



Università'Ambrosiana

Giuseppe R.Brera*¹

1. The shift of Medicine to the Person-Centered Medicine paradigm	1
2. Life epistemology and the relativity of health concept	6
3. Paper and books that contributed to change the paradigms of health and Medicine	16

DOI 10.13140/RG.2.2.20291.58405

1. The shift of Medicine to the Person-Centered Medicine paradigm

With the presentation of the "Manifesto of Person-centered medicine" in 1999^{2 3} and the introduction of the new paradigm in the post-degree training of the doctor in the AY 1999-2000 at the Medical School of Milan, Ambrosiana University for the first time in the world, while with a wicked action was prevented, in the same year, established a new person-centered curriculum on the person, and started a scientific and educational work to introduce in the world Person-centered medicine as a new paradigm of medical science. The training work began in this perspective in 1991 with the introduction in Italy of Medical Counselling, as a new medical discipline, with the provision of advanced and master courses, in the light of the interactionist and teleonomic paradigm of medicine, and health,

¹ Rector of the [Ambrosiana University](#), director of the [Milan School of Medicine](#). President of the World Health Committee, coordinator of the International Committee for "[La Charte Mondiale de la Santé- the World Health Charter](#)"

² Brera GR Brera G. R, The manifesto of Person-Centred Medicine. Medicine, Mind and Adolescence 1999.XIV, 1-2:7- 11 (available on Internet. [www.unambro.it](#))

³ Giuseppe R.Brera The epistemological manifesto of the person-centred medicine: the person's superiority above any reductionism. In Giuseppe R.Brera ed. Medici e adolescenti. Atti del Congresso a partecipazione internazionale. Assisi 23 Novembre 1999. Università Ambrosiana ed. 1999

epistemological revolution anticipated in 1996,⁴ and that since 2011 is defined as " The choice of the best possibilities to be the best human person" that I submitted by invitation to WHO in the same year.⁵

The interactionist and teleonomic epistemological revolution of medicine , medical science and the concept of health , (fig.1-2) was based on the great change in medical science over the last 50 years thanks to the formulation of the theory of Allostasis by Peter Sterling and Joe Heyer,⁶ which has rendered obsolete Cannon's theory, still taught in the Italian and the world medical faculties and schools and for the epistemological and scientific illiteracy of their teachers, thanks to experimental and clinical psycho-neuro-endocrine-immunology, through the research activities of numerous authors such as Jean George Maestroni⁷ and Paolo Lissoni⁸ , thanks to neurobiology research by Erik Kandel, Nobel Prize winner, thanks to epigenetic research by Moshe Szyf Michael Meaney,⁹ thanks to Pier Mario Biava discovery of the epigenetic code¹⁰ that changed paradigm in the biological therapy of tumors and neurodegenerative diseases, thanks to Elisabeth Blackburn . Nobel Prize, who allowed the discovery of the relationship between telomere length and quality of life.¹¹ We have to add the quantum medicine progress thanks to Giuliano Preparata, Emilio del Giudice Luc

⁴ Brera G.R. A Revolution for Clinical Method and Bio-Medical Research. A revolution for clinical method and biomedical research The determinate and the quality indeterminate Relativity of Biological Reactions. Milano: Università Ambrosiana;1996

⁵ WHO Person-centered Medicine and Medical Education. (internet) Geneva : WHO Symposium; 4 May 2011. WHO Available from http://www.unambro.it/html/pdf/All_Symposium_Education_People_Centred_4May2011.pdf

⁶ Sterling P.,Eyer J. Allostasis: a new paradigm to explain arousal pathology. In: Fischer S Reason J. editors. Handbook of Life Sciences, New York 1988 : J.Wiley and sons;p. 629-649

⁷ Maestroni JG Pathophysiology of a supersystem: Emerging evidence of the interaction between the brain and the immune system. in GR Brera, C.Violato eds Return to Hippocrates. Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005

⁸ Lissoni P. Teaching Clinical Psychoneuroimmunology: A brave new world? In GR Brera, ,C.Violato eds Return to Hippocrates. Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.

⁹ Szyf M and Meaney J.M Epigenetics, Behaviour, and Health. Allergy Asthma Clin.Immunology 2008;4(1):37

¹⁰ Biava P.M Reprogramming of normal and cancer stem cells. Curr. Pharm.Biotechn. 2011Feb.1;12(2):145

¹¹ Blackburn EH, Epel ES, Lin J. Human telomere biology: A contributory and interactive factor in aging, disease risks, and protection. Science. 2015;350(6265):1193-8.

Montagnier (Nobel Prize) who digitalized DNA. This interactionist change of medical science (fig. 1) in the interactionist sense, ignored by clinical application has been joined to innovation in the hermeneutics of human nature , "Kairology", which has shown, starting from the adolescent's clinic, that human nature reveals itself in this age as a question of truth, love and beauty, a question of meaning and therefore spiritual, highlighting the spiritual and mysterious nature of man and his natural vocation to transcendence in truth.¹²
¹³ ¹⁴ The quality of the response allows the interpretation of the possibilities of experience such as to determine the quality of life by founding a lifestyle, which determines the Allostasis and all the biological reactions of the organism. Affective, emotional, spiritual subjectivity changed the traditional concept of health and presents it as a person's construct based on the relativity of biological reactions to the interpretation quality of experience possibilities, determining risk or resilience and the life quality. (fig 2,3)

Health appears relative to the quality of possibilities' interpretation and quality of choices according to the truth for the good of the person of the possibilities received, perceived and anticipated in the experience that determine the Allostasis for health or disease as they induce changes in neuromodulation, information to the endocrine and immune system through epigenetic communications and regulation of telomere length. Subjectivity values, affections and emotions, quality of coping determine the relativity of health to the understanding of the possibilities that for health must correspond to the truth of the epigenetic code for life. The truth for the good of the person, who corresponds to the life of the spirit, (making meaning), mind and body is the unifying paradigm the interpretive process of the possibilities of adaptation of man, as at the only biological level the immune system teaches , which destroys the enemies of the organism's life, hostile bacteria and viruses, and malignant cancer cells. The "Kairological" constant " is the true interpretation of the possibilities of experience, which unpredictably present themselves , relativizing health to it, as it determines the risk and resilience for life. It emerges that health is closely linked to the freedom of the person. Truth and freedom in man are inseparable.

¹² Brera G.R The "kairos of existence". Medicine and Mind. 1993;8 (2):8-1

¹³ Brera G.R Mystery,possibility, reality in existence and in adolescence and in human nature. CISPM ed. 1994

¹⁴ Brera G.R The epistemological principles of Adolescentology, Medicine and Mind 1995; XI, 1.

Fig. 1

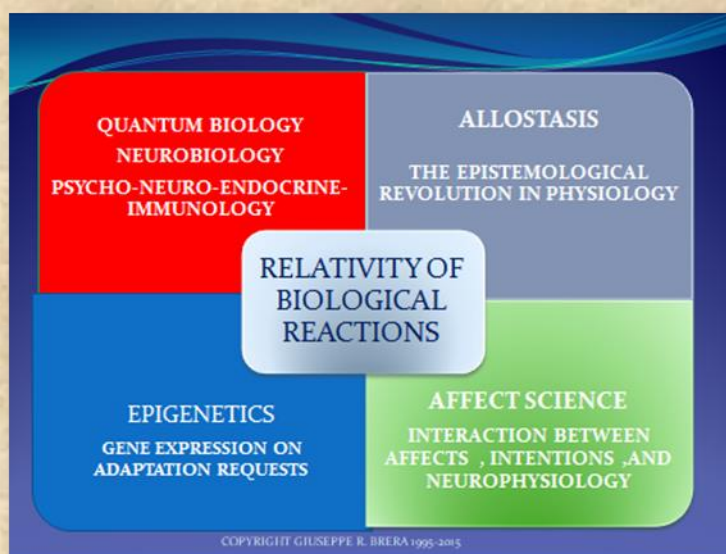


Fig. 1. The shift of Medicine to an indeterministic paradigm

From: Brera G.R Person-Centered Medicine and the Change of the Paradigm of Health: its implications for Medical Education and Health Governance.

