed that the study of medicine could benefit from an understanding of the humanities and the arts. Medical students can learn from his example and understand the value of a well-rounded education in medicine that includes exposure to the humanities. Another important lesson that can be learned from Williams' biography is the importance of observation in medical practice. Williams was a keen observer of the world around him, and he believed

that careful observation was essential to the practice of medicine. Williams' biography also highlights the importance of effective communication in medicine. As a poet, Williams was skilled at using language to convey complex emotions and ideas, and he often used this skill in his medical practice as well. He believed that clear communication was essential to building trust with patients and establishing effective treatment plans. Additionally, Williams' biography teaches medical students about the importance of a patient-centered approach to medicine. He believed that the needs and desires of the patient should always be at the forefront of medical decision-making, and he often emphasized the importance of listening carefully to patients in order to understand their unique perspectives.

Frank G. Slaughter was an American physician and author, born on February 25, 1908, in Washington, D.C.⁹. He graduated from Johns Hopkins School of Medicine in 1932 and went on to practice medicine in Virginia. Slaughter's medical career included serving as a surgeon in World War II and as a professor of surgery at the University of Virginia. Slaughter was known for his expertise in cardiovascular surgery and his contributions to the development of new surgical techniques. He was also a member of numerous medical associations and societies, including the American Medical Writers Association and the American College of Surgeons. After completing his medical degree, Slaughter joined the U.S. Army Medical Corps and was stationed in the Philippines. During his time in the Army, Slaughter began writing fiction as a way to escape the stress of his job. In 1941, he published his first novel, "That None Should Die", which was a bestseller and established him as a writer. Frank G. Slaughter was a prolific writer, having authored over 60 novels and non-fiction works. His books were known for their historical accuracy, and he often incorporated medical knowledge and terminology into his stories. Some of his most popular works include "Sangaree", "Doctors' Wives", and "The Galileans". Throughout his life, Slaughter was committed to philanthropy. He established the Frank G. Slaughter Scholarship Fund at Emory University, which provided financial assistance to medical students. He also supported various charities and organizations, including the American Cancer Society and the American Heart Association. Frank G. Slaughter died on May 17, 2001, at the age of 93. He is remembered as a talented writer, dedicated surgeon, and philanthropist. His contributions to literature and medicine have left a lasting impact on both fields, and his legacy continues to inspire generations of readers and medical professionals.

Slaughter's works highlight the importance of empathy and understanding towards patients. His novels often depicted complex medical situations, showing the importance of considering the human aspect of medicine. Medical students can learn from his work and strive to develop empathy and a deeper understanding of their patients' experiences. Slaughter's biography also teaches medical students about the role of ethics in medicine and the importance of advocating for the best interests of patients. His writing often addressed ethical dilemmas faced by medical professionals, emphasizing the importance of patient autonomy and informed consent. The

⁴ Leibowitz H. "Something Urgent I Have to Say to You": The Life and Works of William Carlos Williams. NY: Farrar, Straus and Giroux, 2011, P. 16 [in English].

⁵ Terrell C.F. William Carlos Williams: Man and Poet. Orono, ME: University of Maine at Orono, 1983, P. 7 [in English].

⁶ Williams W.C. Doctor Stories, New York: Random House, 1948, P. 120 [in English].

⁷ Lysanets Yu.V. "Naratyvna dyfuziia u prozoviy tvorchosti Vil'yama Karlosa Vil'yamsa" [Narrative Diffusion in the Prose Works of William Carlos Williams], *Problemy suchasnoho literaturoznavstva* [Problems of Modern Literary Studies], 2018, Vol. 27, P. 112-121 [in Ukrainian].

⁸ Williams W.C. The Doctor Stories. New York: New Directions Publishing, 1984, P. 49–50 [in English].

⁹ Trotter M.C. Frank G. Slaughter M.D. "FACS: Medical Novelist and Surgeon Writer", *The American Surgeon*, 2018, Vol. 84(12), P. 1841–1846. doi:10.1177/000313481808401225 [in English].

novel "That none should die" (1941), raise the questions about the effectiveness of the health care system of that time¹⁰. In particular, the author sharply criticizes the unwritten professional code of doctors, based on mutual cover-up, concealment of medical errors by colleagues, and therefore – leading to the patient's insecurity during treatment.

