ART FOR THE PHYSICIAN OPTIONAL ENRICHMENT ELECTIVE PROPOSAL

Full Course Name: Art for the Physician

Course Description:
This OEE will be a unique opportunity for undergraduate medical students to explore the integration of medicine and the visual arts. Art is an extremely useful tool for physicians. Physicians can use art to communicate complex procedures and medical concepts to patients, to provide therapy to patients, or to raise awareness about issues in healthcare. Physicians can also use art for self-reflection, well-being, and prevention of burnout. Students will learn about the history and importance of medical illustrators and art therapists. Students will also gain basic art skills in the context of medical illustration, graphic medicine, and art therapy. Students will be able to practice and use these skills to create a final project showcasing what they have learned during the OEE.

Affiliated UMMS Faculty & Staff:
Janice Lalikos, M.D. (Advisor), Division of Plastic Surgery, Department of Surgery
Victoria Rossetti, M.Sc., Librarian
Sherrilyn Sethi, D. MH, Family Medicine and Community Health

Other Affiliations:
Saebul Ryu, BFA, M.A., Art Therapist

Student Leaders:
Filia Van Dessel (SOM ’22)
Qiuwei Yang (SOM ’22)

Goals and Objectives:

Physician as Communicator
- Learn about how art can be used to improve doctor-patient communication and for patient expression
- Learn about how art therapy can be used as potential treatment

Physician as Person
- Learn about how art can be used for self-expression to promote self awareness, well-being, and prevent physician and medical student burnout

Physician as Advocate
- Learn how art can be used to raise awareness about patient experience and social issues.
<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Objectives</th>
<th>Presenters</th>
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<tbody>
<tr>
<td>Intro to Art for the Physician</td>
<td>9/10/19</td>
<td>● Introduce course, course requirements, syllabus</td>
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<td>● Learn about the history of art in medicine</td>
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<tr>
<td>Medical Illustration I</td>
<td>9/17/19</td>
<td>● Review history of medical illustration</td>
<td>Dr. Janice Lalikos</td>
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<td>● Learn about what it is like to be a medical illustrator and the role they</td>
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<td></td>
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<td>play within the field of medicine</td>
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<td>● Learn about techniques used in medical illustration (form, shading, etc.)</td>
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<td>● Exercise: Draw hands using pencil</td>
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<tr>
<td>Medical Illustration II</td>
<td>10/1/19</td>
<td>● Learn basic color theory</td>
<td>Dr. Janice Lalikos</td>
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<td></td>
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<td>● Exercise: Draw hands in color</td>
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<tr>
<td>Art Therapy</td>
<td>10/7/19</td>
<td>● Review the history of art therapy</td>
<td>Dr. Sherrilyn Setthi, Saebyul Ryu</td>
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<td>● Learn about what it is like to be an art therapist and the role they play</td>
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<td>within the field of medicine</td>
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<td>● Introduce major concepts of art therapy and misconceptions</td>
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<td>● Exercise: Use different media/modalities for different diagnoses</td>
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<tr>
<td>Art for the Self</td>
<td>10/22/19</td>
<td>● Introduce how physicians have used art to cope with burnout.</td>
<td>Dr. Sherrilyn Setthi, Saebyul Ryu</td>
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<td>● Exercise: Myself as Landscape</td>
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<tr>
<td>Graphic Medicine</td>
<td>11/19/19</td>
<td>● Review the history of graphic medicine</td>
<td>Victoria Rossetti</td>
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<td>● Introduce how patients and physicians use graphic medicine for treatment</td>
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<td>and/or to express their experiences in healthcare</td>
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<td>● Exercise: Create a graphic medicine panel</td>
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<td>Final Project</td>
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<td>Using one of the techniques introduced in the course, create a finished</td>
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<td>piece. Piece may be a continuation of an exercise completed during the course.</td>
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How the OEE will expand what’s being taught in the current curriculum:
Art is a heavily utilized but often under-emphasized aspect of patient care. Many physicians will draw out procedures or diagnoses when explaining medical concepts to patients or colleagues. Patients and physicians alike are beginning to use graphic novels or art exhibits to showcase their experience in medicine. However, it is rare to find art and illustration in the medical school curriculum. Some medical schools have begun offering electives for students that address this gap. For example, the Warren Alpert Medical School at Brown University offers seminars, such as “The Physician as Medical Illustrator” and “Introduction to Medical Illustration”, to help students improve their art skills and teach them how to better communicate with patients and colleagues through the visual arts. There are several efforts at UMMS to integrate the humanities and medicine, but few opportunities exist for students to engage with the visual arts. Numerous students have attempted to identify their own avenues for incorporating the visual arts into their undergraduate medical education, mainly through the Capstone program, but there are almost no opportunities for students to explore the integration of medicine and visual arts outside of their Capstone.