I WHO Symposium on Person-Centered Medicine and Medical Education. Geneva 4 May 2011
©Giuseppe R.Brera 2011.

Fig.2

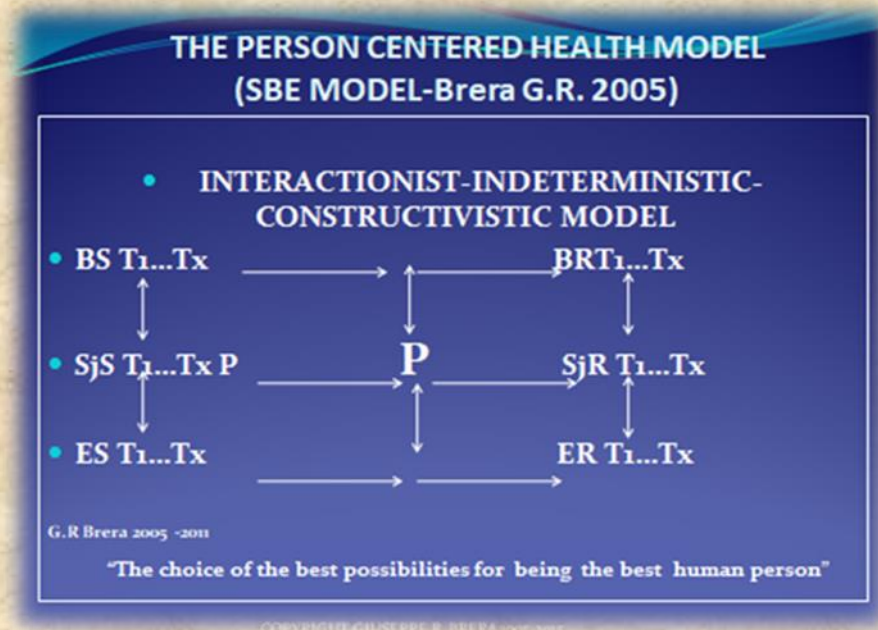


Fig . 2

P = the Person, BS = Biological Stimuli; BR = Biological reactions (eg. gene expression) SjS = Subjective Stimuli (Eg: quality of coping, emotions, affects, behaviors, values); SjR = Subjective reactions

E.S. = Environmental Stimuli Educational, environmental variables (non-controlled by individuals), e.g., quality of parental care - culture- religion- natural, environmental, social, and political events;

ER = Environmental Reactions ; T₁...T_x= time 1...time x, x= is the unpredictability constant ;T...Tx = means the variables' assessment during the Person's different lifetimes; the arrows' direction means the variable actions on the Person and the Person actions on variables.

The variables' quality of knowledge is relative to the scientific progress, which is unpredictable because it belongs to the hypothesis generation determined by another unpredictable factor: creativity.

From: Brera G.R. Epistemology and medical science: change of the paradigm. Paper presented at the conference: Return to Hippocrates: Quality and Quantity in Medical Education. Milano, 27-28 May 2005 and in Person-Centered Medicine and the Change of the Paradigm of Health: its implications for Medical Education and Health Governance.

2 Life epistemology and the relativity of health concept

“Life epistemology” , born from Person-Centered Medicine allows to universalize the concept of health affirming the truth of the new paradigm (2011)giving the person and governments the responsibility to create the possibilities for the well-being, which corresponds to being-well, which arises from individual choices to be-for truth and freedom, to which human nature is aimed . The health concept becomes of a moral nature, because it is addressed to the person’s good but through the responsibility of its choices between not anticipated possibilities of experience. The paradigm of health and medicine pass to indeterminism. It is clear that the concept of health has a philosophical and political significance.

In the light of the life epistemology health must be defined as “ The choice of the best possibilities for being the best human person” ¹⁵ (fig 3-4)

Only 5% of diseases are due to genetic penetration, while 95% are caused by quality of life as it appears from epidemiology. ¹⁶

¹⁵ Brera G.R. Person-centered Medicine: Theory,Teaching,Research. Int.J.Pers. Cent.Med 2011; 1 (1):69-79

¹⁶ Willet C. Walter. Balancing Life Style and Genomic Research for Disease Prevention. Science. 2002; 296 :695-699

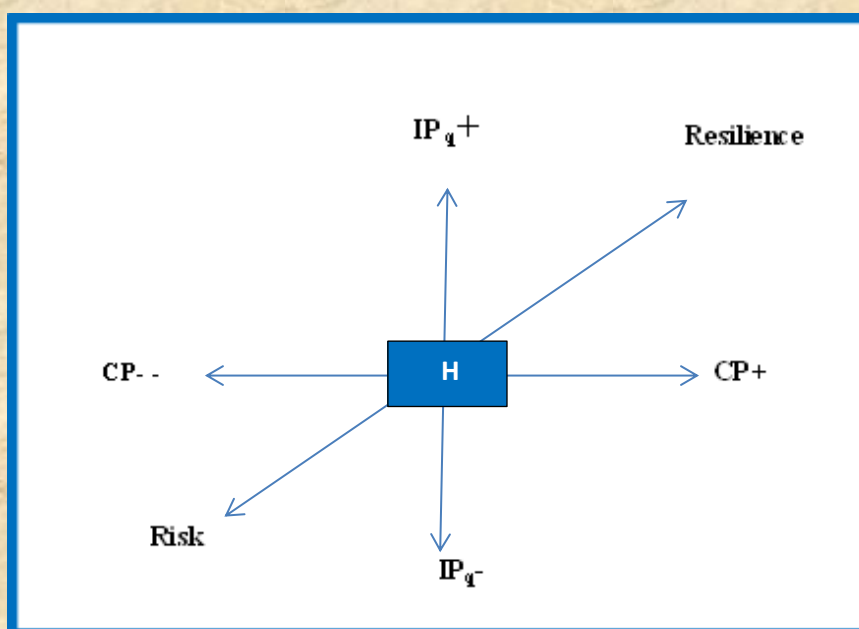
Fig. 3 Resilience-based health theory (RBHT)

$$HR_z = IP_{q+} * CP_{+}$$

$$HR_k = IP_{q-} * CP_{q-}$$

HR_z: Health resilience

HR_k: Health ris



HR = Health Relativity to interpretation and choices quality

IP + Positive quality of Interpretation

CP+ Positive quality of choices

CP- Negative quality of choices

IP- Negative quality of interpretation

fig.4

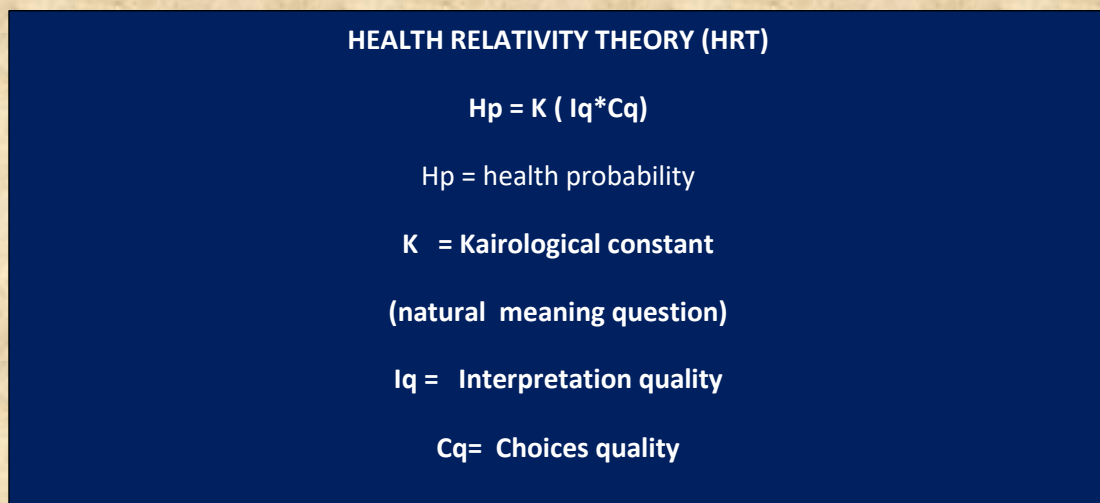


Fig 4 The health relativity theory

From Brera G.R Person-Centered Medicine and Person-Centered Clinical Method. Università' Ambrosiana ed.; 2021 ISBN: 9798756383423

