



The Fundamental Role
of the Arts and Humanities
in Medical Education



November 2021 FRAHME Newsletter

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 the arts and humanities into medical education, please forward this email to them. To subscribe, they can [sign up here](#).

AAMC Solicits Proposals to Showcase Students' Creative Insights on the Art of Diagnosis - Due November 15

Diagnostic error is one of the most prevalent safety problems in healthcare today and becoming a strong diagnostician is an art as well as a science. This is why the AAMC and the Society to Improve Diagnosis in Medicine (SIDM) are offering AAMC member institutions the opportunity to [apply for a \\$5,000 award](#) to host an event that would display or present creative works of undergraduate medical students related to their experiences with diagnosis, diagnostic error, or learning the diagnostic process. This award is sponsored by the Gordon and Betty Moore Foundation. Proposals are due by November 15, 2021. We look forward to receiving your creative ideas for promoting patient safety and teaching diagnostic reasoning. Learn more about [competencies in quality improvement and patient safety, including diagnostics](#).

FRAHME at Learn Serve Lead: Weaving the Arts and Humanities Into the Fabric of Medical Education

Join us on Tuesday, November 9 at 12:45 pm ET for "Weaving the Arts and Humanities Into the Fabric of Medical Education," during Learn Serve Lead 2021: The Virtual Experience ([see schedule and registration information](#)). Lisa Howley, PhD, Elizabeth Gauffberg, MD, MPH, and Brandy King, MLIS, will provide an update on the FRAHME Initiative and lead participants in an educational arts and humanities experience.

Featured FRAHME Grantee: Wayne State University School of Medicine



Each month we feature one of our eight FRAHME grantees. This month we spoke with a grantee team from Wayne State University: Jennifer Mendez, PhD; Grace Serra, Art Curator; Holly Feen-Calligan, PhD; and David Amponsah, MD.

Through their grant, "Using Visual Thinking Strategies to Enhance Observation Skills Through Art and Imaging," this team is training students in observation and drawing of original works of art in their university's art collection. These skills are helping medical students overcome difficulty in translating two-dimensional ultrasound monitor images to three-dimensional

anatomical structures, and helping art therapy students to develop better assessment skills.

What does this work mean to your team?

Through the practice of Visual Thinking Strategies (VTS) in mixed groups of art and medical students, learners are not only developing acute visual skills, but also enhancing their skills in critical thinking and interprofessional collaboration. This development helps advance our larger goals of developing awareness of implicit bias and analysis of varied viewpoints.

What kinds of artwork are students learning from?

[The painting "Barcelona" by Peter Williams](#) (shown above) was used in one of the VTS sessions for the dual purpose of helping students to develop ultrasound interpretation skills and awareness of implicit bias. The scene is the artist's personal adaptation of Francisco de Goya's "[Self-Portrait with Dr. Arrieta](#)"; however, the patient in "Barcelona" is in fact the artist himself, recalling the many months he spent in a hospital recovering from a car crash, an event that changed the course of his life tremendously. This work not only provides a tremendous amount of detail and symbolism to decipher, but it also makes a poignant commentary on race and culture.

Activity Ideas for the Systems-based Practice Competency

[The FRAHME Getting Started Guide](#) offers activity ideas for educators seeking to incorporate the arts and humanities into their teaching. The guide features several examples of how the arts and humanities can help teach about [systems-based practice](#). Activity ideas include:

- Using the Health Humanities Portrait Approach to cultivate an understanding of health, illness, disability, and healthcare within social, political and historical context
 - Offering monthly 30 minute narrative medicine sessions to increase interprofessional collaboration
 - Exploring the 1619 Project from the *New York Times* to learn how the Black community has been systematically denied access to healthcare over time
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AAMC Virtual Seminar: Legacy of Medicine During the Holocaust and its Contemporary Relevance

Please join us on Holocaust Remembrance Day, January 27, 2022 from 12-1:15 p.m. ET for a virtual seminar, "Legacy of Medicine During the Holocaust and its Contemporary Relevance." Hedy S. Wald, PhD and Sabine Hildebrandt, MD, both commissioners of the [Lancet Commission on Medicine and the Holocaust](#), will catalyze critical thinking on the relevance of the Holocaust for contemporary medicine. This seminar will help health care trainees and professionals reflect on their core values in the service of humanistic and ethically responsible patient care. Please consider offering a post-seminar discussion or other activity at your institution to extend the learning. A full agenda and sample extension activities for local use will be provided in advance of the seminar. [Register Here](#)

Academic Medicine Podcast: Cultural Arts and Bodily Trauma

A recent Academic Medicine podcast episode, [Pregnancy Is Like Nature: Cultural Arts to Navigate the Unexpected Cesarean Delivery](#), features Shilpa Darivemula, MD, a fourth-year obstetrics and gynecology resident. Dr. Darivemula reflects on the importance of cultural arts as a medium for self-expression and the processing of bodily trauma for women of color while treating a patient who undergoes an unexpected cesarean delivery.

Featured Poem

[Consult & Console](#)

"Tell me about your pain?"
The tears fell.
I expected the story of the left
lower quadrant pain, which had
brought her in.
"My mother, she broke her hip
and she's all alone."
For a moment, I thought of my
list of post-ops, the night
already gone.
I pulled up a chair, "Tell me
more."

- Chidinma S. Tiko-Okoye
(Resident)



This poem is part of a collection of [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.

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