Additionally, the integration of art and medicine has been emphasized in several UMMS residency programs. For example, in the Plastic Surgery department, residents take an art course in addition to their clinical duties where they learn about the human form. Also, in the Family Medicine residency program, residents are introduced to art therapy through sessions at the Worcester Art Museum.

This OEE will be a unique opportunity for undergraduate medical students to explore how art and medicine can intersect. More specifically, various utilities of art in clinical practice will be explored. For example, art is another medium physicians can use to communicate with patients about procedures. Art can also be used as therapy and raise awareness among the general public of issues in healthcare accessibility and community health. In addition, we recognize the role art can play for the self as a means for reflection, physician and student well-being, and prevention of burnout.

Maximum number of students for enrollment: 15 students

Proposed Start Date: September 2019
Proposed End Date: December 2019

Method of Evaluation:
- Required attendance of 5 sessions (minimum)
- Completion of final project: Using one of the techniques introduced in the course, create a finished piece. Piece may be a continuation of an exercise completed during the course. Students will also write a short reflection about what this piece represents or means to them (maximum 1 page, single spaced). Piece will be displayed in the library. This reflection will serve as a blurb to accompany the piece.
- To receive credit, students will fill out an evaluation form reflecting on how the OEE overall informed them about how medicine & art are related and whether or not they have or will use the skills learned in the course in medical practice.
• If a student misses two sessions, an option for makeup assignment will be provided. Make up assignment will be to write a reflective essay (2-3 pages, single spaced) on what they have learned in the OEE or the completion of a second art piece.
• If a student misses more than 2 sessions, credit will not be given.
GRAPHIC MEDICINE SESSION SCHEDULE
Location: 3rd floor?? Old Medical School
Two hour sessions?

Pre-class (max. 1h): mix bn videos & reading
- Read about how other medical schools are using this in their curriculum
- Reading about how Dr. Ian Williams coined the term “graphic medicine”
  - Video of him talking about Graphic Medicine
- How did the whole “graphic medicine” group come together?
- Pull examples of panels that we find emotional or high-impact to interest people in reading comics?
  - Can then incorporate a discussion; talk about how panels made you feel & how do you think the author evoked this emotion?
- Start off w basic terminology for graphic medicine
- Show instagrmas of Mike Natter, Grace Farris (??) -- show spectrum of their comics
- Video meeting via Zoom: Cathy Leamy as a medical cartoonist in Boston (works as health communication specialist) or Mike Natter (who has also done visits or guest lectures)
  - Quick Q&A about the tools they use, how they draw, etc.

For afterwards:
Artworks can be put online via Streams of Consciousness or the Humanities Lab (Streams of Consciousness might be more feasible)

Exercise:
2-4 panels
Action Items

✓ Contact Victoria Rossetti about graphic medicine
❑ Reply to A-labs: Dr. Collins

Curriculum #1: Medical Illustration OEE
Action Items:
❑ Funding for materials
❑ Who would teach?

Session 1: Introduction to Medical Illustration
Objectives:
- Overview of course.
- Introduce students to what medical illustrators do.
- Introduce the history of medical illustration.
- Introduce the various mediums that illustrators use.

Session 2: Basics of Drawing: Observation and Shapes
Objectives:
- Students will learn the basic principles of sketching.
- Students will learn how to draw the general shape of a hand in various positions.

Drawing 101: shapes, perspective
Exercise: Draw hands in various positions & angles (foreshortening, etc.)

Session 3: Basics of Drawing: Light and Shadow
Objectives:
- Students will learn the basic principles of sketching.
- Students will learn how to create a realistic form and see value scales.

Drawing 201: lighting, shading & texture

Session 4: Osteology
Objectives:
- Students will apply basic sketching principles to the bones of the hand.

Exercise: Go to anatomy labs and sketch bones in prosection room.