The medical counselling that has drawn from the treatise on empathy made at a philosophical level by Edith Stein, patron of Europe and psychologically by the Rogersian and then Kairological counselling, introduced in Person-centered Medicine empathy as an essential and primary part of the Person-Centered Clinical Method, which we taught and teach, first in the world, in our University as essential part of the clinical method. We have replaced communication skills" taught with the "anatomy" of empathy taught by trained doctors and not by psychologists.

Interactionism , teleonomy in human nature, the capacity for ethical thinking and personalist anthropological values, whereby illness is an event in the life of the person not only a biological phenomenon independent of existence and subjectivity, empathic and interlocutory skills, necessary for the clinical method, together with clinical and scientific synthesis skills, are crucial to demonstrate that admission to medical studies by testing is

obsolete and dangerous, because it also risks admitting young people with schizophrenic and/or psychopathological problems without ethical values, at the mercy of their unconscious dynamics. (fig.5)

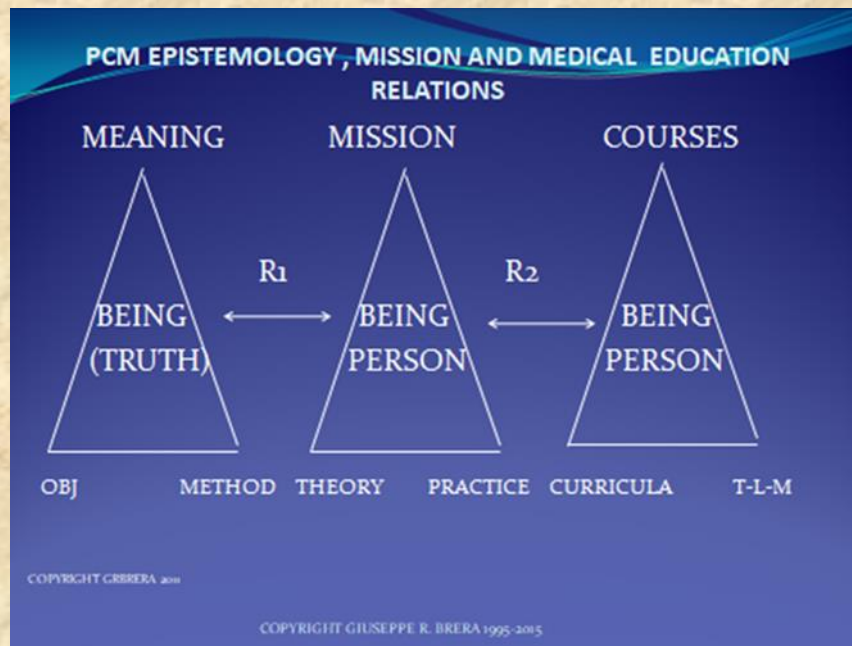


Fig.5

Obj = Objectives

T-L-M = Teaching, learning methods

Brera G.R. Person-centered Medicine and the Change of the Paradigm of Health: its implications for Medical Education and Health Governance. in WHO Symposium on Person-centered Medicine and Medical Education. Geneva 4 May 2011 ©Giuseppe R.Brera 2011-2016

In 1999 we successfully tested and published a new method based on an aptitude course.¹⁷ Of the five students who attended, four were born to be doctors, one was unsuitable. None of these four passed the admission test!

Now it is evident that the change of paradigm of Medicine calls for a reformulation of admission to medicine and the training curriculum of doctors. This person-centered approach is opposed because today medicine is applied only with a bio-technological paradigm,

¹⁷ Brera G.R. . Person-centered Medicine and Medical Education in third Millennium (with the introduction of Iosef Seifert The seven aims of Medicine it.) Roma- Pisa: IEPI ;2001 (Italian)

linked to profit, a false in the epistemological and scientific perspective, that can only be a necessary tool of the clinical method. From this false was born the criminal error of setting the health strategy for the prevention of COVID-19, with the use of mRNA genotoxic vaccines and deadly in many cases, when with a shift of preventive philosophy on the antiviral allostasis and preventative immuno-stimulation,^{18 19 20} the epidemic would have been nipped in the bud. Unfortunately, this misguided health policy, sponsored by WHO, has been responsible for millions of deaths. If the world had been oriented to the Person-Centered Medicine paradigm that is summed up in the scheme below (fig. 6-7), which shifts towards prevention and self-care, millions of lives would be saved and millions of people would not have their DNA modified by mRNA vaccines and vectorial vaccines, to date withdrawn for dangerous.

Fig.6

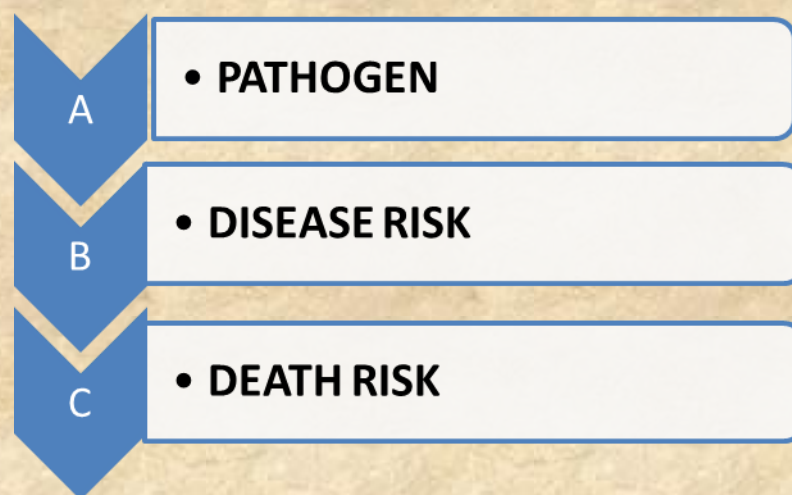


Fig. 6 Wrong determinist –mechanicistic paradigm used to cope with the syndemic COVID-19 and general clinical application

¹⁸ Brera G.R. SARS-COV 2 allostasis and the people and person- centered prevention. A new prevention strategy based on a people metabolic and immune shield for the pandemic shutdown. Part 1 The Sars-Cov 2 entry and COVID-19. Milan. Università Ambrosiana , 2021. ISBN: 9798530093906

¹⁹ Brera G.R . SARS-COV 2- allostasis and the people and person-centered prevention. Part 2 The Sars-Cov 2- induced immunosuppression and Covid-19 anergy . Part 3 The antiviral metabolic allostasis and preventive immunostimulation -How to induce zero risk for Covid-19. Milan: Ambrosiana University: 2021 ISBN: 9798547583520

²⁰ Brera G,R Rischio zero da COVID-19 con l'allostasi antivirale e l'immunostimolazione preventiva. Manuale di dieta antivirale e integrazione nutraceutica .Milano. Università Ambrosiana ed. 2022 ISBN 9798756383423

From Brera G.R Person-Centered Medicine and Person-Centered Clinical Method.
Università'Ambrosiana ed.; 2021 ISBN: 9798756383423

