



The Fundamental Role of the Arts and Humanities in Medical Education



January 2022 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 Selects Four Schools to Host Events on the Art of Diagnosis

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. The AAMC, the Society to Improve Diagnosis in Medicine (SIDM), and the Gordon and Betty Moore Foundation offered AAMC member institutions the opportunity to propose events that will display or present creative works of undergraduate medical students related to their experiences with diagnosis, diagnostic error, or learning the diagnostic process. Congratulations to the following institutions, which will each receive a \$5,000 award to be used toward their event:

- Florida International University Herbert Wertheim College of Medicine
- Lewis Katz School of Medicine at Temple University
- Morehouse School of Medicine
- University of Toledo College of Medicine

AAMC Virtual Seminar: Legacy of Medicine During the Holocaust and its Contemporary Relevance

Please join us on Holocaust Remembrance Day, January 27th 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 join us and consider offering a post-seminar discussion or other activity at your institution to extend the learning.** Drs. Wald and Hildebrandt have created [three options for suggested one-hour reflection activities](#), complete with slides and faculty guide for your use.

Featured FRAHME Grantee: CUNY School of Medicine



Lynn Hernandez, Erica Friedman, and Samantha Barrick

Each month we feature one of our [eight FRAHME grantees](#). This month we spoke with **Lynn Hernandez, PhD, Erica Friedman, MD, and Samantha Barrick, MS** of CUNY School of Medicine.

Through their grant, **“The Role of Narrative Medicine in the Development of Equity-Focused and Culturally Humble Professionalism,”** they are exploring the role that narrative medicine can play in providing a supportive and brave environment for learners to develop professional identity and cultural humility.

Learners engage in individual and group reflections through guided activities making use of patient narratives, literary texts, films, art works, and music. This offers them the opportunity to examine their values and align them with their actions and behaviors; reflect upon their own identity, attitudes, biases, and assumptions; and use active and mindful listening as a method to understand other’s beliefs and the ways they wish to be treated.

What does this work mean to your team?

The standards of professionalism we hold ourselves accountable to as learners, instructors, administrators, staff, and researchers centralize humanistic qualities of character and behaviors that elevate equity, structural competence, and cultural humility. The ability to foster these attributes in our learners through our Narrative Medicine curriculum brings us closer to fulfilling our school’s mission of providing quality health services to communities historically underserved by primary care practitioners.

What kind of art or literature are your students connecting with?

[“Over and Over Again”](#) was created by Blacksneakers, a 21-year-old artist based in North Carolina, during the early months of the pandemic. The art piece was used to 1) invest in our learners’ imagination as a tool for self-care, survival, liberation, and joy; 2) engage in non-judgmental self-reflection and enhance self-awareness, and 3) utilize culturally appropriate forms of art and creative processes to encourage individual and collective

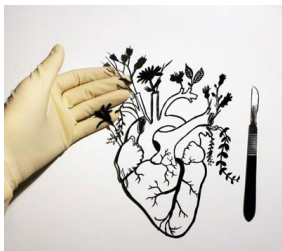
self-care. It is important to note that this session was co-created by instructors and learners, thereby furthering our goal of nurturing a community of culturally humble life-long learners.

Activity Ideas for Teaching and Assessing Medical School Competencies

[The FRAHME Getting Started Guide](#) offers activity ideas for educators seeking to incorporate the arts and humanities into their teaching. Aligning with the Accreditation Council for Graduate Medical Education's six general competencies, activities were selected for the Guide because they can be conducted at low cost with any group of learners, regardless of developmental stage or specialty.

- [Medical Knowledge](#)
 - [Interpersonal and Communication Skills](#)
 - [Patient Care and Procedural Skills](#)
 - [Professionalism](#)
 - [Practice-based Learning and Improvement](#)
 - [Systems-based Practice](#)
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Academic Medicine Cover Art: Honorable Mentions



Academic Medicine's first annual call for cover art in 2021 resulted in an overwhelming number of submissions. Because the editors were only able to print a fraction of the cover art they received, they selected [six submissions to receive honorable mentions](#). Details about the next call for cover art will be released soon.

Award-Winning Essays on Humanism in Healthcare

Academic Medicine and the *Academic Medicine* Podcast recently featured the second- and third-place winners of the Gold Foundation's [Hope Babette Tang Humanism in Healthcare Essay Contest](#).

"Even in the age of medical miracles, there is still no intervention more powerful than a genuine human connection. There is no lab, no scan, no test, no drug, no surgery, that can replace it. For the soul heals not by human medicine, but human kindness."

- From first-place medical student essay "Dear Reader," by Ross Perry

[Print version](#) | [Audio version](#)

"With the mask muffling my voice and the omnipresent sound of monitor alarms, words too, were strained. I grew irate at the situation. The inability to talk. The inability to connect. The inability to touch."

- From first-place nursing student essay "New Constellations," by Hunter Marshall

[Print version](#) | [Audio version](#)

"My anxiety is rising. I am a seasoned bedside nurse who absolutely adores her patients. I am in my last year of graduate school aspiring to be a nurse practitioner. I am a single mom to 2 daughters. I am a strong woman. I do not cry at work. But I feel the tears coming. I cannot do this."

- From second-place nursing essay "Nurses Encounter Diversity," by Anna Swartzlander

[Print version](#) | [Audio version](#)

Featured Poem

Hymn for the Present (86.86)

I feel the pain; I feel the joy
I witness death and life
The rollercoaster of my work's
The essence of my strife

Come in with joy or desolate
Then exit high or low
The sponge of me cannot soak up
This constant overflow

Will labor cause my soul to break?
Benev'lence weigh me down?
Will anguish bleed out from my heart
And drench my dressing gown?

The drum beats with a rhythm that
Invites to hum along
And nature's presence offers up
Its own accomp'ning song

The light that she gives to my dark
Star energy, distilled
I share from my own empty cup
And find it has refilled

Connection that I forge with them
My gifts of empathy
How sweet the sound--amazing grace--
That I give back to me

Interviewee: Anonymous physician

Listener Poet: Yvette Perry

See a [plain text version of this poem](#)

Hear this poem read as part of [Episode 1 of The Good Listening Podcast](#)

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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