



The Fundamental Role of the Arts and Humanities in Medical Education



Help us spread the word and shine a light on arts and humanities in MedEd!

This monthly newsletter is designed to keep you up to date on news from the [AAMC's Fundamental Role of Arts and Humanities in Medical Education \(FRAHME\)](#) initiative. If you know others who are interested in learning more about integrating arts and humanities into medical education, please forward this email to them. To subscribe, they can [sign up here](#).

AAMC collected hundreds of stories from clinicians about the past year

Over the past year, the AAMC has collected hundreds of contributions to our story sharing project, which offered a way for physicians, residents, and medical students to reflect on the uncertainty surrounding the twin pandemics of COVID-19 and racial injustice. Some prevailing themes of these contributions were disconnection, hope and gratitude, and grief and loss. We invite you to view these incredible submissions, and have included one poem below.

- [Over two hundred 55-word stories and poems](#)
- [Over one hundred poems from The Good Listening Project](#)
- [Thirteen StoryCorps interviews](#)

Anything but Numb

We're taught to separate
our selves,
com part mentalize,
move on
to the next task
numb.

I woke up to the news today
that we'd likely lose him.

I woke up his daughter today
to tell her this news.

She wasn't expecting it.
He'd had a transplant;
was doing well, until
he wasn't.

Separate your self, they'd say.
An. Impossible. Task.

I was part of the story;
the story was part of me.

Yes, I felt the grief. Deeply.
I also witnessed the beauty
as a father died with his children
and with his wife by his side.

A gift only some receive.

Love. Grief. Loss.
Beauty. Pain. Peace.

Not-a-one comes from numb.

Interviewee: Anonymous physician

Listener Poet: Jenny Hegland

[See a screen-reader-friendly version of this poem](#)

[See other poems from the AAMC - Good Listening Project collaboration](#)

Stories in the Time of COVID-19

In their essay, "[Stories in the Time of COVID-19](#)," Arno Kumagai, MD, and Jay Baruch, MD, describe how COVID-19 has offered "stories of chaos, loss, and despair, but also of victories large and small, acts of kindness, and deep connections." How are stories used to pass on meaning? What happens when stories don't fit into standard narrative formats?

Communicating to Engage

In their article, "[Communicating to Engage: An Improvisational Theater-Based Communication Training Designed to Support Community–Academic Partnership Development](#)," author Tracy Battaglia, MD, MPH, et al, describe how they designed, facilitated, and evaluated a training to bring together researchers and community members to develop communication skills through improvisational theater-based co-learning.

An interview with FRAHME Grantee Ricardo Ernesto Nuila, MD



Each month, this newsletter will feature an interview with one of the [eight FRAHME grantees](#). This month we spoke to Ricardo Ernesto Nuila, MD, of Baylor College of Medicine.

Nuila's grant is titled **"Tinctures of the Arts: Measuring the Effect of Medical Humanities Activities on Empathy, Burnout, and Communication in Students and Other Learners."**

The Baylor College of Medicine Narrative Medicine Program will sponsor and facilitate a range of interactive and educational activities including opportunities for medical students, residents, and other health care professionals to elicit and write

patients' stories, as well as their own stories of caring for the ill. Nuila's team will study how increased exposure to medical humanities activities correlates with learners' attitudes toward empathy, burnout, emotional intelligence, and communication with patients.

What do you hope to achieve through this project?

We hope to show anyone interested in the practice of medicine—from undergraduate students to long time practicing doctors—that giving time and attention to art will help connect with patients and decrease burnout.

What does this work mean to you?

We believe that engaging the arts and humanities help us elucidate meaning, build resilient communities, and cultivate open and honest discussions with patients. We don't see medicine and art as separate. Rather, to us, they are one entity: when we practice medicine, we engage art, and when we study or teach or work at art, we're becoming better doctors.

Name one work of art or literature that has moved you deeply in terms of its connection to medicine/doctoring.

I read Ernest Hemingway's story, "Indian Camp," during my internal medicine residency in Houston's county hospital. What the surgeon in this story tells his son, about how his patient's "screams are not important," jolted me and made me ask myself: Does medicine today regard a patient's screams or words as important?

Activity ideas for teaching and assessing the Interpersonal & Communication Skills competency

The FRAHME Getting Started Guide offers activity ideas for educators seeking to incorporate arts and humanities into their teaching. The guide features several examples of how arts and humanities can help teach about [interpersonal and communication skills](#). Suggested activities include:

- Screening one of several films focusing on communication with patients and facilitating a discussion

- Exploring correlations between jazz improvisation and communication on medical teams
- Using improvisational theatre techniques to improve communication

Have You Used the FRAHME Getting Started Guide?

Have you used the Getting Started Guide to find ideas for medical education activities that use arts and humanities approaches? We'd love to hear about your experience! Email us at frahme@aamc.org.

Conduct a StoryCorps interview to add to our collection!

The AAMC has been partnering with StoryCorps to highlight health care professionals' experiences with the COVID-19 pandemic, racism, and persistent inequities in America. A [new collection called "On the Front Lines"](#) showcases three to five minute clips of several of these powerful interviews.

Now's your chance to use [StoryCorps Connect](#) to help you interview others using a new remote technology. Sign in to our [AAMC StoryCorps page](#), read the [instructions and suggested interview questions](#), and record an interview that will be archived at the Library of Congress!

Shining a light on photography

Photograph of Antelope Canyon by FRAHME advisor Carlyle Chan, MD, Professor of Psychiatry and the Institute for Health and Equity, Medical College of Wisconsin

Photographer's statement: "Photography impacts not only the photographer but also the person viewing the image. As a physician, capturing and developing an image slows down my life, a welcome respite from my busy routine. The opportunity to stop and view a photograph, absorb the content, shapes, colors, and perspectives, forces one to digest the world a little differently, restraining us from our usual frenetic pace."



This email was sent by: **%%Member_Busname%%**
%%Member_Addr%% %%Member_City%%, %%Member_State%%, %%Member_PostalCode%%,
%%Member_Country%%

[Unsubscribe from FRAHME email communications.](#)

[Update Profile](#)

© %%xtyear%% AAMC | [Privacy Policy](#)