Fig.7

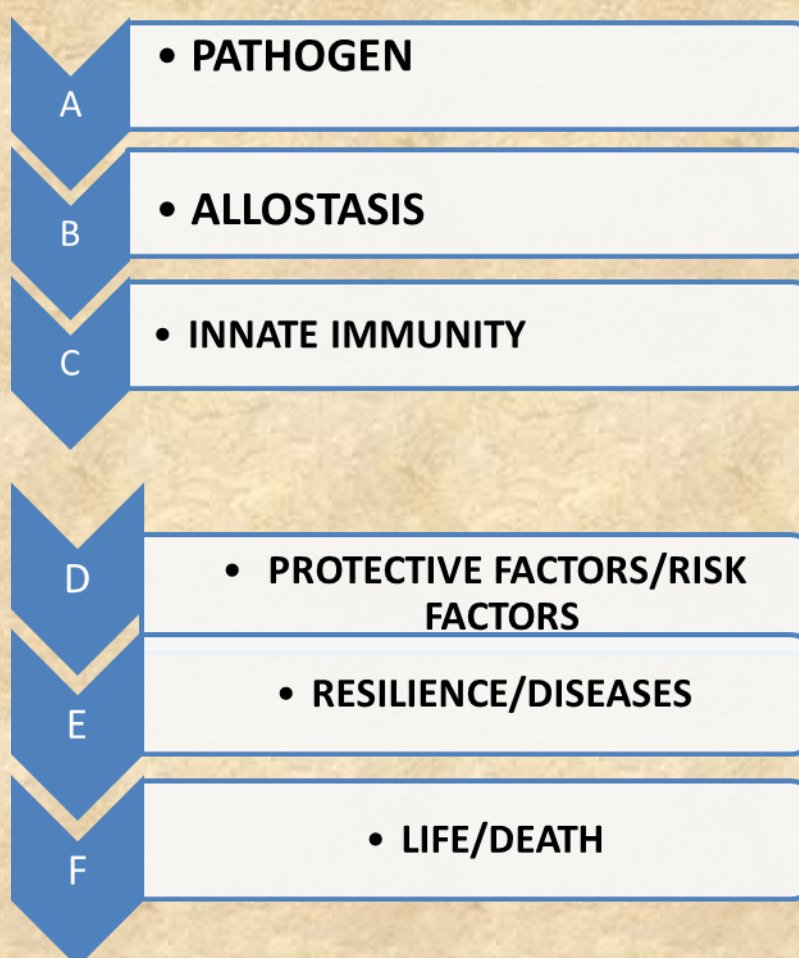


Fig. 7 Right paradigm to be used to cope with the syndemic COVID-19 and general clinical applications

From Brera G.R Person-Centered Medicine and Person-Centered Clinical Method.
Università'Ambrosiana ed.; 2021 ISBN: 9798756383423

Evidence that experimental research has been methodologically wrong makes mRNA vaccines a danger to²¹ humanity, as the state of Florida has recently attested, calling for their withdrawal. Their presence and administration still present in Italy is a crime against the population in the light of epidemiological data and scientific evidence.^{22 23 24}

Medicine has two pillars: empathy with the suffering and the moral value of caring for the sick and the application of psycho-neuro-immune-metabolic epigenetics in the therapy with the Person-centered clinical method that today very few in Italy and in the world are able to teach.

The essence of the Person-Centered Clinical Method is the introduction into the clinical method of a new interlocutory procedure that we called "Diagnosis of the person",²⁵ (Fig 8) through the empathic connotation and a resource-centered interlocutory on life quality and personal history, where diseases are inserted in existence. The doctor must revolutionize the sense of his initial relationship with the patient by directing his attention to the strengths and resources of the patient before problems, since from an epistemological point of view these arise in the absence of the strength points and resources of the person, for example at the biological level, natural immunity, unless it faces a clinical emergency. The fundamental question that revisits at the beginning the traditional clinical method is the question " Who is" the patient in front of the doctor before the necessary "What clinical picture has". The disease must be considered as an event of life and a possibility of change, which is often unconsciously sought through it. In this perspective the doctor must be trained to be a maieuta of the human person. For this purpose the Person-Centered Clinical Method introduces a new preliminary phase that has taken the name of "Diacrisis" and that includes the analysis of empathy and the " Clinical Epoké (fig.8)

²¹ Brera G.R Person-Centered Medicine and Person-Centered Clinical Method. Università Ambrosiana ed.; 2021 ISBN: 9798756383423

²² Parry, P.I.; Lefringhausen, A.; Turni, C.; Neil, C.J.; Cosford, R.; Hudson, N.J.; Gillespie, J. 'Spikeopathy': COVID-19 Spike Protein Is Pathogenic, from Both Virus and Vaccine mRNA. *Biomedicines* 2023, 11, 2287.
<https://doi.org/10.3390/biomedicines11082287>

²³ Seneff S, Nigh G, Kyriakopoulos AM, McCullough PA. Innate immune suppression by SARS-CoV-2 mRNA vaccinations: The role of G-quadruplexes, exosomes, and MicroRNAs. *Food Chem Toxicol.* 2022 Jun;164:113008. doi: 10.1016/j.fct.2022.113008. Epub 2022 Apr 15. PMID: 35436552; PMCID: PMC9012513.

²⁴ Brera GR Zero risk for Covid-19 with antiviral allostasis the preventive immunostimulation. Università Ambrosiana ed.

²⁵ Brera G.R. Person-centered Medicine: Theory, Teaching, Research. *Int.J.Pers. Cent.Med* 2011; 1 (1):69-79

Fig.8

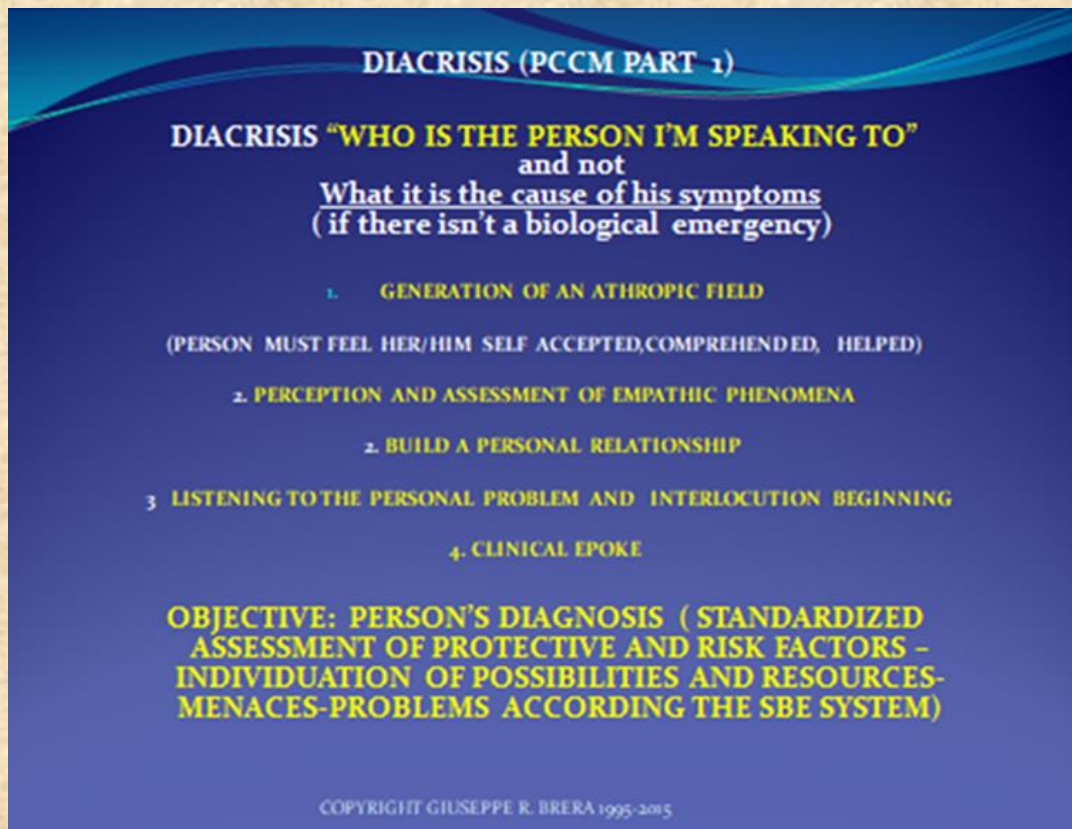


Fig.8 From: Brera G.R Epistemology and Medicine: Change of Medical Science's Implicit Paradigm. in . GR Brera, C.Violato eds Return to Hyppocrates. Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.

