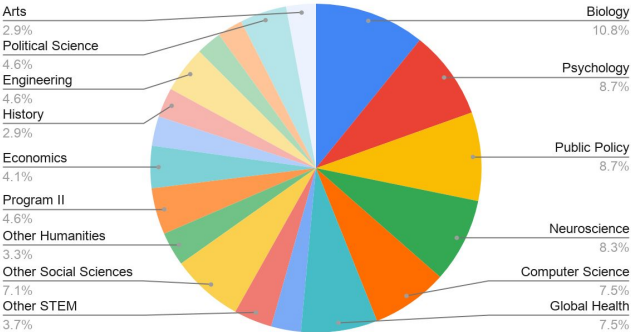


Summary Report: Survey of Interest in Disability Studies and Health Humanities at Duke
 Report and Data Collection by Duke Disability Alliance

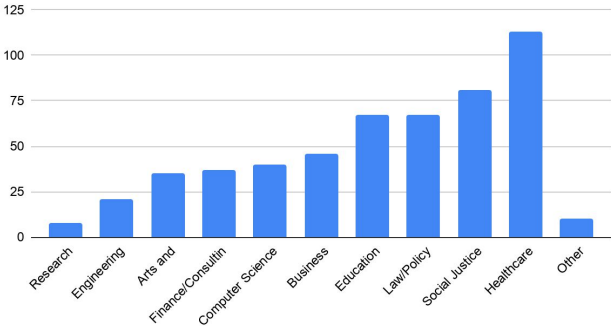
Respondent Profile (N=204)

- ❖ 183 Undergraduate Students, 12 Graduate Students, 9 Alumni
 - Of undergraduates: 43.7% identify as pre-health, 8.2% unsure, 48.1% not pre-health.
 - Undergraduates represent 35 different majors and a variety of career interests.

Undergraduate Majors Represented



Careers Interests of All Respondents

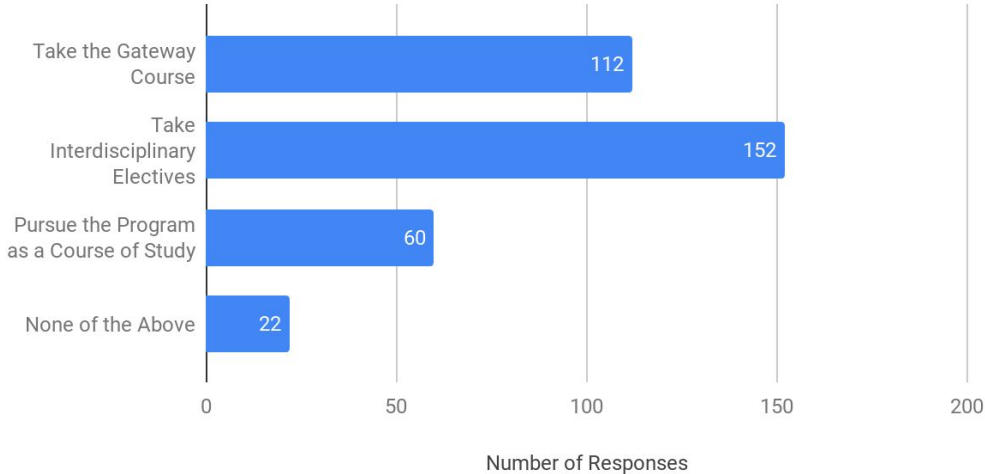


- **6 of the 11 Program II students** created individualized majors in **Health Humanities (4), Disability Studies (1), or both (1).**

Results

- ❖ **86.8% of respondents believe Disability Studies and Health Humanities to be of value to themselves, 93.6% believe them to be of value to Duke students, and 93.6% believe them to be of value to the communities that Duke students work in and with.**

If a health humanities and disability studies program existed at Duke, how might you take advantage of it?



These numbers would all be higher in reality, given the limited sample size. Assuming the 60 who would pursue the program are over four years - **15 students per graduating class**, the numbers for the proposed program are already **comparable to English (21), Area Studies (12), and Philosophy (10)**. Meanwhile, the 152 who would take electives presents a sizable cohort of students to provide **steady class numbers** and supplement any other degree program.

