

# COVID-19: The Pandemic, the Muslim Physician and Authentic Reflection

### Usman Raja<sup>1</sup>, Sabena Y Jameel<sup>2</sup>

1- Fourth Year Medical Student; University of Birmingham

2- Medical Professionalism Lead and Senior Clinical Tutor, University of Birmingham, Former Associate Dean for GP Education, Birmingham

Correspondence: <u>uxr778@student.bham.ac.uk</u>

#### Abstract

Medicine and medical education have reduced reflection and its practice to a means of assessment and formalised it as an aspect of professionalism, which itself has become reduced and misunderstood in modern thinking. In doing so, this has led to a lack of engagement with authentic reflective practice for the healthcare worker. Muslim physicians, who belong to a faith that considers existential reflection a necessity, are also subject to the impacts of the reduction of reflection to an instrument or tool. However, when considering the true scope of reflection, it seems that the COVID-19 pandemic may provide a suitable environment for self-engagement and authentic reflection to prosper once more. In turn, particularly for the Muslim, physicians may see improved holistic practice and the betterment of patient-doctor relations.

### Introduction

"So, undoubtedly, along with hardship there is ease. Undoubtedly, along with the hardship there is ease."<sup>1</sup>

Debate regarding the ontology of medicine that is the identity to which it should depend upon and also therefore the manner of practice it should adopt, is a longstanding and well-discussed topic in medical literature<sup>2-7</sup>. The value of these discussions cannot be overstated, however it ought to be recognised that the pluralism that has consequentially developed has left the physician with a 'fractured' and arguably 'impoverished' identity<sup>8,9</sup>. Among the losses experienced by the physician, 'reflection' has been prominent. This piece aims to establish a working foundation with which to understand reflection for the Muslim physician, while outlining how the COVID-19 pandemic may allow for the individual to reflect more authentically.

In an increasingly reductive and instrumentalist field, the notion of reflection as well as the intention with which it is used has fallen victim to the capitalist sense of production that pervades many, if not all, aspects of healthcare<sup>10</sup>. In a field now governed by targets and efficiency, reflective practice has become a means of assessment<sup>11</sup>, foregoing virtues and aspects of true holistic development such as 'healing' or 'courage'. In response to challenges and moral dilemmas, the physician therefore no longer sees reflection as an end in itself and a means to navigate the troubling but rather operates in a manner that sees them "pinball from one moment of crisis to another"<sup>12</sup>, with little time for self-engagement.

Muslim healthcare workers, despite belonging to a tradition that promotes existential authenticity<sup>13</sup>, are no exception to this reality. In the light of the COVID-19 pandemic and the significant impact it has had on the physician, both as an individual but also as a doctor discussion regarding reflective practice is warranted.

## Authentic Reflection for the Muslim Physician

What then is 'authentic reflection'? And why should it matter to the physician or Muslim? Though it is difficult to establish a definition that encapsulates the scope of this



action, it may initially be considered an amalgamation of concepts such as Kant's "reflektierende Urteilskraft"<sup>14</sup> or Aristotle's "phronesis"<sup>15</sup>, denoting an active and practical wisdom. Kant (an eighteenth century German philosopher and rationalist), in describing reflection, states "it is a peculiar talent which can be practised only, and cannot be taught"<sup>14</sup> and this presents a suitable foundation for building a framework within which to understand reflection. It is of interest to also note that Aristotelian phronesis encompasses cognitive, reflective and affective aspects of decision-making, highlighting the integral role reflection has in wise behaviour<sup>16</sup>.

For the Muslim, there are further complementary aspects from within the Quran and hadith as well the work of philosophers, past and present, that may be of benefit in beginning to comprehend the value and necessity of reflection. When considering the "pseudo-reflection"<sup>17</sup> begotten by modern medicine, a stoic approach may seem to be a direct solution. While this approach, orientated in actions of 'journaling' and 'rumination', is indeed of value<sup>18</sup>, it ought to be considered removed from authentic reflection, particularly for the Muslim. Further, the value of such a stoic approach is restricted and reduced by the formalisation of the reflective process, which affects the physician's willingness to engage fully with reflective practice as fears of repercussions and a perception regarding a lack of confidentiality prevent truthful reflection which is predicated upon vulnerability<sup>19</sup>.