Since 2003 we have tried to solve the problem of teachers' training with the "Licentia docendi" Master in Person-centered Medicine. However, Italian medical schools and teachers have not taken advantage of this important opportunity.

Today, clinical teachers in Medicine should be obliged to be trained in Person-Centered Medicine because of the paradigm shift and the admission to Medicine must be re-formulated according the skills required by Person-Centered clinical method. (fig.9)

Fig.9

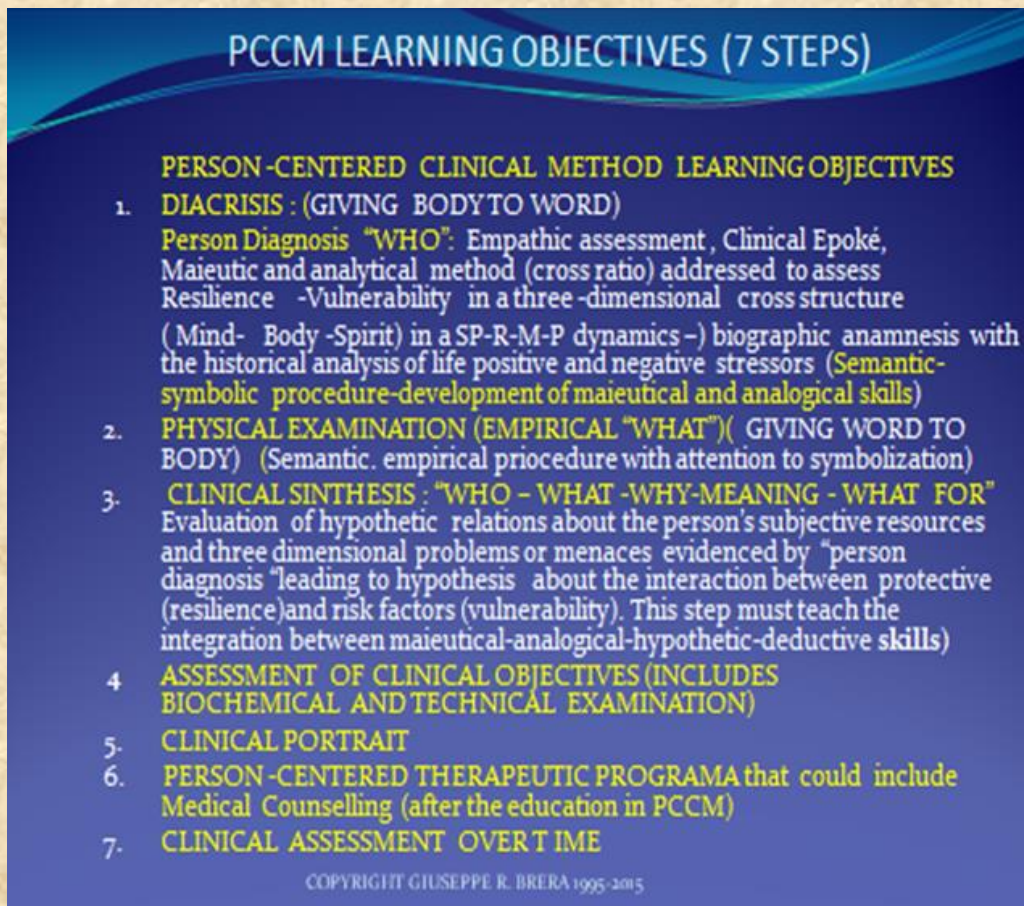


Fig.9 Learning objectives of Person-Centered Clinical Method

From: Brera G.R Person-Centered Medicine and the Change of the Paradigm of Health: its implications for Medical Education and Health Governance.

In WHO Symposium on Person-Centered Medicine and Medical Education. Geneva 4 May 2011
©Giuseppe R.Brera 2011.

The application of Person-centered Medicine, which requires a paradigm shift in public health and medical training, leads to a huge saving of suffering and costs as we have demonstrated scientifically and clinically with our pioneering research.(2003). Never has the political band of illiterates that has directed health care in Italy and in Lombardia region, until yesterday and the Italian health and university ministers listened to us. One result has been a massacre in the Italian population caused by the errors in prevention of COVID-19

especially the elderly, but also the deaths of teenagers for mRNA vaccines that would be alive today, and the criminal institution of 25 vaccines before the first year of life.²⁶

Italy, and in particular the Lombardia Region, should have a debt of gratitude ,never manifested, for the innovation that we have introduced in Italy and in the world and that has led to a huge saving of sufferings and health costs for the application in the clinic of the adolescent of Person-centered medicine that led to the care of about 80,000 teenagers avoiding hospitalization and administration of unnecessary drugs and tests, as it appears from the world's first research on matter. (2003). (Tab.1) Of course, this data may worry the healthcare business, but real doctors need to be concerned about the patient's health, not profit.

Tab. 1

	%
Enables a better comprehension of the patient and his problems	95
Improves the finalization of specialty referrals and technical examinations	30
Saves useless examinations and drug prescriptions.	70
Spares unnecessary hospitalizations	55
Reduces hospitalization times (only if H.P.)[1]	10
Improves professional realization	40
It is effective in quality of life and health improvement of patients	75
Reduces doctor-dependency	45
Creates new possibilities for research	30
Shortens improvement times	30
Requests more time to dedicate to patient	55

From : Brera G.R., A. Zanon**, L. Berti ,P. Furba , I.P. Callegaro I.P., F. Caroli, A. Ciccarelli , M.R.. Giovinazzo, M. Giuliani., L. Mattaini G. Morganti , A. Nicita ,Piazzai L., Pinciaroli , I. Pissavini., M. Schiavi L.,Tambaro P., MG Zannoni ITFOP Education in Person-Centered Clinical Method and Perceived Quality of Person-Centered Clinical method. In : Brera G. R ,Violato C . ed. Proceedings of the first International Symposium on New Perspectives in

²⁶ Brera G.R The hexavalent vaccination.like Russian Roulette

The risk of hexavalent vaccination for children and the life and health of adults.

