



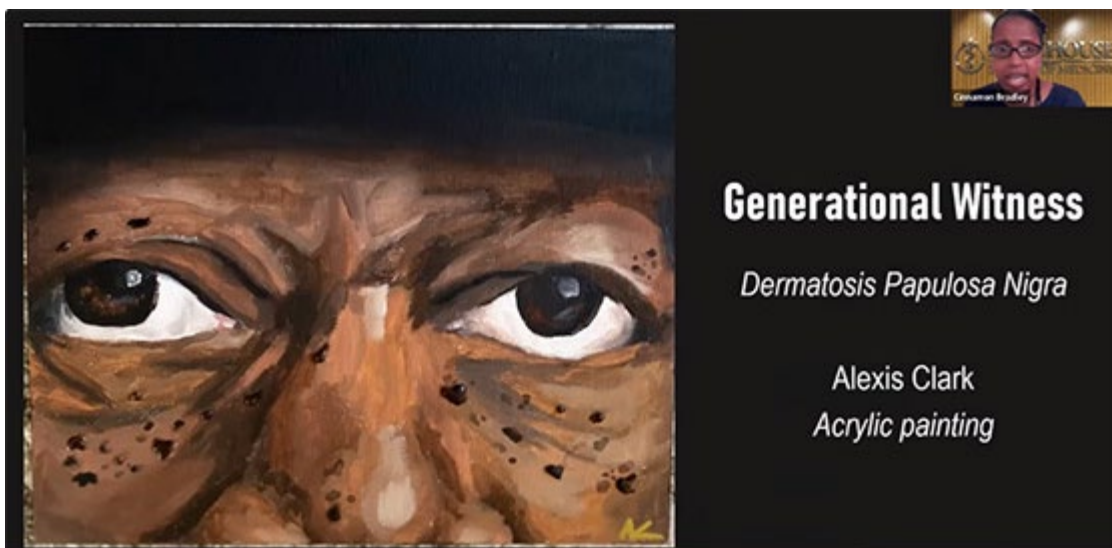
The Fundamental Role
of the Arts and Humanities
in Medical Education



April 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 Virtual Forum on the Art of Diagnosis



The AAMC, the Society to Improve Diagnosis in Medicine (SIDM), and the Gordon and Betty Moore Foundation awarded \$5,000 to four medical schools to host events where undergraduate medical students could present creative works related to their experiences with diagnosis, diagnostic error, or learning the diagnostic process.

On April 6, the AAMC hosted a virtual forum with representatives from each of the awarded schools who presented summaries of their events and selected work from medical student artists and writers. [A recording of the event is now available](#).

Academic Medicine: Call for Letters from Trainees, Call for Cover Art

Academic Medicine is seeking original submissions for its Letters to the Editor feature from medical students, residents, fellows, and trainees in other health professions on the topic of a transformative moment in your professional journey. [Submit your letter](#) between

May 23- and May 27.

Additionally, *Academic Medicine* is seeking original artwork related to an academic medicine experience for its popular cover art feature. The journal's cover design prominently features original artwork, and artists will have an opportunity to submit their work for consideration by an expert panel of reviewers. [Submit your artwork](#) between June 1 and June 30.

Featured FRAHME Grantee: Virginia Commonwealth University School of Medicine



Each month, we feature one of our [eight FRAHME grantees](#). This month we spoke with Elizabeth Byland, Alan Dow, MD, and Cherie Edwards, PhD, of Virginia Commonwealth University School of Medicine.

Through their grant, "Applied Improv to Impact Homelessness," the team has brought together health care students and individuals who lack housing. They are using techniques of applied improv to explore, play, trust, co-create, and ultimately empower these individuals to apply these principles to their personal and professional lives. Each 75-minute improv session includes interactive activities to develop abilities in leadership and advocacy in a supportive environment.

What does this work mean to your team?

Similar to those in health care, individuals moving through homelessness are constantly facing uncertainty and ever-evolving challenges due to systemic organizational practices, but it's rare that both of these groups come together to collaborate and engage in compassionate conversations. Improv is a powerful and practical method that provides a sense of togetherness and addresses these challenges as one unified team.

What kinds of improv exercises has the group taken part in?

They really thrive doing exercises that allow them to get out of their head, and into their bodies. The more physical the exercise, the less time they have to over analyze and listen to all those thoughts fueled by fear and doubt. The ego works so hard to protect us from feeling discomfort, but when we channel that energy away from the ego, and put ourselves into a state of motion, it's easier to let go of the inhibitions and tap into our most creative and playful selves!