Authentic reflection may only take place when selfreflection is grounded in the subjective experience, distinct from the objective narrative approach stoicism advocates for, formulating "emotional movement"<sup>18</sup>. The engagement of one's emotions and the allowance to feel sadness and other associated emotions was a practice that Muhammad (PBUH) himself did not shy away from. At the time of his son Ibrahim's passing, the Prophet (PBUH) responds to questions regarding his emotional state as follows:

"Do you not hear, Allah does not punish for the shedding of tears or the grief of the heart but punishes or bestows mercy for the utterances of this (and he pointed to his tongue)"<sup>20</sup>

"This is mercy." Then he wept more and said, "The eyes are shedding tears and the heart is grieved."<sup>21</sup>

Thus, for the Muslim practitioner, it is evident that emotions are of value and worthy of attention, despite the unwritten rulings and culture of both healthcare and the communities within which Muslim healthcare workers exist which may otherwise deny 'permission' to feel to the physician. Medical education must also hold responsibility for this reality, as it promotes positivist objectivity at the expense of 'soft skills' – the term itself connoting the lesser importance and apparent 'weakness' of such skills.

From these hadith, one may even argue that the necessity of engagement with emotions is of even greater value for the Muslim, as the Prophet (PBUH) suggests that working through the 'grief of the heart' is a necessity if one wishes to be able to behave in a holistic manner, at peace with themselves, and therefore find themselves a recipient of the mercy of their Lord. This is synonymous with the concept of 'self-awareness' that is proselytised in literature regarding medical professionalism<sup>22</sup>. Indeed, the mercy that is received may also account, in part, for the transformative and relieving properties included within the action of reflection.

Moreover, within Islamic philosophy, reflection is considered a deep-rooted and contemplative endeavour. It is clear from the work of Al-Ghazali that reflection is a predicate to truly meaningful and content existence<sup>23</sup>. The Algazelian prescription of 'muhasabah', that is the active engagement of the self, provides the Muslim physician with a further tool with which to understand authentic reflection. Here, the individual both recognises turmoil and the associated emotions brought forth before journeying towards an acceptance of their struggle. In turn, this leads to a grounded reconciliation of an event and its associated troubles with one's beliefs, leading to solace, comfort and the potential to flourish. Thus, reflection, especially for the Muslim, may be considered a liberating, transformative and enlightening experience. An experience which allows the agent to feel 'whole', allowing for the development of resilience, perseverance and passion. This growth may even allow the physician to have a more sustainable commitment and become more highly achieving within their field<sup>24,25</sup>.

### COVID-19 and Reflection

Medicine and healthcare are tied to the politico-cultural and economic environment in which they operate<sup>26</sup>. The interaction and impact of these factors, alongside many others, is complex and discussed in-depth in medical literature. For the individual, the COVID-19 pandemic has affected all aspects of society. Ethical, political and cultural concerns have dominated headlines, while religious practice has also been greatly impacted as congregational prayers, pilgrimage (Hajj) and the month



of Ramadhan have all required alterations, ranging from the withdrawal of prayers in the masjid to the cancellation of a once in a lifetime pilgrimage to Makkah for those outside of local borders.

As societal axioms and customs are challenged and the spiritual homes of the Muslim are closed to them, an accumulative plethora of ethical and existential crises have ensued<sup>27-29</sup>. In addition to this, the physician must also face the difficulty of working within a healthcare system that has its own dilemmas. The ideals to which they treat patients seem distant as challenges arise in the current climate, such as healthcare rationing<sup>30</sup> and the disproportionate impact of COVID-19 on BAME individuals<sup>31</sup>. These factors amount to a cumulative and additional existential taxation for the physician, particularly when considering their duty but also their identity as a human, as a Muslim and as a doctor. This "meaningless suffering"18 or anguish, as per Kierkegaard - a nineteenth century Christian philosopher considered the 'father of existentialism', seems overwhelming and paralysing in its description, even before the inclusion of wider concurrent global issues such as racial inequality, poverty and the climate crisis all of which have remained intensely discussed themes in everyday life.

"That was a means of torture which Allah used to send upon whomsoever He wished, but He made it a source of mercy for the believers, for anyone who is residing in a town in which this disease is present, and remains there and does not leave that town, but has patience and hopes for Allah's reward, and knows that nothing will befall him except what Allah has written for him, then he will get such reward as that of a martyr."<sup>32</sup>

The above hadith has been heavily advertised in Muslim circles and recounts the words of the Prophet (PBUH) when asked for guidance regarding a pandemic. While many have focused on drawing their attention to the pragmatic nature of the allusion to aspects of quarantining and lockdown, the engagement with the Prophet's (PBUH) call for patience has been oft overlooked or underappreciated.

