



The Fundamental Role  
of the Arts and Humanities  
in Medical Education



## December 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](#).

## Webinar: Enhancing Well-being through Visual Arts in Health Professions Education

What are the novel, engaging, and evidence-based ways in which visual arts-based pedagogy can help enhance the well-being of health professions learners?

[Join us on Jan. 15 at 12 p.m. ET](#) for an insightful and interactive webinar on how to enhance well-being through the use of visual arts in health professions education. Participants will take part in a visual arts exercise, then three health professions educators will describe the visual arts programs they designed using evidence-based strategies to enhance flourishing, build common ground and increase well-being across learner levels. Don't miss this opportunity to learn about ways to enhance your teaching practice and uplift the well-being of your educational community!

**Speakers:** Kamna Balhara, MD, MA; Margaret Chisolm, MD; Deepthiman Gowda, MD, MPH, MS

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## Friends of FRAHME: A Lively Evening in Atlanta



In November, the AAMC hosted the 3rd annual Friends of FRAHME session during Learn Serve Lead 2024: The AAMC Annual Meeting in Atlanta, GA. This session was open to all attending the conference and interested in exploring arts and humanities in medical education.

The session opened with an introduction to the [Colorado Resiliency Arts Lab \(CORAL\)](#), followed by lightning talks by seven speakers who presented their innovations in teaching using arts and humanities. Slides can be found in the [AAMC Arts and Humanities in Health Professions Education Virtual Community](#) (login required, see below for instructions on how to join).

Meg Chisolm, MD, shared an update on the December 2023 gathering "Being Human: Envisioning the Future of Museum-based Health Professions Education." To end the gathering, Alice Fornari, EdD, and Mary Kollmer Horton, MPH, MA, PhD, shared updates from the Health Humanities Special Interest Groups of AAMC's Northeast Group on Educational Affairs (NEGEA) and Southern Group on Education Affairs (SGEA), including an announcement about a joint webinar featuring CORAL on Jan. 28 (see below for details). Attendees enjoyed lively discussion with colleagues passionate about the arts and humanities in medical education. We are grateful to all the speakers for sharing their important work.

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**Webinar: The Colorado Resiliency Arts Lab (CORAL) – Alleviating the Healthcare Professional Burnout Crisis with Creative Arts Therapy**

# The Colorado Resiliency Arts Lab (CORAL)

Alleviating the Healthcare Professional Burnout Crisis with Creative Arts Therapy



[On Jan. 28 at 5 p.m. ET](#), join the AAMC's NEGEA and SGEA Health Humanities Special Interest Groups for a webinar about the [Colorado Resiliency Arts Lab \(CORAL\)](#). Marc Moss, MD, will share how this innovative initiative at the University of Colorado School of Medicine and Anschutz Medical Campus combines visual, physical, musical, and written expression therapies and techniques to help health care providers navigate their own holistic health.

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## Elizabeth Gauferg, MD Receives the 2024 Pearl Birnbaum Hurwitz Humanism in Healthcare Award

Congratulations to Elizabeth Gauferg, MD, co-author of the AAMC report [The Fundamental Role of the Arts and Humanities in Medical Education](#). Gauferg is the recipient of the 2024 [Pearl Birnbaum Hurwitz Humanism in Healthcare Award](#). This award is given annually to a woman who exemplifies humanism and has advanced health equity and kind, safe, trustworthy health care through her scholarship, advocacy, and leadership.

An associate professor of medicine and psychiatry at Harvard Medical School, Gauferg has been a member of the medical staff at the Cambridge Health Alliance for three decades. Kathleen Reeves, MD, president and CEO of the Gold Foundation reflected, "Through her teaching and mentorship of medical students and resident physicians, and her ability to tap art and creative expression to increase human connection, Dr. Gauferg has changed our world for the better."

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**Join the FRAHME Virtual Community and Check Out Our New Resource**

## Bundle!



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.

Over 230 members have joined the "Arts and Humanities in Health Professions Education" virtual community, hosted on the AAMC Communities Network. Anyone is welcome to join. Come share ideas and insights, ask questions, and grow professionally!

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

1. Go to [communities.aamc.org/home](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.
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## Recent Literature on Arts and Humanities Published in *Academic Medicine* and *MedEdPORTAL*

### [Patients, Peers, and Personal Identity: A Longitudinal Qualitative Study Exploring the Transformative Potential of the Arts and Humanities in Intern Training](#)

**Andrew R. Orr, MD, MEd; Farah Hussain, MD; Michelle Silver, MD; Oana Tomescu, MD, PhD; Dorene F. Balmer, PhD**

Fourteen internal medicine interns participated in a longitudinal qualitative study about the potential of a longitudinal curriculum incorporating arts and humanities to aid in their personal and professional development. Researchers found three common themes about the value of arts and humanities interventions: reclaiming a sense of self, building community, and surfacing empathy across time. [Listen to two of the authors discuss this study](#)

### [Medical Error: Using Storytelling and Reflection to Impact Resident Error Response Factors](#)

**Sherry Adkins, MD, MPH; Peter Reynolds, MD; Kelly Rabah, EdD, MSW, CPHQ CPHRM, CHC, SSGB; Stacy Flowers, PsyD**

This module aims to foster the sharing of personal medical error stories, to encourage the review and practice of error management and coping strategies, and to impact error response factors.