The post hexavalent vaccination sudden death syndrome (PHVSIDS) and post-vaccination asia syndrome(PVAS). Adolescentologi.. 2018; 4:-3: 5-21 (italian)

Medical Education; 2003 October 23-25;Assisi,Italy, p 34. DOI:10.13140/RG.2.1.3374.5447. Available from http://www.unambro.it/html/pdf/Person_Centred_Clinical_Method_Teaching.pdf

3. Paper and books that contributed to change the paradigms of health and Medicine

1. Brera GR Brera G. R, **The manifesto of Person-Centred Medicine.** Medicine, Mind and Adolescence 1999.XIV, 1-2:7-11 (available on Internet. www.unambro.it)
2. Giuseppe R.Brera. (a cura di) Medici e adolescenti. Atti del Congresso a partecipazione internazionale. Assisi 23 Novembre 1999. Università Ambrosiana ed. 1999
3. Giuseppe R.Brera **The epistemologic manifesto of the person-centred medicine: the person's superiority above any reductionism.** In Giuseppe R.Brera ed. Medici e adolescenti. Atti del Congresso a partecipazione internazionale. Assisi 23 Novembre 1999. Università Ambrosiana ed. 1999
4. Brera G.R. . **Person-centered Medicine and Medical Education in third Millennium** (with the introduction of Josef Seifert The seven aims of Medicine it.) Roma- Pisa: IEPI ;2001 (Italian)
5. Brera G.R (ed.) Assisi 2003 – Young people and values. Università Ambrosiana ed.2003
6. Brera G.R., A. Zanon**, L. Berti ,P. Furba , I.P. Callegaro I.P., F. Caroli, A. Ciccarelli , M.R.. Giovinazzo, M. Giuliani., L. Mattaini G. Morganti , A. Nicita ,Piazzai L., Pinciaroli , I. Pissavini., M. Schiavi L.,Tambaro P., MG Zannoni **ITFOP Education in Person-Centered Clinical Method and Perceived Quality of Person-Centered Clinical method.** In : Brera G. R ,Violato C . ed. Proceedings of the first International Symposium on New Perspectives in Medical Education; 2003 October 23-25;Assisi,Italy, p 34. DOI:10.13140/RG.2.1.3374.5447. Available from http://www.unambro.it/html/pdf/Person_Centred_Clinical_Method_Teaching.pdf

7. Maurizio Bosio **Analysis of the Objective and Subjective Factors Influencing the Outcome of Anorexia treated with Kairological Counselling** in Giuseppe R.Brera, Claudio Violato ed. Proceedings of the first International Symposium on New Perspectives in Medical Education; 2003 October 23-25;Assisi,Italy, Università Ambrosiana ed. 2003
8. Aldo Zanon , Patrizia Marchetti **Person-Centred Medicine and Youth Camps for Young People with Diabetes.** in Giuseppe R.Brera, Claudio Violato ed. Proceedings of the first International Symposium on New Perspectives in Medical Education; 2003 October 23-25;Assisi,Italy, Università Ambrosiana ed. 2003
9. Nara Ronchin, Giuseppe R Brera **Application of the kairos program to a group of prisoners** . Giuseppe R.Brera, Claudio Violato ed. Proceedings of the first International Symposium on New Perspectives in Medical Education; 2003 October 23-25;Assisi,Italy, Università Ambrosiana ed. 2003
10. Brera G.R, Violato Claudio, [\(a cura di\) Return to Hyppocrates. Quality and Quantity in medical Education. GR Brera, C.Violato eds Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.](#)
11. Brera G.R **Epistemology and Medicine: Change of Medical Science's Implicit Paradigm.** in . GR Brera, C.Violato eds Return to Hyppocrates. Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
12. Maestroni JG **Pathophysiology of a supersystem: Emerging evidence of the interaction between the brain and the immune system.** in GR Brera, C.Violato eds Return to Hyppocrates. Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005

13. Lissoni P. **Teaching Clinical Psychoneuroimmunology: A brave new world?** In GR Brera, ,C.Violato eds Return to Hyppocrates. Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
14. Lip G. Introducing Small Group and Web Based Radiology Teaching to Undergraduate Anatomy Students in Trinity College of Dublin. GR Brera, C.Violato eds . In GR Brera, C.Violato eds Return to Hyppocrates. Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005
15. Foroud A, Mehdipour S, Afsaneh F Web-based learning for midwifery and nursing students. In GR Brera, C.Violato eds Return to Hyppocrates. Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
16. Gabriel A. Utilization of Standardized Patients in Medical Education Competence Evaluation. In GR Brera, C.Violato eds Return to Hyppocrates. Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
17. Afsaneh Forood, Afsar Foroud, Simin Mehdipour A comparison of two teaching strategies: Lecture and PBL, on learning and retaining. ? In GR Brera, ,C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
18. Simin Mehdipour, Afsar Foroud, Afsaneh Forood Web-based education and e-learning in Nursing Education. In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.

19. **Aldo Zanon, GR Brera Person-Centered Clinical Method vs Traditional Clinical Teaching Method.** In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
20. Angela Towle Social accountability: A focus for the future of medical education. In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
21. Peter Scoles, The Role of International Collaboration in Evaluation of Medical Schools In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
22. Saideh Farajzadeh The assessment of communication skills of intern doctors In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
23. David Rudy A Quality Management Approach to Foster Curricular improvement and Innovation. In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
24. Alireza Monajemi Towards a unified model of the clinical reasoning process: Applications to qualitative improvement of clinical reasoning education. In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
25. Zahra Jalili, Activities of Medical Educational Development Center from Views of the Faculty Members of Kerman Medical Sciences University . In GR Brera, C.Violato eds

Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.

26. Luciano Berti **Medical Counselling Learning and Teaching Quality**. . In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
27. Niall Byrne **From Unidimensional to Multidimensional Competencies** - The Evolution of Medical Education: A Canadian Perspective . In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
28. Peter Scoles **Assessment of Clinical Skills in Medical Practice** . In GR Brera, C.Violato eds Quality and Quantity in medical Education Proceedings of the II° International Conference on New Perspectives in Medical Education. Milan May 27 - 28 2005. Università Ambrosiana ed.; 2005.
29. Brera G.R **Person-Centered Medicine and Person-Centered Clinical Method** .
Università Ambrosiana ed. 2021 ISBN 9798722263544
30. WHO [Fourth Geneva Conference on Person-Centered Medicine Plenary Symposium on Education in Person-centered Medicine Wednesday, 4 May 2011](#)
31. Brera G.R **The Italian perspective in Person-Centered Medicine Teaching**. In the WHO Fourth Geneva Conference on Person-Centered Medicine Plenary Symposium on Education in Person-centered Medicine Wednesday, 4 May 2011
32. Brera G.R. **Person-centered Medicine: Theory,Teaching,Research**. Int.J.Pers. Cent.Med 2011; 1 (1):69-79

33. Brera G.R et al. **Reliability and validity of Person-centered Medicine Clinical Method for a Person and People Centered Care: a survey on 144 clinical reports of physicians prepared to apply Person-centered Clinical Method to adolescents from the Academic Year 1997 to 2002 at the Milan School of Medicine of the University Ambrosiana** . Proceedings of the Vth Geneva Conference on Person-centered Medicine . 2012 April 30-May 2 Geneva , Person-centered Medicine International Network 2012. DOI 10.13140/RG.2.1.4699.0568
34. Brera G.R. **The Person-centered Health Paradigm and its impact on health sciences.(Internet)**
35. Research Gate 2015 DOI:10.13140/RG 2.1.2594.1925 2015-05-21 T 15:42:05 UTC. Available from <https://www.researchgate.net/publication/277010325>
36. Brera G.R. **Epistemology and medical science: change of the paradigm**. in G.R. Brera-Claudio Violato Eds . Proceedings from the Conference:"Return to Hippocrates: Quality and Quantity in Medical Education:. Milano: Università Ambrosiana ed : 2005
37. [Brera G.R \(ed\) Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006](#)
38. Giuseppe R.Brera **The Change of Medical Science and Education in Person-Centred Medicine and Clinical method (PCCM)** in Giuseppe R-Brera ed. Brera G.R (ed) Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
39. Luciano Berti **Empathy in Medical Education** . in Giuseppe R-Brera ed. Assisi 2006 – Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006