Sabr or صَبْر (patience) is not merely the passive passage of time but an active endeavour, akin to persistence or perseverance. It is the nature of the Semitic languages for terms to hold layered and extensive meaning and this word holds within its semantic grasp aspects such as 'resilience'<sup>33</sup>, 'toughness'<sup>34</sup> and 'grit'<sup>19</sup>, all of which are regarded as invaluable characteristics formed under immense stress and stimuli. Authentic reflection is the necessary predicator to such a consistent approach or even the integral first step of such an approach, holding within its action the virtues of 'moral courage' and 'wisdom', which both relate to Aristotle's conceptualisation of 'phronesis' or 'practical wisdom'<sup>17</sup>.

Vol 5 - No. 2 | August 2020 | www.jbima.com

In amidst the overwhelming nature of the pandemic and unable to escape from its grasp, the Muslim physician is placed in a unique position as they become an "agentexperient"<sup>35</sup>. In the face of increasing demands and stresses, the principles of 'slow medicine' somewhat paradoxically take hold, predisposing the individual to reflect authentically and conscientiously. The individual has little choice but to navigate through their feelings rather than dismiss or steer past them. In this process, the Muslim physician has the benefit of being able to look back at the examples of the Prophets and Sahabah themselves and aim to seek spiritual guidance from their Lord.

The accessibility of these role models provides the Muslim with a favourable opportunity with which to develop their reflective practice and orientate oneself within the active practice of wisdom<sup>36</sup>. Moreover, a common theological concept in the Abrahamic tradition is that at man's lowest point, when there seems to be no hope left, God may directly intervene and inspire man to raise him to a better standing than before. If this is to be believed, the Muslim can consider the opportunity afforded to them to begin a practice of authentic reflection the means by which to raise their station and character, allowing them find ease that verily comes following, if not during, hardship.

### Conclusion

Self-care and self-actualisation may be considered an ethical obligation both within the Islamic faith and a healthcare setting. This pandemic has the potential to perpetuate the growth of this practice once more. Reflection, particularly for the Muslim physician, is a predicate to achieving such an outcome. In reference to social justice, Hamza Yusuf states that the Muslim is not responsible for the outcome of their efforts, rather they are accountable simply for the struggle itself<sup>37</sup>. This statement holds true when considering the issues Muslim physicians may face in facets of their healthcare practice but also in daily life.

Within a secular framework, recent literature advocating for 'slow medical education' or 'slow medicine' indicates there is an alternative method to the journey and education of becoming a doctor. Proponents argue that actions such as reflection, among others, allow for the doctor-in-



training to develop a holistic approach to healthcare - an approach centred in human understanding and dignity that allows for the most appropriate existential pace as a physician<sup>37</sup>. It follows that if the Muslim healthcare worker can more readily incorporate reflection into their spiritual daily practice, then the benefits that start within themselves could hold the key to a better standard of medical consultation and practice – one that recognises the humanity and suffering of both the doctor and the patient and allows for 'healing' to take hold once more.

### References

- 1. Qur'an. 94:4-5.
- Upshur R.E.G. If not evidence then what? Or does medicine really need a base? Journal of Evaluation in Clinical Practice [internet] 2002 [cited 31 July 2020] 8 (2): 113-119 Available from: <u>https://pubmed.ncbi.nlm.nih.gov/12180359/</u>
- Holmes B. Prescribing Reflection. In: Axel N, Colomina B, Hirsch N, Vidokle A, Wigley A. Superhumanity: Design of the Self [internet] Minneapolis: University of Minnesota 2018 p.25-32 [cited 31 July 2020] Available from: https://www.jstor.org/stable/10.5749/j.ctt1zctt3b.6
- Kinghorn W.A. Medical Education as Moral Formation: An Aristotelian Account of Medical Professionalism. Perspectives in Biology and Medicine [internet] 2010 [cited 31 July 2020] 53 (1): 87-105 Available from: <u>https://muse.jhu.edu/article/372298/summary</u>
- Atwill J.M. Rhetoric Reclaimed: Aristotle and the Liberal Arts Tradition [internet] Cornell University Press 1998 [cited 31 July 2020] Available from: <u>https://books.google.co.uk/books/about/Rhetoric\_Re</u> <u>claimed.html?id=oaYszv7zn9sC&redir\_esc=y</u>
- Darulis Z, Jakusovaite I. Values and Goals of Medicine and Healthcare. Medicina (Kaunas) [internet] 2004 [cited 31 July 2020] 40 (9): 825-832 Available from: https://www.ncbi.nlm.nih.gov/pubmed/15456967
- Nordenfelt L. On the Goals of Medicine, Health Enhancement and Social Welfare. Healthcare Analysis [internet] 2001 [cited 31 July 2020] 9(1): 15-23 Available from:

Vol 5 - No. 2 | August 2020 | www.jbima.com

https://link.springer.com/content/pdf/10.1023%2FA %3A1011350927112.pdf

- 8. Solomon M. Making Medical Knowledge. Oxford: Oxford University Press 2015 [cited 31 July 2020]
- Chin-Yee B, Messinger A, Young L.T. Three Visions of Doctoring: a Gadamerian Dialogue. Advances in Health Sciences Education [internet] 2019 [cited 31 July 2020] 24: 403-412 Available from: <u>https://doi.org/10.1007/s10459-018-9824-3</u>
- Raja U. Medicine and the Critics: Critical Approaches to Issues in Healthcare: "The Need for the Integration of the Liberal Arts into Medical Education" University of Birmingham: Unpublished Essay; 2019 [cited 02 August 2020]
- Hodges B. Medical Education and the Maintenance of Incompetence. Medical Teacher [internet] 2015 [cited 02 August 2020] 28 (8): 690-696 Available from: <u>https://pubmed.ncbi.nlm.nih.gov/17594579/</u>
- 12. Cannon J. Breaking and Mending. London: Profile Books LTD. 2019 [cited 02 August 2020]
- Rothman A, Coyle A. Toward a Framework for Islamic Psychology and Psychotherapy: An Islamic Model of the Soul. Journal of Religion and Health [internet] 2018 [cited 02 August 2020] 57: 1731-1744 Available from: <u>https://doi.org/10.1007/s10943-018-0651-x</u>
- 14. Procee H. Reflection in Education: A Kantian Epistemology. Educational Theory [internet] 2006 [cited 03 August 2020] 56 (3): 237-253 Available from: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.174 1-5446.2006.00225.x
- 15. Aristotle. Nicomachean Ethics. Taipei: The Commercial Press Ltd. 2006 [cited 03 August 2020]
- 16. Ardelt M. Empirical Assessment of a Three-Dimensional Wisdom Scale. Research on Aging [internet] 2003 [cited 08 August 2020] 25 (3): 275-324 Available from: https://doi.org/10.1177/0164027503025003004
- Ng S.L, Kinsella E.A, Friesen F, Hodges B Reclaiming a Theoretical Orientation to Reflection in Medical Education Research: A Critical Narrative Review. Medical Education [internet] 2015 [cited 03



August 2020] 49 (5): 1176-1189 Available from: https://pubmed.ncbi.nlm.nih.gov/25924122/

- Ko H, Tseng H, Chin C, Hsu M. Phronesis of Nurses: A Response to Moral Distress. Nursing Ethics [internet] 2020 [cited 12 July 2020] 27 (1): 67-76 Available from: <u>https://insights.ovid.com/nursingethics/nset/2020/02/000/phronesis-</u> <u>nurses/7/00025580</u>
- 19. Sandars J. The Use of Reflection in Medical Education: AMEE Guide No. 44. Medical Teacher [internet] 2009 [cited 03 August 2020] 31: 685-695 Available from: https://medicine.usask.ca/documents/facultyaffairs/workshops/ReflectionMEdicalEducation.pdf
- 20. Sahih al-Bukhari no. 1304
- 21. Sahih al-Bukhari no. 1303
- 22. Bontemps-Hommen C.M.M.L, Baart A, Vosman F.T.H. Practical Wisdom in Complex Medical Practices: A Critical Proposal. Medicine, Health Care and Philosophy [internet] 2018 [cited 10 August 2020] 22: 95-109 Available from: https://link.springer.com/article/10.1007/s11019-018-9846-x
- 23. Kukkonen T. The Self as Enemy, the Self as Divine: A Crossroads in the Development of Islamic Anthropology. In: Remes P., Sihvola J. (eds) Ancient Philosophy of the Self. The New Synthese Historical Library (Texts and Studies in the History of Philosophy), vol 64. Springer, Dordrecht. 2008 [cited 08 August 2020] Available from: https://doi.org/10.1007/978-1-4020-8596-3 11
- 24. Wrzesniewski A, Schwartz B, Cong X, Kane M, Omar A, Kolditz T. Multiple Types of Motives Don't Multiply the Motivation of West Point Cadets. Proceedings of the National Academy of Sciences of the United States of America [internet] 2014 [cited 03 August 2020] 111 (30): 10990-10995 Available from: <u>https://www.pnas.org/content/111/30/10990</u>
- Duckworth A, Peterson C, Matthews M.D, Kelly D.R. Grit: Perseverance and Passion for Long-Term Goals. Journal of Personality and Social Psychology [internet] 2007 [cited 03 August 2020] 92 (6): 1087-1101 Available from: <u>https://doi.org/10.1037/0022-3514.92.6.1087</u>

