



Final Report

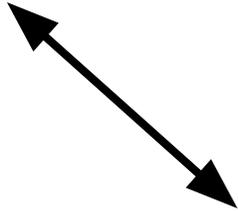
Morehead-Cain Scholars



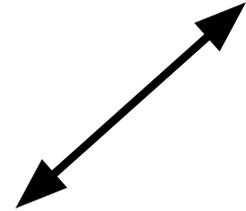
HEALTHCARE



COMMUNITY



ART



Objectives

- 1) Support medical students in cultivating their mental health through the arts
- 2) Teach medical students how to integrate art into their approach to care

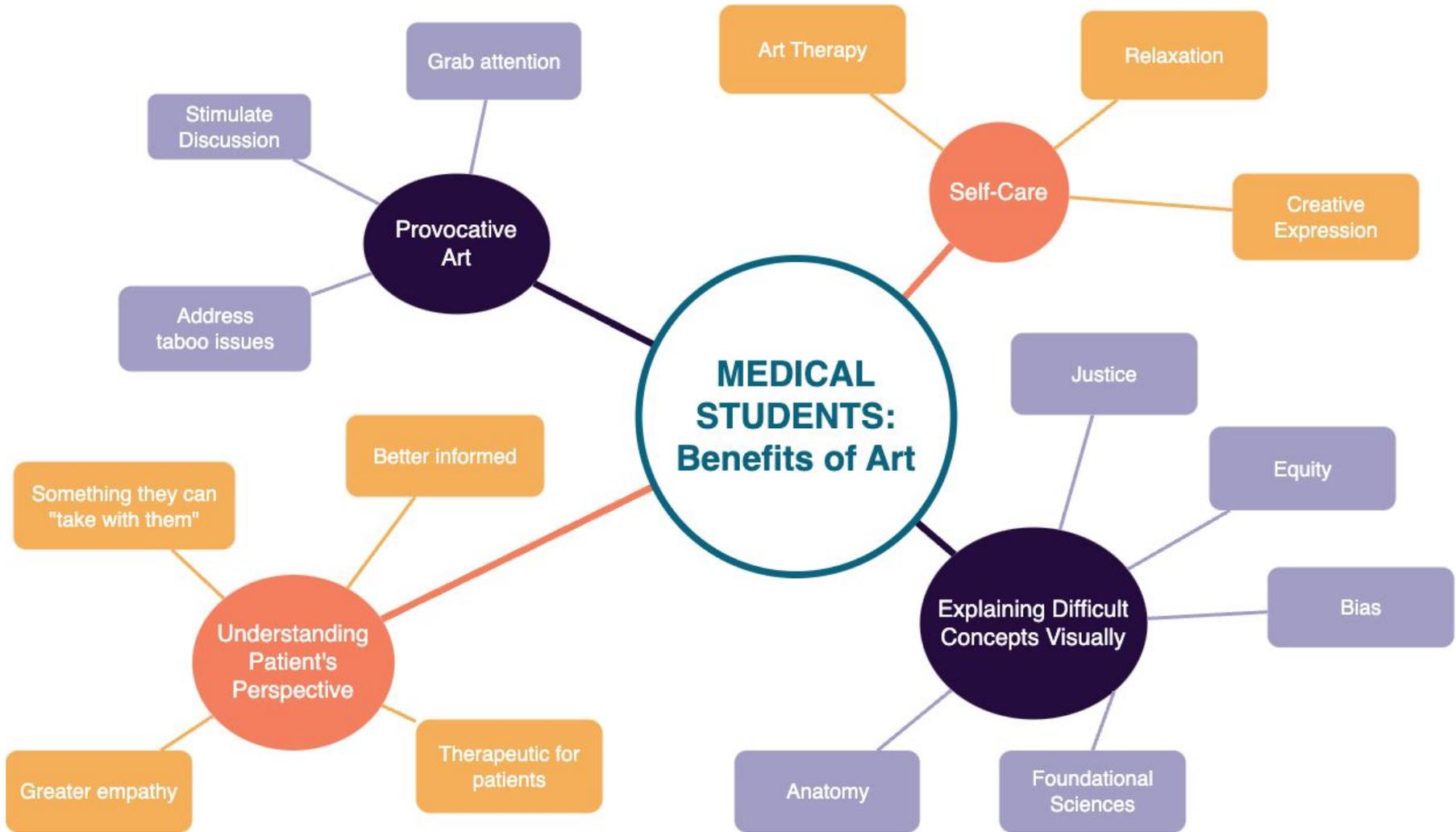


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01

Art Integration Staff

Artist-In-Residence and Art Coordinator Positions

Position Specific Responsibilities

ARTIST IN RESIDENCE

- Maintenance of visual art pieces
- Active communication with Art Bridges and Crystal Bridges staff
- Manage makerspace alongside other Makerspace Technicians
- Establish themed exhibitions within the medical school
- Work alongside students to help facilitate their artistic goals

ART COORDINATOR

- Maintenance of visual art pieces
- Active communication with Art Bridges and Crystal Bridges staff
- Oversee publication and development process of a yearly art humanities publication
- Source art pieces to be displayed within the school
- Work to facilitate events for students with Crystal Bridges and The Momentary

Devoted Positions

- Solidifies a permanent place for art in the AWSOM community
- Ensures art is properly managed
- Maintains artistic direction of the school