Our most meaningful moments always happen in our debrief at the very end of each session. We do something called "Positive Shout-Outs" where each participant shares a positive observation that affirms their colleagues and allows them to truly give thanks and celebrate others. One time a community client gave another client a positive shout out by saying "I want to shout you out because after each session you go back upstairs and you're in such a positive energetic mood. You've really opened up. And that's the reason why I came here tonight – I saw the impact that this has had on you, and it made me want to feel that same joy!"

FRAHME Getting Started Guide offers activity ideas for arts and humanities integration

[The FRAHME Getting Started Guide](#) offers activity ideas using the visual and performing arts as well as history and literature that medical educators can use with their students to help teach medical competencies. The 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.

Call for Proposals: Engaging the Health Humanities to Further Health Equity and Justice

On July 26 from 1-5 p.m. ET, the AAMC Northeast Group on Educational Affairs will co-host a virtual conference titled "[Engaging the Health Humanities to further Health Equity and Justice: Innovations in Education and Research](#)." The hosts are seeking proposals for oral presentations/short talks and workshops/small group discussions. Submissions can focus on any level of medical education (UME, GME, CPD/faculty development) as well as curricular, co-curricular, and/or extracurricular initiatives. Abstracts are due by May 13.

Academic Medicine articles receive ABIM Foundation Professionalism Article Prize

The ABIM Foundation recently [named the winners](#) of the 12th annual John A. Benson Jr., MD Professionalism Article Prize recognizing articles published in peer-reviewed journals in 2021. Two *Academic Medicine* articles were among the honorees. An Invited Commentary, "[We Burn Out, We Break, We Die](#)," by Christopher Thomas Veal, MD, was a first-person narrative winner. The research winner was "[Adverse Childhood Experiences in Trainees and Physicians With Professionalism Lapses: Implications for Medical](#)

[Education and Remediation](#),” by Betsy White Williams, PhD, MPH, Dillon Welindt, Frederic W. Hafferty, PhD, Anna Stumps, Philip Flanders, PhD, and Michael V. Williams, PhD.

Happy National Poetry Month!

In honor of National Poetry Month, we are highlighting two collections of poems by AAMC constituents that were gathered in 2020-2021 for our initiative "Creative Expressions During Times of Uncertainty." These poems offered a way for physicians, residents, and medical students to reflect on the uncertainty surrounding the twin pandemics of COVID-19 and racial injustice.

The first collection includes [over two hundred 55-word stories and poems](#) written by health care professionals and trainees on topics such as family, disconnection, grief and loss, hope and gratitude, and racism.

The second collection is a result of a partnership with The Good Listening Project (TGLP) to offer constituents a listening poet experience. TGLP listener poets conducted over 200 interviews with health professionals and trainees and subsequently transformed the conversations into original works of poetry. In addition to the [text versions of these poems](#), The Good Listening Project also created a podcast around this partnership. [In each of the 15 podcast episodes](#), listener poets bring you three poems along with the stories behind the conversations that inspired each poem.

Featured Artwork



The Japanese *Do* Associated With Medical Professionalism by Shunsuke Kimura, MD. Kimura is a cardiologist at Machida Municipal Hospital in Japan. He produced this artwork while he was a PhD student at the Medical Education Center, Graduate School of Medicine, Kyoto University.

Artist's Statement:

This Japanese calligraphy (*shodo*) portrays the *kanji* character *do*, which is also a part of the word *shodo*. In Japanese, the character *do* means a road, a route, a way, a field, and morals. Most Japanese people, including myself, associate the character *do* with exploring truth, goodness, and beauty.

Although the Japanese word for medicine, *igaku*, does not include the character *do*, the classic word *ido* still remains in Japan as a term for medical professionalism. As [Nishigori et al.](#) (2014) mentioned in *Academic Medicine*, the concept of *do* underlies medical professionalism in Japan. Medicine as *do* has always developed my mind and morals as both a physician and a person.

Recently, I worked with Nishigori and my own *shodo* master to conduct faculty development programs on medical professionalism and *do*. The *shodo* practice—with a pleasure of unexpected success and a fear of failure—reminded the facilitators and participants to keep refining their minds and morals as physicians and educators.

This *shodo* work above conveys the spirit of the Japanese *do*. I drew the character *do* with a single stroke to represent a physician's lifelong journey using clear gray-blue ink extracted from pine smoke. The contrast of the “straight-curved,” “plentiful-scarce,” and “bold-delicate” lines corresponds to the determination and hesitation that medical students and physicians encounter when advancing their careers.

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