



The Fundamental Role of the Arts and Humanities in Medical Education



June 2024 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](#).

Launch of FRAHME Virtual Community: Seeking Volunteers!



**Learning and growing together
to address the future of
academic medicine**

[The AAMC Communities Network](#) is a private, members-only space where those working in academic medicine can engage in discussion spaces on topics of interest. There are currently 50 virtual communities available on topics ranging from curriculum development to climate action.

The FRAHME initiative will soon be launching a community focused on arts and humanities in health professions education, where members can come together to share ideas and insights, ask questions, and grow professionally.

We are seeking volunteers! Would you like to join as an early adopter to help us get the community up and running? Email Brandy King at bking@aamc.org with "Early Adopter" in the subject line.

Recording Available: Exploring the Integration of Arts and Humanities for Teaching Health Equity

On June 12, the AAMC held a webinar on integrating arts and humanities into medical education to promote awareness and understanding of concepts in health equity. Moderator Horace DeLisser, MD, provided an overview of why arts and humanities are an ideal vehicle for teaching about this topic and speakers Nicola Orlov, MD, and Jennifer Rusiecki, MD, demonstrated how they have used medical improv with their students. The recording of this webinar is now available; free registration is required.

[View Recording](#)

Recent Literature on Arts and Humanities Published in *Academic Medicine* and *MedEdPORTAL*

Presence With Patients is a Gift: Building Meaningful Patient Relationships

On this episode of the “*Academic Medicine* Podcast,” Katherine Chretien, MD, Grant Wilson, MD, and Michelle York, MD, join host Toni Gallo to discuss the small but impactful ways they show their patients they care. Dr. Chretien talks about why she wrote her essay [Biopsy](#) and discusses a meaningful narrative medicine writing exercise that she assigns to her students.

[Listen now](#)

Near Naked Vulnerability

On this episode of the “*Academic Medicine* Podcast,” Gretchen A. Case and Karly Pippitt read their essay [Near Naked Vulnerability](#) and reflect on an assignment students are given to paint anatomical structures like organs, blood vessels, bones, and muscles onto the bodies of volunteer models.

[Listen now](#)

Academic Medicine Cover Art Honorable Mentions

In 2023, *Academic Medicine* issued its third call for cover art, which prompted an overwhelming number of submissions. Since only a fraction of the submissions can be used for journal covers, several pieces received an honorable mention for work that was universally admired by the editors, but was unable to be used on a cover.

[See artwork](#)

What Else We're Reading

[Music as medicine: The science and clinical practice](#), National Institutes of Health SoundHealth is a partnership of The National Institutes of Health and the John F. Kennedy Center for the Performing Arts. This summary provides highlights of the last seven years in advancing scientific research on music and health and offers insights into the next phase of research.

[In their own words: Medical students reflect on their journeys](#), *AAMCNews*
Through 55-word stories, students share aspects of their medical school experiences — from meaningful patient encounters to moments of joy and heartbreak.

[The Tchaikovsky cure for worry](#), *The Atlantic*
Modern research in neuroscience and psychology reveals that active engagement in creative pursuits is an effective way to gain relief from negative emotions and see the world in a much more positive way.

[Novel integration of a health equity immersion curriculum in medical training](#), *Journal of Medical Humanities*
Authors describe a longitudinal health equity curriculum for a Hospice and Palliative Medicine fellowship designed to give trainees exposure to the concept of structural violence and how it affects clinical care.

[By medical students, for medical students: A narrative medicine antiracism program](#), *Journal of Medical Education and Curricular Development*
Authors describe a virtual, peer-facilitated antiracism narrative medicine program designed by and for preclinical medical students.

[Bringing abstract concepts to life: A health humanities-based approach to teaching social determinants of health](#), *AEM Education and Training*
Authors describe a longitudinal GME health humanities-based curriculum integrating narrative medicine and visual thinking strategies with evidence-based practices for addressing social determinants of health clinical practice.

Featured Artwork from AAMC Constituents



Joy While Pursuing Medicine, photographed by Marie Jones, MRJ Photography

Medical schools need to develop and implement intentional recruitment and retention programs to increase the racial and ethnic diversity of incoming classes of medical students. Research findings concluded a decrease in diversity among applicants from 2002-2017 ([Lett et al., 2019](#)). This finding could also suggest a disconnect between African American and Black prospective medical students and medical school recruiters.

Suppose a majority-white medical school wants to increase the percentage of applicants among African American and Black students who apply to and matriculate into their educational programs. In that case, a plan needs to be in place that supports cultivating positive relationships. At LSU Health Shreveport, we look to historically Black colleges and universities (HBCUs) as a solution to increasing the number of African American and Black students who apply to and enroll in our medical education programs.

Past researchers concluded students are encouraged to be successful in a classroom environment by mastering the content and enjoying the learning experience ([Cortright et al., 2015](#)). Also, a student's intrinsic motivation will flourish when students feel a sense of security and relatedness ([Deci & Ryan, 2000](#)). Our leadership team acknowledges that a positive academic medical experience starts during recruitment and sets the segue into molding a medical school cohort full of energized and enthusiastic future practicing physicians.

This picture was taken at the 2021 LSU Health Shreveport's HBCU Educational Conference. This conference is part of a recruitment strategy designed to attract more African American and Black students, which could increase the number of medical school applications and matriculants we receive among this student group. The photo captures the joy of the prospective medical student's level at a conference where he felt comfortable and valued.

*Written by Toni Thibeaux, EdD, MPH, Assistant Vice Chancellor for Diversity Affairs,
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