Image: e-flux Education

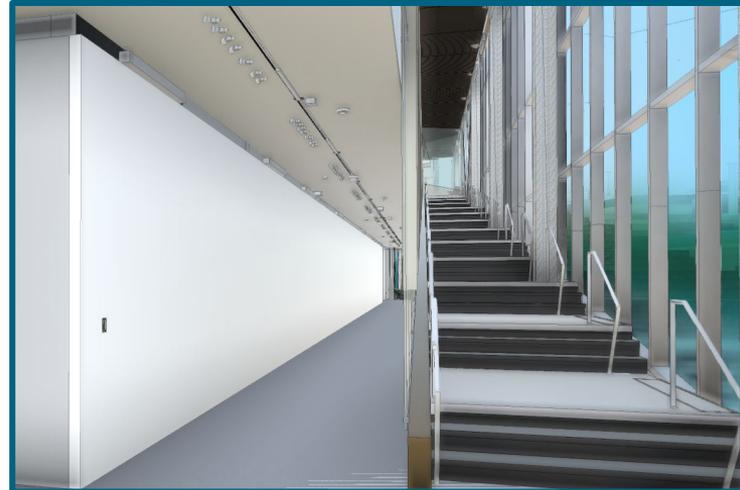


Image: Us!!

What is being done already?

Cleveland Clinic

Art Program Team

- Curator and Senior Director: Ellen Rudolph
- Preparator: Jane Baeslach
- Curator: Sienna Brown
- Associate Curator: Brian Downey
- Art Collection Manager: Kathryn Koran
- Department Coordinator: Aubrey O'Brien
- Preparator: Sean Merchant

Images:
Cleveland Clinic



Mayo Clinic



Image: Wescover

Art Curator/Coordinator



02

The Artkansan

Student-Run Art Journal with Community Involvement

The Artkansan: Medical Humanities Publication

- Collection of visual art, poetry, prose, and photography
- Student, physician, and faculty done pieces showcased
- Modeled after *Wild Onions* publication from Penn State College of Medicine

wild onions



2020
THE VOICE WITHIN US

Why *The Artkansan*?

- Tangible compilation of artwork in and around AWSOM
- Collaboration with community
 - Yearly theme selection
- Alumni engagement
- Expression around a central theme of importance



Image: Cheyanne Silver



Image: Arthur Cadre

The Artkansan: Bigger Picture



Image: The Scout Guide



Image: Top Knot living



03

Curricular Thoughts

Integrating Arts into the Curriculum to Teach Non-Technical Skills

Why recommend adding arts to the curriculum?