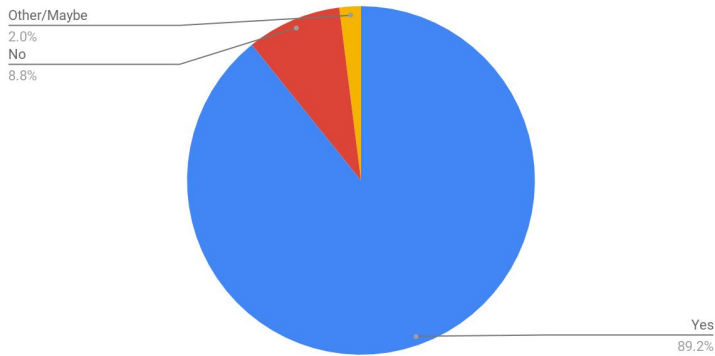
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Prior to taking this survey, many Duke students were not familiar with Disability Studies and Health Humanities.

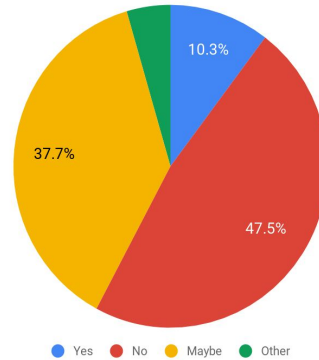
- Specifically, 45.6% indicated they had heard of Health Humanities, 31.4% had heard of Health Humanities but did not know what it means, and 23% had not heard of Health Humanities
- The values for Disability Studies are quite similar at 41.7%, 28.4%, and 29.9%, respectively

A vast majority of students indicated a necessity for increased interdisciplinary coursework at Duke.

Would you be interested in more academic opportunity for interdisciplinary coursework?

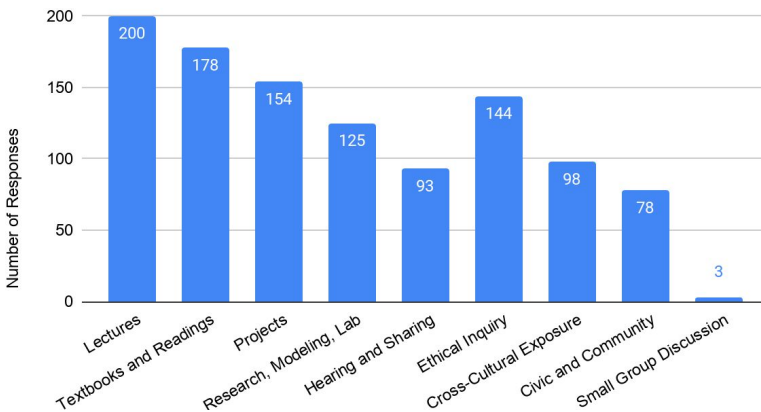


Do you think there is adequate connection between the humanities and STEM at Duke?

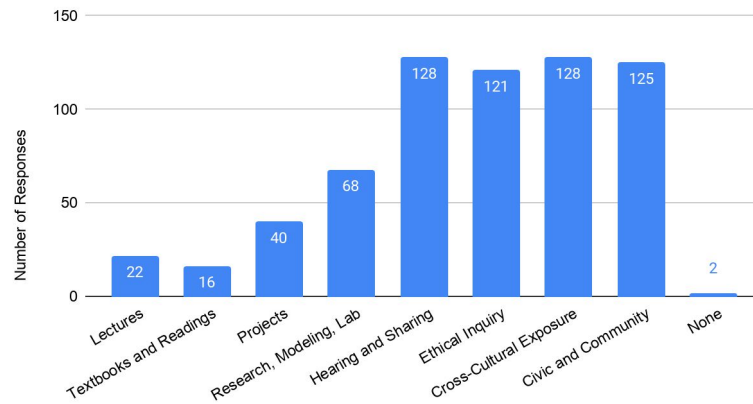


Duke students want more experience with the ways of learning that they are NOT usually being provided in class. Health Humanities engages with these methods of learning.

Ways of learning students regularly engage with at Duke



Ways of learning Duke students wish they engaged with more



Conclusion

There exists sufficient student and alumni interest to necessitate the creation of a degree in Disability Studies and Health Humanities. Not only is there *interest*, but also there are students and faculty who have already created the *necessary infrastructure* for this program.

Main Takeaways from Qualitative Data

Both the interest and resources for the creation of a Health Humanities and Disability Studies degree are largely already present at Duke.