40. Christine Reynaert **Teaching Communication and Stress Management Skills to Junior Physicians Dealing with Cancer Patients: the Belgian Interuniversity Project** . in Giuseppe R-Brera ed. Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
41. Louise Nash Using Film Clips to Teach Psychiatric Phenomenology. in Giuseppe R-Brera ed. Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
42. Claudio Violato **Does Pre-medical School Non-science Course Achievement Differentially Predict Performance on the United States Medical Licensing Exams Compared to Science Course Achievement?** . in Giuseppe R-Brera ed. Assisi 2006 – Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
43. Andrea Valevand Sources of Error in Objective Structured Clinical Examinations (OSCE) in Giuseppe R-Brera ed. Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
44. Kent Hecker Approaches to Learning in a Sample of Undergraduate Students from the Bachelor of Health Sciences Program: A Confirmatory Factor Analysis.in Giuseppe R-Brera ed. Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
45. Hilary Delver The Importance of Distance and Peer Contacts in Decisions to Attend Continuing Veterinary Education: Contradictory Results from a Mixed-methods Needs Assessment. in Giuseppe R-Brera ed. Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
46. Giovanni Reina **Definizione del ruolo tutoriale nelle lezioni teoriche** The Role of Tutors in Teaching Theory. in Giuseppe R-Brera ed. Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006

47. Luana Cardi **Le bugie di una diciassettenne**. In Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
48. Giuseppa De Giorgi **Disperata ricerca d'amore** In Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
49. Andrea Deviti **Giuseppe** In Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
50. Vito Galante **Fabio, un ragazzo sensibile e romantico**. Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
51. Marco Pandolfi **Francesca: la ragazza di Internet**. Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
52. Mariangela Porta **Questa voglia di andare via...** in Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006

53. Paolo Pinciaroli **Una relazione su un caso ambulatoriale.** in Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
54. Giovanni Reina **Una ragazza rimasta incompiuta** in Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
55. Gabriele Soliani **Roberta dalle chat con un satanista agli amici veri.** in Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
56. Francesco M. Toro **Maria Carmela diventa grande.** in Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
57. Aldo Zanon **Una ragazza con epilessia.** in Giuseppe R.Brera ed. Presentation and Discussion of Case Reports according Person-Centred Clinical Method and Kairological Counselling . Assisi 2006 –Make peace with life . Proceedings of the Conference , 14-16 October in Assisi,Italy. Università'Ambrosiana ed. 2006
58. Giuseppe R.Brera (ed.) [Person centered medicine and change of the paradigm in medical education.Proceedings of the Vth International Symposium on New Perspectives in Medical Education. Assisi 27 October 2011](#)
59. Giuseppe R.Brera **Person Centered Medicine and Change of the Paradigm in Medical Education** in Giuseppe R.Brera (ed) .) Person centered medicine and change of the

paradigm in medical education. Proceedings of the Vth International Symposium on New Perspectives in Medical Education. Assisi 27 October 2011. Università Ambrosiana ed.,2011

60. Claudio Violato **Research Methods and Medical Education for a Person Centered Medicine Paradigm** in Giuseppe R.Brera (ed) . Person-centered medicine and change of the paradigm in medical education. Proceedings of the Vth International Symposium on New Perspectives in Medical Education. Assisi 27 October 2011. Università Ambrosiana ed.,2011
61. Fadil Çitaku,Claudio Violato Tanya Beran, Tyrone Donnon, Kent Hecker, and David Cawthorpe **Leadership Competencies for Medical Education and Healthcare Professions.** in Giuseppe R.Brera (ed) . Person-centered medicine and change of the paradigm in medical education. Proceedings of the Vth International Symposium on New Perspectives in Medical Education. Assisi 27 October 2011. Università Ambrosiana ed.,2011
62. Claudio Violato, Jocelyn Lockyer, and Herta Fidler **Using Structural Equation Modeling Testing a Theoretical Model of Multi Source Feedback Physician Performance.** in Giuseppe R.Brera (ed) . Person-centered medicine and change of the paradigm in medical education. Proceedings of the Vth International Symposium on New Perspectives in Medical Education. Assisi 27 October 2011. Università Ambrosiana ed.,2011
63. Tyrone Donnon,Vincent Grant, Mal Kaminska **Using Item Analysis to Assess Objectively the Quality of the Undergraduate Medical Education Physical Examination OSCE Checklists.** in Giuseppe R.Brera (ed) . Person-centered medicine and change of the paradigm in medical education. Proceedings of the Vth International Symposium on New Perspectives in Medical Education. Assisi 27 October 2011. Università Ambrosiana ed.,2011
64. Claudio Violato, Tyrone Donnon, David Cawthorpe **Distributed Education for MSc and PhD Graduates in Medical Education: Achieving Core Competencies.** in Giuseppe R.Brera (ed) . Person-centered medicine and change of the paradigm in medical

education. Proceedings of the Vth International Symposium on New Perspectives in Medical Education. Assisi 27 October 2011. Università Ambrosiana ed.,2011

65. David Cawthorpe, Bing Li, Mingshan Lu, Lindsay Guyn and T. C. R. WilkeA Population Study of Child and Adolescent Psychiatric andPhysical Health Care Utilization and Cost. in Giuseppe R.Brera (ed) . Person-centered medicine and change of the paradigm in medical education. Proceedings of the Vth International Symposium on New Perspectives in Medical Education. Assisi 27 October 2011. Università Ambrosiana ed.,2011

66. Giuseppe R.Brera **Adolescence, Person Centered Health Paradigm and Human Rights.** In [Brera GR ed Proceeeding of the Conference “Milano 2013 Adolescence, Health and Human Rights”](#). Milan 29-30 Novemeber 2013. Università Ambrosiana ed. ; 2013

67. Brera G.R. **The Person-centered Health Paradigm and its impact on health sciences.**(Internet)

68. Research Gate 2015 DOI:10.13140/RG 2.1.2594.1925 2015-05-21 T 15:42:05 UTC. Available from <https://www.researchgate.net/publication/277010325>

69. Brera G.R (a cura di) **Medical Science and Health Paradigm Change. Proceedings of the International Congress** . [Milan ,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017](#)

70. Brera G.R **From science to the person centered health : the person centered health paradigm.** In Brera G.R (ed.) Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017

71. Biava PM **The role of the epigenetic code in tumor cell reprogramming: first clinical results in cancer, neurodegenerative diseases, psoriasis and in preventing senescence"** In Brera G.R (ed.) Medical Science and Health Paradigm Change. Proceedings of the

International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017

72. Pasanisi P. **Epigenetics and nutrition quality : change of the paradigm in prevention and therapy.** In Brera G.R (ed.) Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
73. Fiordo R. **Medical Advances vs. Stalemates: The WHO's Communication of the Medical Status .Quo from a Person-Centered Approach to Medicine.** In Brera G.R (ed.) Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
74. Lissoni P. **From Hegel to Psycho-neuro-endocrine-immunology (PNEI).** In Brera G.R (ed.) Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
75. Ruberti E. **The paradigm change of research against malaria.** In Brera G.R (ed.) Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
76. Galante V. **Medical counselling with oncological patients.** In Brera G.R (ed.) Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
77. Zanon A. **Person-centered medicine in the clinic with teenagers and children.** In Brera G.R (ed.) Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
78. Callegaro IP **The Flow-chart of Health and the Flow-chart of Health Education** In Brera G.R (ed.) Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017

79. Zanon A. **Health education project : the emotions and person-centered medicine sexuality.** In Brera GR ed. Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
80. Porta M. **Person Centered obstetrical-gynecological counseling with adolescents: application fields.** In Brera GR ed. Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
81. Violato C., Askew K., Leslie R **Growth of Medical Competence: Direct Observation of Students during Third Year Clinical Clerkships.** In Brera GR ed. Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
82. Brera G.R **Reliability and validity of Person Centered Medicine Clinical Method for a Person and People Centered Care: a survey on 144 clinical reports of physicians prepared to apply Person Centered Clinical Method to adolescents from the Academic Year 1997 to 2002 at the Milan School of Medicine of the University Ambrosiana.** In Brera GR ed. Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
83. Rusiecka B. **The noetic choice. The noetic approach in psychotherapy and medicine.** In Brera GR ed. Medical Science and Health Paradigm Change. Proceedings of the International Congress . Milan,Italy, October 13-14-15 2017. Università Ambrosiana editor. 2017
84. Brera GR (Ed) [Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Juin 2021 \(in remote\) - Università Ambrosiana ed. 2021](#)

