



## The Fundamental Role of the Arts and Humanities in Medical Education



### April 2023 FRAHME Newsletter

This 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](#).

### Please Give Us Your Feedback on the FRAHME Initiative

Has this newsletter and other FRAHME resources supported you in improving the integration of arts and humanities into medical education? How can we best support you moving forward? [Please take this 10 question survey](#) by May 12 to let us know how we're doing.

### Apply for a \$5,000 Award to Host an Event on the Art of Diagnosis



The AAMC, in partnership with the Society to Improve Diagnosis in Medicine (SIDM) and

the Gordon and Betty Moore Foundation, is now accepting applications for the 2023-2024 Art of Diagnosis Program.

AAMC member institutions are invited to apply for one of four \$5,000 awards to host an event that would display or present creative works (from the literary, visual, or performing arts) of undergraduate medical students related to their experiences with diagnosis, diagnostic error, or learning the diagnostic process.

[Learn more](#)

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### ***Academic Medicine* Accepting Cover Art Submissions Until April 28**



The AAMC peer-reviewed journal *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. The submission period is now open and will close on April 28.

[Learn more](#)

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### **Using Film to Teach Communication Skills, Patient Care, and Other Medical Competencies**

Bringing film into medical education can offer a wealth of opportunities for students to learn essential skills and promote critical thinking. For example:

- [Worlds Apart](#): A series of four films, each 15 minutes in length, that tells the story of four culturally diverse patients and their families faced with making critical medical decisions as they navigate the health care system. This [Facilitator's Guide](#) from the Stanford University Center for Biomedical Ethics is specifically designed for use with health professions learners.

- [16 and Recovering](#): A four-part MTV documentary series that follows the lives of students at a recovery high school who are navigating substance use and mental health disorders. The [discussion guide](#) offers background about addiction as well suggested questions for each episode.
- [Keeper of the House](#): A 15-minute documentary video featuring environmental service workers at Duke Hospital who reflect on their contributions to healing. Learners can [read this related article](#) about a COVID patient and the support he received from a hospital housekeeper, and have a follow up discussion about hierarchy and the role of different staff in their institutions.

See the [FRAHME Getting Started Guide](#) for additional film recommendations and resources.

The FRAHME Getting Started Guide is designed for educators who are new to incorporating arts and humanities into their programs, courses, or curricula. It provides specific ideas and examples for integrating the arts and humanities into competency-based medical education. Activities were selected due to their ability to be conducted at low cost with any group of learners, regardless of developmental stage or specialty.

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## **Of Vital Importance: Integrating the Arts and Humanities in Medical Education**

At the recent annual conference of the Northeast Group on Educational Affairs, Elizabeth Gaufberg, MD, MPH gave a plenary talk titled "Of Vital Importance: Integrating the Arts and Humanities in Medical Education." Dr. Gaufberg, co-author of [The Fundamental Role of the Arts and Humanities in Medical Education](#), explored the conference theme of "vitality" through a range of arts and humanities applications, reviewed the work of the FRAHME initiative, and led the audience through a personal response tour using visual images to reflect on core values.

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## **Arts and Humanities in Academic Medicine**

### **[Drama Training as a Tool to Teach Medical Trainees Communication Skills: A Scoping Review](#)**

Bernard A Landry-Wegener, Timothy Kaniecki, Julia Gips, Rachael Lebo, Rachel B Levine. *Academic Medicine*: December 12, 2022.

Recognizing the similarities between the skills an actor needs and those required of a physician in clinical communication, medical educators have begun to create drama-based interventions to teach communication skills. A systematic search of the literature revealed 30 articles that met authors' inclusion criteria. A scoping review revealed that 83% of those articles described programs that use acting and improvisation exercises, 30% that used some or all of the conventions of forum theater, and 10% that used dramatic performance. Most of the classes were elective and involved a member of the theatrical community. Although low overall study quality limited the strength of the

evidence, of the 8 articles that evaluated learners' knowledge, skills, and/or behaviors, the majority showed an initial improvement in communication skills post-intervention.

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## **Bearing Witness: Storytelling by Health Care Professionals and Learners During Times of Uncertainty**

A new article published by *Reflective MedEd* highlights the AAMC's collection of hundreds of stories, reflections, and poetry – both oral and written – from health care professionals between the fall of 2020 and the spring of 2021. These creative expressions offered a way for physicians, residents, and medical students to reflect on the uncertainty surrounding the twin pandemics of COVID-19 and racial injustice. [Read more](#)

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### **Featured Poetry from AAMC Constituents**

Wake up, get up, login, treat  
Hear their stories  
Uncertainty, oppression, chaos, defeat  
Fearful eyes, painful voices  
Gulping reality one sip at a time like scalding coffee  
Listen, support, find common ground  
Fatigue rising, shields engaging, boundaries setting  
Wake up, get up, login, treat

Israel M. Labao, MD, MPH, Resident

This poem is part of a collection of [hundreds of contributions](#) to the AAMC's 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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### **Featured Artwork from AAMC Constituents**



"We Are Who We Are" by [Alyssa Abdelnour](#), medical student, Michigan State University

Artist's Statement:

As I was painting this piece, I wanted to capture all human beings as one. After seeing patient after patient, I had noticed the many external differences, but had also seen that internally we are all similar and part of the human experience.

Each color on the inside of the human form represents the various pieces of personality within us all. These sections are intertwined and enhance the other parts within us. This painting represents the common links between people, while allowing the beauty of individuals to shine through.

As I become a future physician, I hope to learn about each unique person in front of me rather than treating them as just another patient.

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