Richard Hooker (Hiester Richard Homberger Jr.) was a surgeon who is best known for his novel "M.A.S.H.: A Novel About Three Army Doctors", which inspired the popular TV series. His writing style was characterized by his use of humor and satire. Richard Hooker was born on February 1, 1924, in Trenton, New Jersey. He attended Bowdoin College in Brunswick, Maine, and then went on to attend Cornell Medical School. After completing his medical degree, Richard Hooker served as a physician in the United States Army during the Korean War. It was during his time in the military that he began writing his first novel, "M.A.S.H.: A Novel About Three Army Doctors". The book was published in 1968 and became an instant success, spawning a highly successful movie and a popular television series. Aside from his writing career, Hooker also maintained a successful medical practice in Maine for many years. He was an accomplished surgeon and held several positions of leadership in the medical community, including serving as chief of surgery at Maine Medical Center.

Richard Hooker's novel "M.A.S.H." portrays a military surgeon who exhibits exceptional professional abilities and a boundless sense of humor, enabling them to navigate the highly stressful conditions of warfare¹¹. "M.A.S.H.: A Novel About Three Army Doctors" (1968) is centered around a fictional U.S. Mobile Army Surgical Hospital in Korea during the Korean War. The author himself was drafted into the Korean War and subsequently assigned to the 8055 Mobile Army Surgical Hospital (M.A.S.H.). It is a striking anti-war novel that utilizes satire to showcase the inherent human response to the intensely stressful conditions of warfare. In the book's foreword, the author writes: "The surgeons in the M.A.S.H. hospitals were exposed to extremes of hard work, leisure, tension, boredom, heat, cold, satisfaction and frustration that most of them had never faced before. Their reaction, individually and collectively, was to cope with the situation and get the job done"¹². The novel's use of medical terminology also is notable, as the retired surgeon-author offers vivid descriptions of the surgeries performed by the protagonists, heightening the authentic suspense of the story:¹³ "They opened the pleura, put in the rib spreader, and aspirated the blood from the chest cavity. Ho-Jon's pulse and blood pressure held steady. Trapper reached down toward the inferior vena cava where it empties

into the right atrium of the heart. He felt the missile"¹⁴.

In addition to his work as a physician and author, Hooker was a dedicated philanthropist. He was a strong supporter of several charitable organizations, including the National Multiple Sclerosis Society and the American Cancer Society. He also established a scholarship fund at Bowdoin College to provide financial assistance to deserving students. Richard Hooker passed away on November 4, 1997, at the age of 73. He left behind a rich legacy of literary and medical accomplishments, and his contributions to both fields continue to inspire and inform new generations of writers and physicians.

The biography of Richard Hooker can teach medical students several important lessons. Firstly, Hooker's background as a surgeon in the Korean War emphasizes the importance of adaptability and resourcefulness in medicine. Medical students can learn from his experience and understand the value of being able to think on their feet and make quick decisions in high-pressure situations. Hooker's work also demonstrates the importance of humor and empathy in medicine. His writing often incorporated humor as a means of coping with the stress and tragedy of war, highlighting the importance of empathy and understanding in patient care. Hooker's writing often addressed the psychological toll of war and the need for mental health support for both patients and providers.

Allen Richard Selzer was a surgeon who became a prolific writer, penning essays, memoirs, and novels¹⁵. His writing often explored the ethical dilemmas faced by medical professionals. He was born on June 24, 1928, in Troy, New York. He attended Union College in Schenectady, New York, and graduated with a Bachelor of Arts degree in 1948. He then went on to attend Albany Medical College, where he received his medical degree in 1953. After completing his medical degree, Selzer served as a surgeon in the United States Army, and then began practicing medicine in upstate New York. It was during this time that he began writing fiction, often drawing on his experiences as a physician for inspiration¹⁶. Selzer's first book, "Rituals of Surgery", was published in 1974 and was a collection of essays about the practice of medicine. He went on to write several other books, including "Mortal Lessons", "Confessions of a Knife", and "Down from Troy: A Doctor Comes of Age". Selzer's books were known for their vivid descriptions of medical procedures and their examination of the human condition.

