



The Fundamental Role of the Arts and Humanities in Medical Education



September 2023 FRAHME Newsletter

This bi-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](#).

Call for facilitators; join us for Friends of FRAHME at Learn Serve Lead

If you are attending [Learn Serve Lead 2023: The AAMC Annual Meeting](#) in Seattle in November, we invite you to join us on **Sunday, Nov. 5 at 6 p.m. PT** for the Friends of FRAHME convening.

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 (Fundamental Role of Arts and Humanities in Medical Education), we provide and share resources to help medical educators start, develop, and/or improve the use of arts and humanities in their teaching.

This event offers 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.

We are currently seeking individuals to serve as facilitators for roundtable discussion of the [FRAHME Recommendations](#). If you are interested in learning more about this role, please send an email to frahme@aamc.org with the subject "Facilitator for Friends of FRAHME."

Save the date: Webinar in honor of International Holocaust Remembrance Day

On Jan. 25, 2024, from 12 p.m.-1:15 p.m. ET, the AAMC will host a virtual launch event for the forthcoming Report of the *Lancet* Commission on Medicine, Nazism and the Holocaust: Historical Evidence, Implications for Today, Teaching for Tomorrow.

With this report, the commission aims to provide a reliable, up-to-date documentation of the history of medicine during the Holocaust and a thorough analysis of the implications for medicine today, as well as present educational approaches to this field. Teaching this subject to health professions students promotes ethical conduct, moral development, courage to stand up against antisemitism, racism, and other forms of discrimination, and the formation of a history-informed professional identity based on compassion.

During the virtual event, Hedy S. Wald, PhD, Alpert Medical School of Brown University, and Sabine Hildebrandt, MD, Boston Children's Hospital/Harvard Medical School, will present a summary of the report and its recommendations for medical educators. Both Drs. Wald and Hildebrandt are commissioners of the Lancet Commission on Medicine and the Holocaust, of which Dr. Hildebrandt serves as co-chair.

Lancet Commission Student Advisory Council members Emma Nalinya, MD, and Max Stone, MD will present an overview of their work in implementing educational programs about medicine during the Holocaust for medical students in Africa and Canada, respectively. Kristin Sarsfield, an Oakland University Beaumont School of Medicine (OUWB) student, will discuss the personal and professional impact of the OUWB study trip to Auschwitz.

Please consider offering a post-seminar discussion or other activity at your institution to extend the learning. Registration details will be included in a future newsletter.

Submit your creative work for National Arts and Humanities Month!



October is [National Arts and Humanities Month](#) and we'd love to feature your artwork, poetry, or 55-word story in our next issue of the FRAHME newsletter. The creative work can be on any topic. Please send the following information to FRAHME@aamc.org **by Friday Oct. 6** to have your work considered for publication.

Email subject: National Arts and Humanities Month submission

- Your name and degree or title (MD, EdD, medical student, etc)
 - Your institution
 - Your submission of visual art, a poem less than 12 lines long, or a [55-word story](#)
 - The title of your work
-

Albany Medical College hosts pop-up exhibition of student and faculty work



Photograph by Harini Venkataganesh

Diagnostic error is one of the most prevalent safety problems in health care today. 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 previously awarded five AAMC member institutions grants to host events that would display or present creative works of undergraduate medical students related to their experiences with diagnosis, diagnostic error, or learning the diagnostic process.

At the end of August, Albany Medical College hosted "Being Human: Form and Frailty," a pop-up exhibition held at Albany Center Gallery. Over 300 visitors to the exhibition experienced visual arts and written word that showcased the experience of being human as seen through the eyes of medical students and faculty. On the final night, the exhibit culminated in an Artists' Reception and Celebration attended by 150 attendees that included open mic performances, live music, and dance performances by students, and interactive art led by a local artist.

Katherine Wagner, MD, who organized the event in partnership with medical student Andrew Kwok, said the celebration was the highlight of the event: "The experience of connecting with each other in new ways and gaining added perspective on what it means to be human, as well as what it means to be a medical professional, was remarkable. It was a powerful and moving afternoon that seemed to bring added light into our college community."

"Students seemed to gain real insight into the importance of recognizing how our own experiences can alter interpretation and assessment of patient stories," Wagner remarked.

Both Wagner and Kwok have received complimentary travel, airfare, and lodging to present their work at the SIDM conference "[The Future of Diagnosis: Achieving Excellence and Equity](#)", taking place in Cleveland on Oct. 8-11.

Teaching and Learning Moments in *Academic Medicine*

Each month, *Academic Medicine* features short first-person narrative essays in their "Teaching and Learning Moments" section. These essays describe experiences related to the art or science of teaching, learning, or practicing medicine. Click the links below to access the full text of essays from the past few months:

- [Treat a Patient, Guide a Person](#) by Benjamin J. Chiang, MD
- [When the Student Gave Me Feedback](#) by Belinda Fu, MD
- [Laying Eyes on the Medical Student](#) by Aldis H. Petriceks
- [Pink Toenails on a Tuesday](#) by Meher Kalkat

Using the Visual Arts to Teach Medical Competencies

The FRAHME Getting Started Guide offers many examples of how visual art can be useful in teaching medical competencies:

- Some medical schools have embraced [interaction between artists and medical students in the anatomy lab](#) so that learners can understand anatomy in both 2D and 3D
- The Guide includes instructions for two exercises ([Looking 10x2](#) and [Describe and Draw](#)) that can help teach the Patient Care competency
- [Examining professional identity through mask-making](#) can aid students in learning the Practice-based Learning and Improvement competency

You can find even more examples of activities in [The FRAHME Getting Started Guide](#), designed for educators who are new to incorporating arts and humanities into their programs, courses, or curricula. The guide 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 Artwork from AAMC Constituents



"4c Queen" by Eniola Gros, MD, Case Western Reserve University - University Hospitals
Department of Emergency Medicine

Artist's Statement:

This artwork was created digitally on an iPad. I used an original profile-angle photograph of my sister to digitally create a filter and oil headpiece. This piece is entitled "4c Queen."

With the release of the [2022 natural hair and cultural headwear anti-discrimination policy from the American Medical Association](#), I wanted to depict the coarsest categorized texture of hair (4c) in a royal light.

Black hair, by its very nature, is versatile, eclectic, and should be celebrated. The hair pick is a historical staple in the Black community and was arranged in this piece to represent a crown. With this piece, it is my hope that we can continue to elevate and welcome diversity in addition to its many representations within medicine.