



The Fundamental Role
of the Arts and Humanities
in Medical Education



October 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](#).

Check Out Our New Resource Bundle!



October is [National Arts and Humanities Month](#) and November is Arts in Health Month! Both offer great opportunities to plan events or activities to celebrate the contribution of arts and humanities to education, healing, health, and wellness. Check out our brand new [Resource Bundle for Arts and Humanities in Health Professions Education](#) to see publications and activity ideas that will help educators start, develop, and/or improve the use of arts and humanities in their teaching.

Join Us at Learn Serve Lead 2024: The AAMC Annual Meeting!



For those attending [Learn Serve Lead 2024: The AAMC Annual Meeting](#) in Atlanta, GA next month, we invite you to join us at the Friends of FRAHME session on Monday night.

Friends of FRAHME

Monday, Nov. 11, 2024

4:30-6 p.m. ET

Omni Atlanta Hotel - Room Dogwood B

This session is open to all who are interested in exploring arts and humanities in medical education. By integrating arts and humanities throughout medical education, trainees and physicians can learn to be better observers and interpreters, build empathy, communication and teamwork skills, and more. Through the FRAHME initiative, the AAMC provides and shares resources to help medical educators start, develop, and/or improve the use of arts and humanities in their teaching.

This session will include seven lightning talk presentations about innovations in teaching using arts and humanities:

Visual Thinking Strategies: How Art is Forming Better Physicians

Donald E. Carter, III, DBE, MDiv, MBA, Mercer University Medical School

Layers of Medicine

Gretchen A. Case, PhD, MA, University of Utah

Sewing the SEAMs: Surgical Education in the Art Museum

Stephanie M Cohen, MD, Beth Israel Deaconess Medical Center and Harvard Medical School

And Now for Something Completely Different: Medical Improv Training for Street Medicine Teams

Robert J. Hyde, MD, MA, Mayo Clinic

Utilizing FRAHME to Develop a Medical Humanities Curriculum for the Family & Community Medicine Residency Program

Yumi Shirai, PhD, University of Arizona, College of Medicine

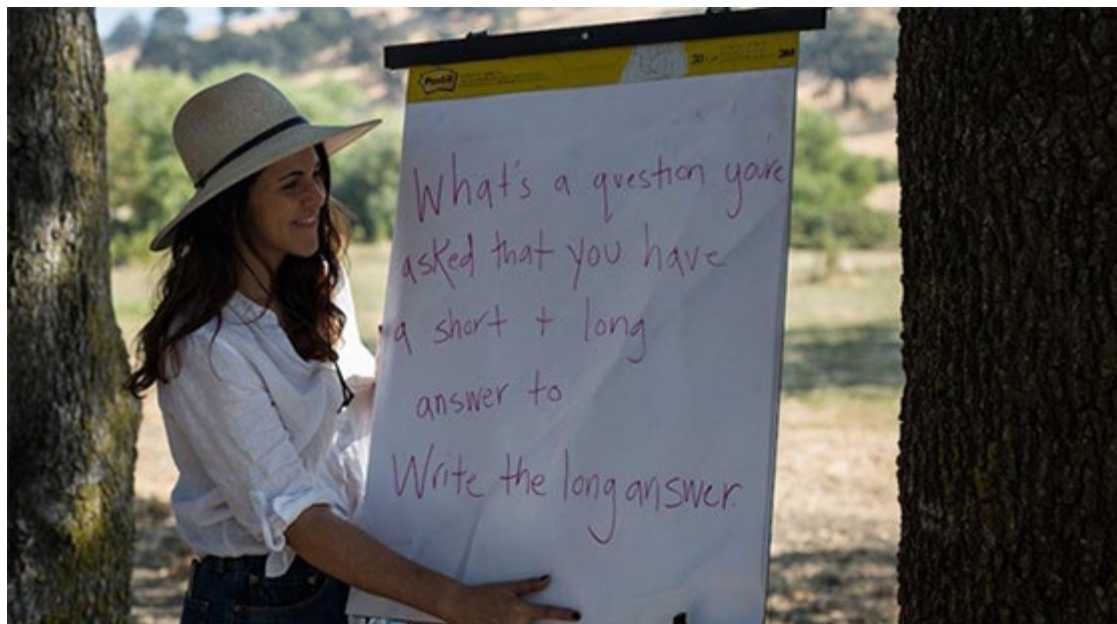
Health Humanities Portrait Approach: an Innovative Way to Teach about the Illness Experience

Sandy Sufian, PhD, MPH, University of Illinois College of Medicine and College of Applied Health Sciences

A Novel For-Credit DEI Humanities Co-Curriculum

Megan Voeller, MA, Thomas Jefferson University

Storytelling for Health Care Workers



[A recent AAMCNews article](#) highlights the work of Laura Braitman, PhD, director of writing and storytelling at the Stanford University School of Medicine's Medical Humanities and the Arts Program. Dr. Braitman created "Writing Medicine," a Zoom writing workshop designed to reach beyond the students and faculty in her program and serve as a resource to health care workers and their families everywhere.

Join Our Virtual Community! Arts and Humanities in Health Professions Education

The FRAHME initiative has created a virtual community, "Arts and Humanities in Health Professions Education," where members can come together to share ideas and insights, ask questions, and grow professionally.