In the short story "The Surgeon as Priest" (collection "Mortal Lessons: Notes on the Art of Surgery" (1976), a key

¹⁰ Lysanets Yu.V. "Primum non nocere: Moral'no-etychna problematyka u literaturno-medychnomu dyskursi amerykans'koyi prozy XX stolittya" [Primum non nocere: Moral and ethical problems in the literary and medical discourse of the 20th-century American prose], *Visnyk Luhans'koho natsional'noho universytetu imeni Tarasa Shevchenka. Filolohichni nauky* [Philological sciences. Herald of Luhansk National Taras Shevchenko University], 2019, Vol. 2 (325), P. 194–202 [in Ukrainian]

¹¹ Lysanets Yu. "The Image of a Military Surgeon in "MASH: A Novel about Three Army Doctors" by Richard Hooker", *VI Vseukrayins'ka naukovo-praktychna internet-konferentsiya z pytan' metodyky vykladannya inozemnoyi movy: «Inozemni movy v konteksti suchasnoho rozvytku pryrodnych ta humanitarnykh nauk: mizhdysyplinarnyy pidkhid»*, *Zbirnyk materialiv konferentsiyi, 17 bereznya 2020 r.*, Odesa [VI All-Ukrainian Scientific and Practical Internet conference on teaching methods of a foreign language: "Foreign Languages in the Context of Modern Development of Natural Sciences and Humanities: An Interdisciplinary Approach" Collection of materials of the conference, 17 March 2020, Odesa], 2020, P. 75 [in English].

¹² Hooker, R. (2009). *MASH: A Novel About Three Army Doctors*. New York: Harper Collins, P. 5

¹³ Lysanets Yu. "The Image of a Military Surgeon ..., op. cit., P. 76. [in English].

¹⁴ Hooker R. *MASH: A Novel About Three Army Doctors*, New York: Harper Collins, 2009, P. 11 [in English].

¹⁵ Kerrane K. *A Richard Selzer Reader: Blood and Ink*. Lanham, Maryland: Rowman & Littlefield, 2017, P. 37 [in English].

¹⁶ Sun J. "Liminal Masculinity in Richard Selzer's Knife Song Korea", *Journal of Medical Humanities*, 2014, Vol. 35(1), P. 85-93 [in English].

place belongs to the portrait of Andreas Vesalius, a Flemish doctor of the 16th century, the founder of scientific anatomy, who was one of the first to start performing autopsies in order to the study of the human body^{17,18}. Vesalius' facial expression at the moment of the autopsy prompts the narrator to reflect on the sacred and secretive nature of the profession of a doctor who literally gains access to the patient's inner world:¹⁹ "I understand you, Vesalius. Even now, after so many voyages within, so much exploration, I feel the same sense that one must not gaze into the body, the same irrational fear that it is an evil dead for which punishment arises"²⁰.

Selzer was a recipient of several awards for his writing, including the O. Henry Award and the Pushcart Prize. He was also inducted into the American Academy of Arts and Letters in 2002. Allen Richard Selzer passed away on June 15, 2016, at the age of 87. He left behind a legacy of literary and medical accomplishments, and was remembered as a gifted writer and a compassionate physician. Selzer was a prominent surgeon and writer, and his work in both fields offers insights into the practice of medicine and the importance of effective communication with patients. Selzer's biography emphasizes the importance of empathy in medicine. His writing often explored the emotional and psychological aspects of medical treatment, and he was known for his ability to connect with patients on a deep and personal level. Selzer's biography also highlights the importance of ethical considerations in medical practice. His writing often addressed complex ethical dilemmas faced by medical professionals.