### [A Resident Narrative Medicine Curriculum to Promote Professional Identity Development: A Story-Based Intervention Grounded in Narrative Learning Theory](#)

**Michelle Silver, MD; Farah Hussain, MD**

These narrative medicine sessions for internal medicine residents use story-based learning to promote reflection and group discussion and foster healthy identity development.

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 four of the winning essays:

#### [\*\*Baby J.'s Song\*\*](#) by Hailey Sommerfield, University of Utah College of Nursing

"My heart drops as I receive report from the day-shift nurse. I have been debating whether I should leave nursing altogether. No one is meant to witness this much grief."

#### [\*\*A Drop of a Person\*\*](#) by Caterina Florissi, Harvard Medical School

"To care for a drop was to hold you in my palm as you quivered, silently releasing ripples of pain. It was to will the sneakiest of laughs, the smallest of smiles, and the softest of stares to the surface again."

#### [\*\*The Cat\*\*](#) by Megan McDowell, Brenau University

"There is an unspoken understanding that nursing is both an art and a science. Some

days, it means breaking the rules to allow a cat in the ICU."

### **[Apartment 5 on Dolphin Drive](#) by Noor Ahmed, Lake Erie College of Osteopathic Medicine**

"I reached out, and we briefly held each other in a warm embrace. I closed my eyes and was flooded with images of places we had been together: Squirrel City, the mess hall at Maple St. shelter, the methadone clinic at the veteran affairs medical center, and now, at his beautiful home."

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## **What Else We're Reading**

### **[Twelve Tips for Facilitating Visual Thinking Strategies with Medical Learners](#), *Advances in Medical Education and Practice***

Educators can apply the 12 tips on facilitating visual thinking strategies (VTS) described in this article to guide fruitful facilitation of VTS among medical learners, as well as to enhance discussion-based teaching in general.

### **[The Humanities in Palliative Medicine Training: Perspectives of Academic Palliative Medicine Physicians and Trainees](#), *BMC Medical Education***

Researchers conducted a survey of current palliative medicine residents and palliative medicine staff physicians at academic centers in Canada. Ninety percent of respondents stated that the humanities have an important role in medical training at the undergraduate and postgraduate levels, and 65% agreed that their own palliative medicine residency program would benefit from more humanities content.

### **[Exploring Bias in Health Care: Using Art to Facilitate a Narrative Medicine Approach among Third-Year Medical Students](#), *Southern Medical Journal***

A 90-minute "Narrative Medicine Rounds" session was implemented in the Family Medicine clerkship for all third-year medical students in the Florida International University Herbert Wertheim College of Medicine class of 2024. After the session, students completed an evaluation and submitted narrative essays. Fifty-one percent of respondents agreed that the session enhanced their understanding of bias in patient care and 47% percent agreed that the session made them more familiar with narrative medicine as a tool that they can use in patient care.

### **[Museum-Based Education in Health Professions Learning: A 5-Year Retrospective](#), *Perspectives on Medical Education***

This retrospective leverages the lessons learned from five years of experience implementing museum-based programs at one large academic institution to examine the various operational and logistical considerations in implementing a museum-based program for health professions learners.

### **[Narratives of Mental Illness and Well-being: A 6-Week Course Aiming to Improve Medical](#)**

[Student Empathy and Resilience Through the Creative Arts](#), *Academic Psychiatry*

This study evaluated the efficacy of a 2021 six-week seminar-style course for medical students focused on five mental states through the lens of visual arts, film, and literature to impact student capabilities. Pre- and post-course survey data demonstrates that the course improves students' empathy and resilience at statistically significant levels.

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**Featured Artwork from AAMC Constituents**



*The Butterflyroid* by [Stephanie Cohen, MD](#), surgical resident and clinical fellow in surgery at Beth Israel Deaconess Medical Center in Boston

**Artist's Statement:**

During my clinical rotation year in medical school, I met an elderly woman who underwent a thyroidectomy for thyroid cancer. She was hospitalized multiple times because she was

not compliant with taking her levothyroxine. When I asked her why she was not taking her thyroid medicine, she gestured to her thighs and said, "Why do I need to take a pill for my thighs?" Her health was deteriorating because no one explained her disease in a way that she could understand. This piece, which I call "The Butterflyroid," was inspired by the moment when I described the "butterfly gland in the neck" to this patient (though at the time I used a more accurate/representational diagram).

This particular patient interaction led to my desire to use art for research projects aimed to enhance communication—for students, trainees, and for patients (though the mechanisms of integration and actual artwork content vary for each specific audience).

My artwork tends to draw on my love for plays-on-words and to incorporate depictions of anatomy with literal interpretations of eponyms. This combination leads to lighthearted imagery and serves for discussion about communication in general. I am passionate about creating scientific drawings that are anatomically accurate for didactic purposes, and I also create art to celebrate the beauty of anatomy and to share my experiences of what it means to me to be a doctor. My medium of choice is ink on bristol, as ink is very unforgiving and inerasable, and inspires confidence with making every line or dot. My drawings are often recognizable by how I use tight-knit stippling to shade as I enjoy the precision I have when treating light and shadow, and it demands slowing down and paying attention to detail.