This group is hosted on the AAMC Communities Network – a free, private, members-only space where those working in academic medicine can engage in discussions on topics of interest.

To join the community, register for the AAMC Communities platform:

1. Go to <https://communities.aamc.org/home> and click "Register for AAMC Communities" in the box at the top of your screen.
2. Enter your information under "Not registered yet? Request an account."
3. Select "Arts and Humanities in Health Professions Education" from the dropdown menu.
4. `orderedList`
5. Click "Sign In" to complete your account. It can take up to one business day for your account to be approved. You will receive a welcome email that confirms your registration.

Please note: Even if you have an email address and password for AAMC.org, you will need to create a separate login for the AAMC Communities as it is hosted on a different platform. You may use the same email address and password for both.

If you already have an AAMC Communities account:

1. Log into your account,
2. Click on "All Communities"
3. Click to join the Arts and Humanities in Health Professions Education community.

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

The Arnold P. Gold Foundation holds the annual Dr. Hope Babette Tang Humanism in Healthcare Essay Contest to encourage medical and nursing students to reflect on their experiences and engage in narrative writing. Winning essays are published in *Academic Medicine* and the *Journal of Professional Nursing*. Here are two of the winning essays:

[A Quiet Place](#) by Erin Bowdish, The Valley Foundation School of Nursing at San José State University "I worked carefully and reverently, looking at the evidence of time etched in the creases on his hands, the fading whispers of old tattoos on his broad chest. Then I lowered the bed and placed another warm blanket over his body, arranging him like I would tuck my beloved children into bed, safe and sound for a restful sleep."

[A Place for Grief](#) by Danielle Collins, Johns Hopkins University School of Medicine "I never knew my brother, but because of him, I know that medicine is so much more than laboratory values, the history of present illness, a quick physical. Medicine is the patient, everything they are, and everyone who loves them."

What Else We're Reading

[Developing as a Physician: Visual Arts in Medical Education](#), *Neurology Education*

"Art can bridge the gap between personal and professional identities, emphasizing the humanity inherent in medical practice and offering a space to reflect both individually and

as a group. This is exemplified by a novel Arts and Humanities workshop at the Harvard Art Museum that I participated in as a first-year medical student."

[The Museum As a Shared Space: Developing Contextual and Cross-Disciplinary Approaches to Arts-Based Education](#), *Advances in Medical Education and Practice Outside the Frame*, an elective at Emory University School of Medicine, included didactic components, hands-on crafting activities, presentations, and discussion groups. This pilot innovation demonstrates that a methodical framework to arts-based learning can elevate the role of context in a standardized museum education curriculum.

[Narrative Medicine in Hospice and Palliative Care: A Longitudinal Fellowship Curriculum Pilot](#), *American Journal of Hospice and Palliative Care*

A one-year longitudinal narrative medicine curriculum for hospice and palliative medicine fellows included six monthly 45-minute sessions of reading literature, reflective writing, and sharing creative work. Longitudinal impact showed sustained increase in trainee comfort and interest in using narrative medicine in their future clinical practice.

[Using Improvisation To Enhance Communication Skills In 4th Year Medical Students](#), *Medical Education*

The Medical Improv class at Penn State College of Medicine offers medical students an introduction to the basic skills of improvisation and an understanding of how they can be used in a variety of clinical settings. This approach has been shown to help students respond to unexpected events, address patient concerns, and communicate more confidently.

[The Art of Medicine: Applying the Visual Thinking Strategy to Radiology](#), *Cureus*

First- and second-year medical students showed a significant improvement in observational and descriptive skills when describing radiologic images after three virtual one-hour sessions of visual thinking strategy (VTS) training. This improvement was retained after six months.

Featured Artwork from AAMC Constituents



Artwork #2 in the series *What Lives On Our Faces* by Sydney Lo

Artist's Statement:

This artwork is from a series of five portrait oil paintings titled “What Lives on Our Faces.” The series explores the characteristics and features that make us who we are and the microbiome that we foster on our skin.

As a medical student and dermatology researcher in atopic dermatitis and chronobiology, I am interested in the relationship people have with the bacteria on their skin. For many, the bacteria are invisible and unnoticed. For some, they are the source of shame, unjustly characterized as “dirty,” and blamed for conditions like acne vulgaris, hidradenitis suppurativa, and psoriasis. Moreover, with the COVID-19 pandemic, many were forced to become hyper-aware of contact and contamination with the bacteria and viruses around them. I wanted to showcase the beauty of bacteria and how they can live harmoniously with the human body and as part of us.

The project had two separate focuses: the painting and the microbiology. The painting is water-based oil, with portrait art training funded through the University of Minnesota's Center for Art of Medicine 2022 Fisch Art Award. Alongside the painting, I worked with Ryan Hunter, PhD, in the Hunter Lab to grow bacterial cultures. I grew bacteria from the lab as well as bacteria harvested from my own skin and my home. Bacteria cultures were fixed in resin and attached to the oil paintings. Ultimately, this process blended scientific experimentation with artistic exploration as seamlessly as the bacterial cultures blended into paint to produce a complete perspective of a person.