



The Fundamental Role of the Arts and Humanities in Medical Education



June 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](#).

Thank You for Your Responses!

We want to extend our appreciation to all of you who took the recent FRAHME survey. We learned about how existing FRAHME resources have equipped you to make changes in your institutions and what kinds of resources and opportunities we could offer to connect colleagues with ideas and with each other.

As one participant put it, "I've been working in this field for most of my career and this is the first time that there has been a truly nationwide effort to promote the arts and humanities in medicine." We are thrilled to hear that our large scale efforts have helped individual educators and institutions integrate arts and humanities into medical education. Another respondent stated "This community has already proven to be a phenomenal resource, enabled incredible progress at our institution in a very short time frame, and enabled introductions and meetings with critical facilitators."

Stay tuned for developments in the next phase of FRAHME!

Virginia Commonwealth University School of Medicine Uses Improv to Impact Homelessness



[Funded by a FRAHME grant](#) to Virginia Commonwealth University School of Medicine, veterans and medical students have been gathering together for the past 18 months to learn the techniques of applied improvisation. Most commonly known for its use in comedy, improv is a method that goes beyond performance. It's a tool for life. At its core, improv is a system of interactive exercises that teach acceptance, self-advocacy, psychological safety, verbal and nonverbal communication, and group collaboration. [Check out this video](#) to learn more about how the veterans and medical students benefited from learning improv techniques.

This grant was made possible in part by the National Endowment for the Humanities. Any views, findings, conclusions, or recommendations expressed in this video do not necessarily represent those of the National Endowment for the Humanities.

Five Schools Selected to Host Events on the Art of Diagnosis

Diagnostic error is one of the most prevalent safety problems in health care 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:

- Albany Medical College
- San Juan Bautista School of Medicine
- University of California, Irvine School of Medicine
- University of Washington School of Medicine
- Vanderbilt University School of Medicine

In addition to the award, one student and faculty mentor from each institution will receive

travel, airfare and lodging to present their work at the SIDM Conference “The Future of Diagnosis: Achieving Excellence and Equity”, taking place in Cleveland, Ohio, October 8-11, 2023. [Registration will open soon.](#)

Save the Date! Join our Friends of FRAHME Gathering at Learn Serve Lead!

[Learn Serve Lead 2023: The AAMC Annual Meeting](#) will take place November 3-7 in Seattle, Washington. We will be hosting a Friends of FRAHME event on **Sunday, Nov. 5 at 4:30 PT** and we hope you will join us.

The AAMC is committed to supporting the integration of arts and humanities. By integrating arts and humanities throughout medical education, trainees and physicians can learn to be better observers and interpreters; and build empathy, communication and teamwork skills, and more. Through the FRAHME initiative, we provide and share resources to help medical educators start, develop, and/or improve the use of arts and humanities in their teaching. This is an opportunity for constituents to share their work and learn from one another. At this convening, we will bring together key stakeholders and the broader medical education community to build collaborative relationships, share findings, and identify common ground.

Webinar – Engaging the Health Humanities to Further Health Equity and Justice: Innovations in Learner Assessment

The AAMC Northeast Group on Education Affairs (NEGEA) Health Equity Alliance for Learning (HEAL) Special Interest Group and the Health Humanities as Teaching and Learning Strategy Special Interest Group present a free webinar on health equity and health humanities.

Proposals for oral presentations are due June 26. [See instructions](#)

The event will take place Wednesday, July 26 from 3:45 p.m.-6:15 p.m. ET. [Register here](#)

Arts and Humanities in *Academic Medicine*

[Exploring the Value of Improvisational Theater in Medical Education for Advancing the Doctor–Patient Relationship and Health Equity](#)

Rusiecki, Jennifer M; Nicola M. Orlov; James A. Dolan; Michael P. Smith; Mengqi Zhu; Marshall H. Chin. *Academic Medicine* 98(6S):p S46-S53, June 2023.

This article describes a 90-minute virtual improv workshop with first-year medical students where the goal was to help teach trainees about advancing health equity. Qualitative interview analysis showed that students thought the workshop helped develop interpersonal skills and encourage personal growth. Students noted the workshop helped them to be in the moment with patients and respond to the unexpected in ways more

traditional communication curricula have not. Authors present a conceptual model relating improv skills and equity teaching methods to advancing health equity.

Looking for Arts and Humanities Material to Use in Medical Education?

There are many resources designed specifically for helping medical educators find works of art, music, literature or film, or historical documents to use with learners. Below are a few examples. For more suggestions, check out our [list of repositories in the FRAHME Getting Started Guide](#).

- [The Bellevue Literary Review](#) has reading guides for topics such as memory, aging and infectious disease
- [The Burns Archive](#) has historical medical photographs
- [Rx Museum](#) has a gallery of visual art sorted by themes such as inequity, loneliness and renewal
- [The University of Watago Wellington](#) has a list of movies for undergraduate public health education

[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.

Featured Poetry from AAMC Constituents

I see you
Trying your best to smile, hoping the news is not too bad.
I see you
Holding the phone so tight your knuckles blanch, anxiously waiting for me to get to the point.
I see you
Hear the test results, gasping in disappointment, then the sobbing. Quiet.
I see you
Because I'm human too.

Evelyn Ilori, MD, PhD

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.

Featured Artwork from AAMC Constituents



"Meditation" by [Savita Rani](#), MD, MPH, PGY-4, Public Health and Preventive Medicine, University of Saskatchewan

Artist's Statement:

This image is made up of frenzied and energetic paint strokes in a rainbow of colours, but it depicts someone who appears calm, still, and grounded. This portrait is intended to embody anyone with experiences in academic medicine - learners, teachers, patients, practitioners, caregivers. Cultivating calm and inner stillness can be important when navigating the frenzy and intensity of health care settings.

In my professional life, I use art as a means of self-preservation and reflection, as well as for learning and teaching in my medical training.

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