Michael Crichton was a physician and novelist, screenwriter and film director, known for his science fiction and thriller novels²¹. His writing often explored the ethical implications of scientific advancements. He was born on October 23, 1942, in Chicago, Illinois. He attended Harvard University, where he received a Bachelor of Arts degree in 1964 and a medical degree in 1969. Crichton's first novel, "The Andromeda Strain", was published in 1969 and was a bestseller²². He went on to write several other novels, including "Jurassic Park", "Congo", and "The Lost World". Crichton was known for his ability to blend science and technology with thrilling plotlines, and his work often explored the consequences of humanity's relationship with technology. Many of his novels were adapted into successful films, including "Jurassic Park" and "Twister". Crichton was a recipient of several awards for his writing, including an Edgar Award for "The Great Train Robbery" and a Hugo Award for "Jurassic Park". He was also inducted into the Science Fiction and Fantasy Hall of Fame in 2013. Michael Crichton passed away on November 4, 2008, at the age of 66. He left behind a legacy of literary and cinematic accomplishments and is

remembered as one of the most influential writers of his generation. His work continues to be read and enjoyed by people all over the world.

Michael Crichton's biography can teach medical students several important lessons. Crichton's work demonstrates the importance of interdisciplinary collaboration. Many of his novels and films blended science and technology with thrilling plotlines, showing the potential consequences of humanity's relationship with technology. Medical students can learn from his work that their medical knowledge can be applied in various fields, and interdisciplinary collaboration can lead to innovative solutions and new discoveries. Crichton's work also emphasizes the importance of accurate and thorough research. He was known for his meticulous research into scientific and medical topics and his ability to incorporate this knowledge into his work. Medical students can learn from his example and understand that research is an essential part of medical practice and can lead to better patient outcomes. Crichton's medical background was a major influence on his writing, as many of his novels featured scientific and medical themes. In "The Andromeda Strain", for example, he explored the potential consequences of a deadly virus escaping from a government laboratory. In "Jurassic Park", he imagined the consequences of cloning prehistoric creatures and bringing them back to life. In Michael Crichton's novel "A Case of Need", which was first published in 1969 under the pseudonym Jeffery Hudson and republished in 1993 under the real name of the writer, the moral question of banning abortions is raised. The author's reflections on the history of the development of world medicine are revealed in the epilogues to the novel. The author deliberately does not choose any of the positions described by him, leaving the reader to make their own choice in the context of the outlined moral and ethical issues²³.

Hence, the biographies of Frank G. Slaughter, Richard Hooker, Allen Richard Selzer, William Carlos Williams, and Michael Crichton offer valuable insights into the development of soft skills that can be applied in medical practice, including:

(1) Empathy: All of these writers had to interact with patients from different backgrounds, and their biographies can help medical students learn about the importance of empathy in patient care. The works of these authors often contain emotional and personal accounts of illness and medical treatment. By reading about their interactions with patients, medical students can learn to develop a deeper understanding and connection with their own patients.

(2) Communication: Medical professionals must be effective communicators, and the biographies of these writers can offer insights into different communication styles and techniques. Medical students can learn from their biographies

¹⁷ Bieliaieva O.M., Zhdan V.M., Tsisyk A.Z. *Latyns'ko-ukrayins'kyi medychnyy entsyklopedychnyy slovnyk : u 2 t., T.2 N-W* [Latin-Ukrainian medical encyclopedic dictionary: in 2 volumes, T.2 N-W], K.: VSV "Medicine", 2020, 456 p. [in Ukrainian].

¹⁸ Bieliaieva O.M., Bilash S.M., Pronina O.M., Lysanets Yu.V., Bilash V.P., Havrylieva K.H., Taran Z.M. "The biographical method as a means of forming the professional personality and professional identity of the future doctor (as exemplified by the integration of the study of human anatomy and the disciplines of the foreign language training cycle)", *Bulletin of problems biology and medicine*, 2023, Vol. 1 (68), P. 224-232. doi: 10.29254/2077-4214-2023-1-168-224-232 [in English].

¹⁹ Lysanets Yu.V. "Intertekstual'nist' ta intermedial'nist' yak tekstotvorni dominanty literaturno-medychnoho dyskursu Richarda Zel'tsera" [Intertextuality and intermediality as text-creative dominants of Richard Seltzer's literary and medical discourse], *Naukovovyrobnychyy zhurnal Derzhava ta rehiony. Seriya: Humanitarni nauky* [Scientific and industrial journal "State and regions. Series: Humanities"], 2018, 4(55), P. 34-37 [in Ukrainian].