Vol 5 - No. 2 | August 2020 | www.jbima.com

- 26. Krakauer E. On Medicine and Politics. Yale Journal of Biology and Medicine. [internet] 1992 [cited 03 August 2020] 65 (3): 243- 249 Available from: <u>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC258</u> <u>9602/</u>
- 27. Farr P. In This Moment, We Are All Dr. Rieux: COVID-19, Existential Anxiety, and the Absurd Hero. Journal of Humanistic Psychology [internet] 2020 [cited 03 August 2020] Available from: <u>https://doi.org/10.1177%2F0022167820937504</u>
- 28. Nicomedes C.J, Roadel R.M, Arpia H.M, Venus C, Vega A, Ibuna J et al. An Evaluation on Existential Crisis of Filipinos During the COVID-19 Pandemic Crisis [internet] 2020 [cited 03 August 2020] Available from: <u>https://doi.org/10.13140/RG.2.2.24958.61768</u>
- 29. Liu Q, Luo D, Haase J.E, Guo Q, Wang X.Q, Liu S. The experiences of health-care providers during the COVID-19 crisis in China: a qualitative study. The Lancet Global Health. [internet] 2020 [cited 03 August 2020] 8 (6): 790-798 Available from: <u>https://www.thelancet.com/journals/langlo/article/PII</u> <u>S2214-109X(20)30204-7/fulltext</u>
- 30. Emanuel E.J, Persand G, Upshur R, Thome B, Parker M, Glickman A et al. Fair Allocation of Scarce Medical Resources in the Time of COVID-19. The New England Journal of Medicine. [internet] 2020 [cited 03 August 2020] 382: 2049-2055 Available from: https://pubmed.ncbi.nlm.nih.gov/32202722/
- 31. Pan D, Sze S, Mihas J.S, Bangash M.N, Pareek N, Divall P et al. The Impact of Ethnicity on Clinical Outcomes in COVID-19: A Systematic Review. EClinical Medicine, The Lancet. [internet] 2020 [cited 03 August 2020] 23: 100404 Available from: https://doi.org/10.1016/j.eclinm.2020.100404
- 32. Sahih al-Bukhari no.6619
- 33. Meredith L.S, Sherbourne C.D, Gailot S.J, Hansell L, Ritschard H.V, Parker A.M, Wrenn G. Promoting Psychological Resilience in the U.S. Military. Rand Health Quarterly. [internet] 2011 [cited 03 August 2020] Summer 1 (2): 2 Available from: <u>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC494</u> <u>5176/</u>



- 34. O'Donell A, Morgan C.A, Jovanov E, Andrasik F, Prevost M.C. The Warfighter's Stress Response: Telemetric and Noninvasive Assessment. Naval Aerospace Medical Research Lab, Pensacola, FL. 2002.
- 35. Yancey K.B. Reflection in the Writing Classroom. [internet] United States of America: Utah State University Press 1998 [cited 03 August 2020] p.50 Available from: https://www.jstor.org/stable/j.ctt46nsh0.1
- 36. Paton A, Kotzee B. The Fundamental Role of Storytelling and Practical Wisdom in Facilitating the Ethics Education of Junior Doctors. Health: An Interdisciplinary Journal for the Social Study of Health, Illness and Medicine [internet] 2019 [cited 09 August 2020] Available from: <u>https://journals.sagepub.com/doi/full/10.1177/13634</u> 59319889102
- 37. Yusuf H. Breaking the Cycle of Oppression. Renovatio [internet] 2020 [cited 03 August 2020] Available from: https://renovatio.zaytuna.edu/article/breaking-thecycle-of-oppression
- 38. Wear D, Zarconi J, Kumagai A, Cole-Kelly K. Slow Medical Education. Academic Medicine: Journal of the Association of American Medical Colleges[internet] 2015 [cited 08 August 2020] 90 (3): 289-293 Available from: https://pubmed.ncbi.nlm.nih.gov/25426738/