- **Students are already creating this major through Program II. The structure is already in place.**
 - Example: one Disability and Health Humanities Program II includes courses cross-listed in 16 departments.
 - This process takes ~1 year and a 20-page application.
 - Program II does not allow repeat or similar courses of study.

A large amount of student respondents who support this degree are on the pre-health track, and the top career interest was healthcare. Duke must improve its world-renowned healthcare education programs by including the perspectives of Health Humanities and Disability Studies.

- “As a pre-health student, I have noticed an abundance of options for pursuing scientific research and scientific coursework; however, there are fewer options that approach the non-scientific aspects of medicine and healthcare. Duke is one of the premier pre-health undergraduate schools... and adding a program in health humanities or/and disability studies would help pre-health students get an even more holistic approach to medicine in their undergraduate career.”
- “Duke students, especially pre meds, are so often stuck in a bubble of classes, research, volunteering. ... Healthcare is so much more than using science to solve medical problems, and I think having more health humanities courses we will be preparing better physicians, PAs, nurses, researchers, and health policymakers.”

In terms of the two bar graphs that are inverted that show the ways that students engage in learning at Duke, and the ways that Duke students WISH they engaged in learning, Health Humanities utilizes all aspects of hearing and sharing stories, ethical inquiry, cross-cultural exposure, and civic engagement. Health Humanities has a large Narrative Medicine component to it, and it shows that storytelling is a great way for students to learn from one another, as well as learn how to listen to one another. A very important part too for those going into the health profession as well for if they want to learn how to talk to patients.

- “I hope to approach neuroscience with a lens for how patients feel, for well-being, and quality of care, which is where the humanities really are crucial.”
- “I was in the hospital volunteering one morning this semester, and I briefly spoke with a physician, who asked me what I was majoring in. ‘Biology,’ I said. The physician paused for a moment in thought. ‘Take humanities classes,’ he replied. ‘They’ll serve you much better.’ His words have stuck with me. Here I am now, a junior in university, only starting to truly explore

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academics motivated by my own interest, after spending the first two years of my college career hyper-focused on fulfilling my requirements for medical school. In many ways, this semester was supposed to be easy -- gone were organic chemistry and physics, gone were giant premed classes where I did not know my professors at all, gone was the pressure to perform well on midterm after midterm. But in many ways, this semester has been the most challenging one of my Duke career. Due in a large part to Reimagine Medicine as well as the humanities oriented classes I am taking now, I have finally begun to question myself, not just about my future, but about my own identity, my values, the sacrifices of my own passions and interests that I have made in order to be a 'perfect' premed, the time I am spending in the here and now. What things can I do, and could I have done, to better prepare myself to shoulder the stories and burdens of others, my future patients? Not my premed classes, is my biggest conclusion."

"I have many regrets, but the greatest one is that I didn't think to explore more before this moment... Having more programs related to disability studies and health humanities is absolutely essential. The questioning that I have now about health and my future role in medicine is so incredibly important for all people wishing to be involved in healthcare, and I wish more than anything that something could have triggered this questioning for myself a lot earlier, before I had lost all this time and opportunity."

- "I think this initiative is important because it is prioritizing an interdisciplinary perspective, which is what I feel can bring in a diverse group of voices."

A lot of students (with or without a physical or invisible disability) feel that having a Disability Studies curriculum is important because it's an aspect of life that people are going to encounter every day, and it is so intersectional with all parts of study and life. It also is useful to have Disability Studies because it will bridge the gap between those with and without disabilities and how to approach disability-related issues in education and society.

- "The enrichment of disability studies is crucial to understand the importance of ethics when interacting with others. I am pursuing a Program 2 about disability representation, very intertwined with this proposed curriculum. I believe this curriculum will allow Duke students to engage with a community they are less exposed to currently, broadening our impact. Without it, it's discrimination."
- "As a disabled student, one of the best pathways for a more inclusive future and understanding of others' situations is education and advocacy. I would love for this course to become an actuality..."
- "I think that having more disabilities studies courses is really important. Taking Disability and Representation as my writing 101 has really allowed me to grow in my understanding of the world and the people in it ... That understanding will go a long way when we enter the workforce (especially if you are interested in healthcare)."
- "I took philosophy of disability and am a proponent of intersectionality, so I am totally on board for the development of disability studies!"