²⁰ Selzer R. *Mortal Lessons: Notes on the Art of Surgery*, New York: Simon and Schuster, 1976, P. 24 [in English].

²¹ Hayhurst R. *Readings on Michael Crichton*, San Diego, CA: Greenhaven Press, 2004, P. 5 [in English].

²² Aaseng N. *Michael Crichton*, San Diego: Lucent Books, 2002, P. 23 [in English].

²³ Lysanets Yu.V. "Primum non nocere: Moral'no-etychna problematyka u literaturno-medychnomu dyskursi amerykans'koyi prozy XX stolittya" [Primum non nocere: Moral and ethical problems in the literary and medical discourse of the 20th-century American prose], *Visnyk Luhans'koho natsional'noho universytetu imeni Tarasa Shevchenka. Filolohichni nauky*. [Philological sciences. Herald of Luhansk National Taras Shevchenko University], 2019, Vol. 2 (325), P. 194-202 [in Ukrainian]

how to communicate effectively with patients, colleagues, and other healthcare professionals.

(3) Collaboration: These writers had to work closely with other medical professionals in order to provide effective patient care. Medical students can learn from their biographies about the importance of collaboration and teamwork in healthcare.

(4) Adaptability: The works of physicians-writers often contain accounts of medical emergencies and unexpected situations. Reading about how these situations are handled can help students develop adaptability and learn how to respond quickly and effectively to changing circumstances.

(5) Time management: Medical professionals must be able to manage their time effectively in order to provide efficient and timely care. Medical students can learn from the biographies of these writers how to prioritize tasks, manage their time effectively, and maintain a balance between their professional and personal lives.

(6) Critical thinking: These authors extensively explored complex medical issues and ethical dilemmas, which can help students develop critical thinking skills.

(7) Problem-solving: The works of these authors often contain medical mysteries and puzzles to be solved. By reading about how these authors solve these problems, students can learn how to approach medical situations as puzzles to be solved and develop problem-solving skills.

(8) Cultural competence: Medical professionals must be able to work effectively with patients from different cultural backgrounds. The biographies of these writers can help medical students learn about different cultures and how to provide culturally sensitive care.

(9) Leadership: Medical professionals must be able to lead and inspire others in order to provide the best possible care. The biographies of these writers can offer insights into different leadership styles and techniques that can be applied in healthcare settings.

(10) Resilience: Medical practice can be challenging and stressful, and medical professionals must be able to cope with these challenges in order to provide effective care. The works of these authors often contain accounts of medical professionals who face challenges and setbacks in their work, cope with stress, and maintain a positive outlook.

(11) Teamwork: The works of these authors often contain accounts of medical professionals working together to provide care for patients. By reading about these accounts, students can learn how to work effectively as part of a team and understand the importance of collaboration in the medical field.

(12) Creativity: The works of these authors often contain unique and creative approaches to medical treatment and care.

(13) Self-reflection: The works of these authors often contain personal accounts of illness and medical treatment. By reading about these experiences, students can develop self-reflection skills and learn how to examine their own biases and assumptions when providing medical care.

As can be observed from the above, the biographies and writings of William Carlos Williams, Frank G. Slaughter, Richard Hooker, Allen Richard Selzer, and Michael Crichton can help develop soft skills in medical students. By learning from the experiences and practices of these medical professionals, medical students can develop a strong foundation of soft skills that will serve them well throughout their careers. Moreover, these writers were practicing medicine in different time periods, and their biographies offer insights into the historical context of medicine. Medical students can learn about the history of medicine and how it has evolved over time.

Thus, the biographies and works of these 20th-century U.S. physician-writers serve as a valuable educational resource for

medical students. Each of these five physician-writers made significant contributions to the field of medicine, both through their medical work and their writing. Their works continue to be read and studied all over the world, serving as a testament to the power of literature to enrich our understanding of the world around us. Focusing on these authors' biographies during extracurricular educational and cultural activities, medical students can develop soft skills, as well as enhance their English language proficiency. By examining their paths to becoming writers and analyzing the themes and messages in their literary works, students can develop a deeper understanding of the complexities of the medical profession and gain valuable skills that will enhance their practice as physicians.

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