Session 5: Musculature and Arteries
Objectives:
- Students will apply basic sketching principles to the musculature and neurovasculature of the hand.

Exercise: Go to anatomy labs and sketch donor hands.
Session 6: Hands in Motion
Objectives:
- Students will apply techniques gained throughout the course.
- Students will draw hands holding various objects.

Exercise: Sketch hands holding objects and/or objects themselves.

Session 6: Hands in Color
Objectives:
- Students will apply techniques gained throughout the course.
- Students will learn basic color theory.
- Students will draw hands in color.

Drawing 301: Color theory
Exercise: Sketch own hands in color.

CURRICULUM: Art for the Physician
Session 1: Introduction to Art for the Physician
Objectives:
- Overview of course.

Session 2: Medical Illustration
Objectives:
- Students will learn about the role of medical illustrators in hospitals.
- Students will learn about the history of medical illustration

Exercise: Sketching of surface body parts.

Session 3: Graphic Medicine
Contact: Victoria Rosetti (Victoria.Rosetti@umassmed.edu)
Objectives:
- Students will learn about the history of graphic illustration and its intersections with medicine.
- Introduction, how patients & physicians use it,

Supplies: Has markers and colored pens.

Journal:
Annals Graphic Med: http://annals.org/graphicmedicine
One particularly well done comic from there: Missed it
https://annals.org/aim/fullarticle/1656688/missed

Book titles:
Taking turns: stories from HIV/AIDS care Unit 371 by MK Czerwiec (in the GM collection, WY153.5 C998 2017)
The Bad Doctor by Ian Williams (in the GM collection WZ 336 W723b 2015)
Graphic Medicine Manifesto (in the GM collection WZ 336 C998g 2015)
Rosalie Lightning by Tom Hart (in GM collection BF 575.67 H325 2016)

Websites:
Graphic Medicine: https://www.graphicmedicine.org/
Contains book reviews, a blog about what is happening in the community, conferences, and links to other sites, include the Spanish version of the site.

Cartoon Science: http://www.cartoonscience.org/visualization/
A collection of visual narratives in science (Matteo Farinella worked to create this site; he is a neuroscientist and his interests tend to be a lot more science focused than health, but still a great collection.)

Penn State's Collection of Graphic Narratives (all done by 4th year medical students):
https://sites.psu.edu/graphicnarratives/
A collection of narratives that result from Michael Green’s class, Graphic Storytelling (Comics) and Medical Narratives: A course that reveals how graphics and text can be used effectively to communicate complex medical stories, and that requires students to depict their own stories in graphic form.

People
Grace Farris, MD (@gracefarris on Twitter, coupdegracefarris on Instagram) https://farrisgrace.com/
Mike Natter, MD (@mike_natter on Twitter, mike.natter on Instagram)
https://artisugar.co/collections/mike-natter
Cathy Leamy, MS in health communication (@metrokitty on Twitter)
http://www.metrokitty.com/about/
MK Czerwiec, RN, MA (@ComicNurse on Twitter) http://comicnurse.com/

Potential Panelists (authors): Cathy Leany (author) Metrokitty (Boston-based)

Exercise: Students will create a graphic medicine panel.

Session 4: Art Therapy
Contact: Dr. Sherrilyn Sethi (Sherrilyn.Sethi@umassmemorial.org) & Saebyu Ryu (sryu2@lesley.edu)

Objectives:
- Students will hear from an art therapist about what kinds of things they do with patients.
• Students will learn about the benefits of art therapy.

Curriculum:
- Workshop at the Worcester Art Museum (1st Sunday of every month is free and would work better for Saebuy)
- Explore museum (20min)
- Didactic: What is art therapy? What are the misconceptions?
- Practice: Using different media / modalities for different diagnoses

Exercise: Myself as Landscape (drawing a representation of yourself as landscape)

Session 5: Medicine & Film
Objectives:

Exercise: Watch and discuss a medical film / clips.
References:
https://fammedarchives.blob.core.windows.net/imagesandpdfs/fmhub/fm2007/May/Catherine317.pdf

Session 6: Art for Self
Objectives:
• Learn how art can be therapeutic for self to prevent burnout and be used for reflection.

Exercise: Draw something that reflects your experiences in medical school.

Other ideas:
• Illustration for paper figures / science
• Patients who use art