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Nota di contenuto	Chapter 1. Anthropologists in Medical Education: An Introduction -- Part I: Medical School Culture -- Chapter 2. Beyond Moralism in Medical Education: The Making of Physician-Anthropologists for the study of the good care in France -- Chapter 3. But it's not on the STEP exams: Challenges to including anthropological knowledge in medical curriculum -- Chapter 4. Strategic Engagements with Future-doctors: Elements of a Stealth Pedagogy -- Part II: Beyond Cultural Competency -- Chapter 5. Getting 'Person-Centered': creating meaningful clinical experiences for health and social care students-in-training -- Chapter 6. Participatory anthropology for teaching behavioral sciences at a medical school in Zambia" -- Chapter 7. Anthropology and the Patient's Point of View in Canadian Medical Education -- Chapter 8. Equipping medical students with "community competence" in Rural Uganda -- Part III: Ethics and Humanities -- Chapter 9. Translation without Medicalization: Planning and Translating in the Development of a Medical and Health Humanities Program -- Chapter 10. Wearing a cloak and many hats: expectations of anthropologists in an academic health science center -- Chapter 11. Inclusivity in medical education: Teaching Integrative and Alternative Medicine -- Chapter 12. Contextualizing life: the role and potential of anthropology in the changing situation of medical education in Japan -- Part IV: Addressing Socio-cultural Determinants of Health and Health Disparities -- Chapter 13. Lessons from Planning and Implementation of a New Medical School in South Florida -- Chapter 14. Anthropologists on Interprofessional Health Education Teams: A Model from Upstate New York -- Chapter 15. Integrating Health Equity Across a Family Medicine Residency Program in New Mexico: Anthropology as a Solution to a Stubborn Problem -- Chapter 16. Medical Anthropology Teaching at the National Autonomous University of Mexico Medical School: A Reflexive Analysis of Programmatic Development, Challenges, and Future Directions -- Chapter 17. How Medical Students in the United Kingdom Think about Social Sciences. Part V: Epilogue -- Chapter 18. Challenges, Constraints and Futures for Anthropologists in Medical Schools of the World.
Sommario/riassunto	This volume reflects on how anthropologists have engaged in medical education and aims to positively influence the future careers of anthropologists who are currently engaged or are considering a career in medical education. The volume is essential for medical educators, administrators, researchers, and practitioners, those interested in the history of medicine, global health, sociology of health and illness, medical and applied anthropology. For over a century, anthropologists have served in many roles in medical education: teaching, curriculum development, administration, research, and planning. Recent changes in medical education focusing on diversity, social determinants of health, and more humanistic patient-centered care have opened the door for more anthropologists in medical schools. The chapter authors describe various ways in which anthropologists have engaged and are currently involved in training physicians, in various countries, as well as potential new directions in this field. They address critical topics such as: the history of anthropology in medical education; humanism, ethics, and the culture of medicine; interprofessional and collaborative clinical care; incorporating patient perspectives in practice; addressing social

determinants of health, health disparities, and cultural competence; anthropological roles in planning and implementation of medical education programs; effective strategies for teaching medical students; comparative analysis of systems of care in Japan, Uganda, France, United Kingdom, Mexico, Canada and throughout the United States; and potential new directions for anthropological engagement with medicine. The volume overall emphasizes the important role of anthropology in educating physicians throughout the world to improve patient care and population health. .