85. Brera G.R (a cura di) **Person-centered medicine, prevention and adolescence. "The person-centered prevention program " for pandemic prevention.** Proceedings of the International Conference. 13-20 November 2021.Università Ambrosiana ed. 2021
86. Sterling P. **Allostasis and Human Design** . in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021
87. Cloninger R. **"Psychobiology of well-being and Person-centered health care** . in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021
88. Di Nicola V. **The Place of the Person in Social Psychiatry: A Synthesis of Person-centred Medicine with Social Psychiatry in the Time of the New Coronavirus Syndemic.** in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021
89. Christodoulou G. **Mental Health Promotion from a Person-Centered Perspective.** . in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) - Università Ambrosiana ed. 2021
90. Kallivayalil R. **Covid 19 and the imperative for a paradigm shift to Person Centered Medicine.** in GR Brera ed. . in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021
91. Mezzich J. **The Collaborative, Integrative, Conceptual, and Operational Development of a New Perspective in Medicine.** in GR Brera ed. . in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021

92. Violato C. **Medical Student Satisfaction, Workload, Performance and Wellbeing Before and during the COVID-19 Pandemic.** . in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021
93. Callegaro IP **Relativita' del progetto educativo al concetto di persona** . in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021
94. Francomano D. **Medicina centrata sulla persona e counselling medico in Medicina d'urgenza.** . in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021
95. Galante V. **Le sfide della genitorialità: integrazione tra il metodo kairos di educazione alla salute e il counselling medico kairologico centrato sulla persona nel laboratorio creativo di genitorialità.** in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021
96. Brera G.R. **Person-Centered Medicine, health and the COVID-19 culture: perspectives and actions: the challenge against the criminal donkey syndrome pandemic.** in GR Brera ed. Proceeding of Conference: The person-centered paradigm change of health and Medicine paradigms and COVID-19. Milan 25 Jun 2021 (in remote) -Università Ambrosiana ed. 2021
97. Brera G.R. **SARS-COV 2 allostasis and the people and person- centered prevention. A new prevention strategy based on a people metabolic and immune shield for the pandemic shutdown.** Part 1 The Sars-Cov 2 entry and COVID-19. Milan. Università Ambrosiana , 2021. ISBN: 9798530093906
98. Brera G.R . **SARS-COV 2- allostasis and the people and person-centered prevention. Part 2 The Sars-Cov 2- induced immunosuppression and Covid-19 anergy . Part 3 The antiviral**

metabolic allostasis and preventive immunostimulation -How to induce zero risk for Covid-19.
Milan: Ambrosiana University: 2021 ISBN: 9798547583520

99. Brera G,R Rischio zero da COVID-19 con l'allostasi antivirale e l'immunostimolazione preventiva. Manuale di dieta antivirale e integrazione nutraceutica .Milano. Università Ambrosiana ed. 2022 ISBN 9798756383423
100. Brera G.R **The person-centered change of the dominant deterministic Medicine paradigm and the health relativity theory.** In GR Brera ed. Proceeding of the Conference : Person-centered medicine, prevention and adolescence. Milan 21 November 2021. Università Ambrosiana ed. 2021
101. Biava PM. The person-centered paradigm change of health and Medicine paradigms and COVID-19. Università Ambrosiana ed. 2021
102. Brera G.R (a cura di) [The Paradigm Change of Medicine: the epistemological and scientific basis of Person-Centered Medicine. Proceedings of the international Congress, June 22-23 2023; Università Ambrosiana ed.; 2023](#)
103. Brera G.R (a cura di) [Person-centered medicine the medicine and health paradigm change in medical science and medical education . Proceedings of the International Congress . June 23,2023.Università Ambrosiana ed.; 2023](#)
104. Brera GR (a cura di) **The paradigm change in medicine the epistemological and scientific basis of person-centered medicine** Proceedings of the International Congress June 21-22, 2023. Università Ambrosiana ed, 2023
105. Brera G.R **The interactionist and teleonomic epistemological revolution of Medicine, Medical Science and Health :The Person-Centered Medicine paradigm.** In Gr.Brera ed. The paradigm change in medicine the epistemological and scientific basis of person-centered medicine Proceedings of the International Congress June 21-22, 2023.
106. Cloninger R. The bio-psychosocial interaction and the neuromodulation of personality. In G.R.Brera ed. The paradigm change in medicine the epistemological and

scientific basis of person-centered medicine Proceedings of the International Congress
June 21-22, 2023. Università Ambrosiana ed, 2023

107. Sung W.L Allostasis and the Paradigm Shift in Physiology. In G.R.Brera ed. The paradigm change in medicine the epistemological and scientific basis of person-centered medicine Proceedings of the International Congress June 21-22, 2023. Università Ambrosiana ed, 2023
108. Ney P. Person-Centered Medicine requires accurate accurate empathizing with the person. In Gr.Brera ed. The paradigm change in medicine the epistemological and scientific basis of person-centered medicine Proceedings of the International Congress June 21-22, 2023. Università Ambrosiana ed, 2023
109. Di Nicola V. Social psychiatry and Person-Centered Medicine: integrating social determinants of health (sdh) and adverse childhood experiences (ace) with clinical practice. In Gr.Brera ed. The paradigm change in medicine the epistemological and scientific basis of person-centered medicine Proceedings of the International Congress June 21-22, 2023. Università Ambrosiana ed, 2023
110. Maestroni JG Physiopathology of a supersystem: evidence of the interaction between the brain and the immune system. In Gr.Brera ed. The paradigm change in medicine the epistemological and scientific basis of person-centered medicine Proceedings of the International Congress June 21-22, 2023. Università Ambrosiana ed, 2023
111. Biava PM, Ciaurelli S. Piermario Biava Cell regeneration without stem cell transplantation and integrated medicine: managing subjectivity as a new therapeutic opportunity. In Gr.Brera ed. The paradigm change in medicine the epistemological and scientific basis of person-centered medicine Proceedings of the International Congress June 21-22, 2023. Università Ambrosiana ed, 2023

112. Fiordo R. The hidden epistemological and ethical paradigms in health communication. In Gr.Brera ed. The paradigm change in medicine the epistemological and scientific basis of person-centered medicine Proceedings of the International Congress June 21-22, 2023. Università Ambrosiana ed, 2023
113. Christodoulou G. Mental Health Promotion from a Person-Centered Perspective. G.R.Brera ed. The paradigm change in medicine the epistemological and scientific basis of person-centered medicine Proceedings of the International Congress June 21-22, 2023. Università Ambrosiana ed, 2023
114. Szyf M. The epigenetic nature-culture interactionist paradigm and its implication in medical education. In G.R.Brera ed. Person-centered medicine the medicine and health paradigm change in medical science and medical education . Proceedings of the International Congress . June 23, 2023.Università Ambrosiana ed.; 2023Proceedings of the International Congress June 23, 2023. Università Ambrosiana ed, 2023
115. Brera G.R **Person-Centered Medicine and Person-Centered Clinical Method teaching: the urgent need for clinical method teaching change in medical schools.** In G.R.Brera ed. Person-centered medicine the medicine and health paradigm change in medical science and medical education . Proceedings of the International Congress . June 23, 2023.Università Ambrosiana ed. 2023
116. Kallyvayalil R. Medical Education in Psychiatry according to Person-Centered Medicine. In G.R.Brera ed. Person-centered medicine the medicine and health paradigm change in medical science and medical education . Proceedings of the International Congress . June 23, 2023.Università Ambrosiana ed.; 2023
117. Violato. C. The past, present and future of medical education research. In G.R.Brera ed. Person-centered medicine the medicine and health paradigm change in medical science and medical education . Proceedings of the International Congress . June 23, 2023.Università Ambrosiana ed.

Giuseppe R.Brera

The shift of Medicine to Person-Centered Medicine Paradigm
©Copyright Università Ambrosiana 2023