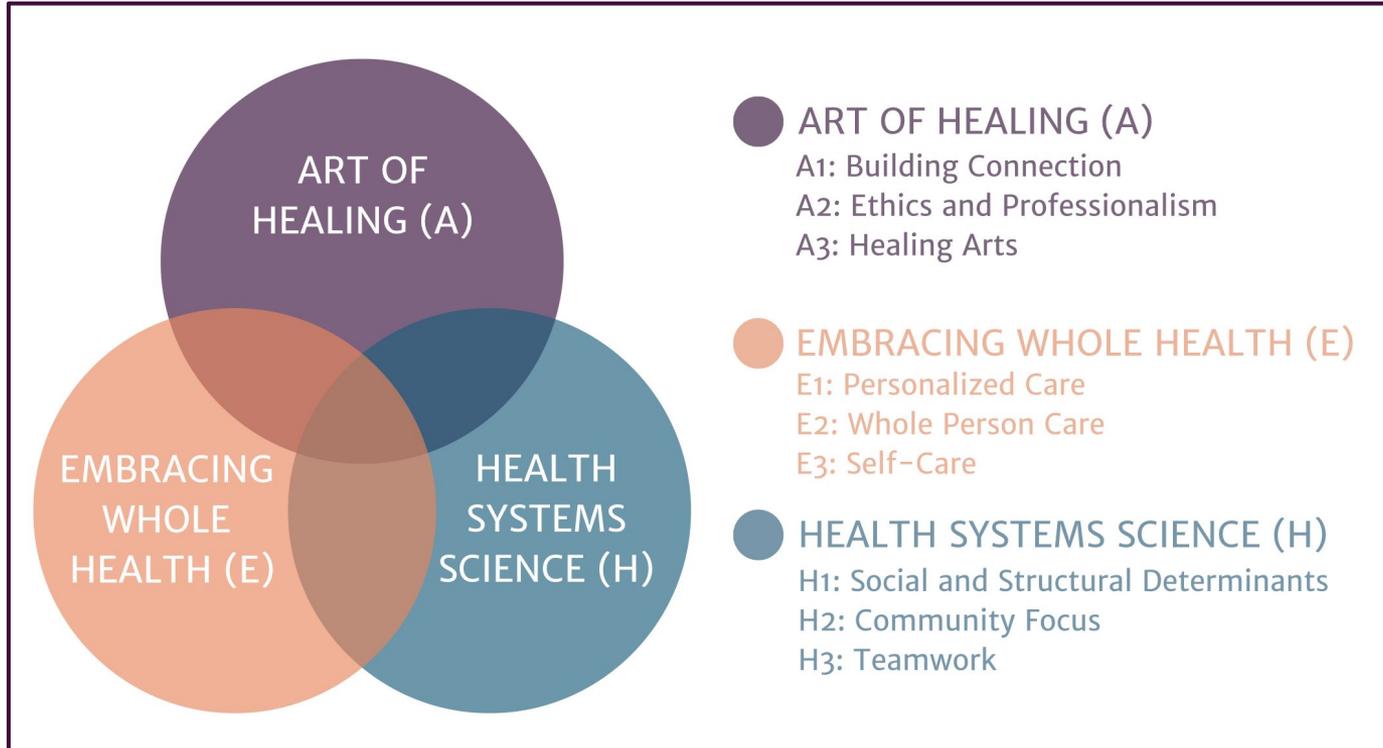
“If you want med students to do something, it needs to be in the curriculum or required” - Andrew

“I would want to go [to art classes] but don’t know if I would have” - Agnes

“Everyone underestimates how hard med school is going to be” - Ananya

Integration into ARCHES

Program Educational Objectives



Purpose Statement

Art of Healing (A), Health Systems Science (H) and Embracing Whole Health (E) share the foundational goals of **strengthening students' communication skills and teaching that medicine is more than foundational science.** It is essential for the curriculum to target these objectives.



Non-Technical Skills (NTS)

“Cognitive and interpersonal skills that include: situational awareness, decision making, communication, teamwork and leadership” (RCSEd)

Impact on Patient Outcomes



Image:
Cureatr

- **Direct Impact** on the quality of patient care and proven to protect against adverse health events
- Miscommunication in U.S. hospitals and medical practices were responsible at least in part for **30% of all malpractice claims**, resulting in **1,744 deaths** and **\$1.7 billion** in malpractice costs over five years

The Gap in Medical Education

Physicians are expected to possess non-technical skills while practicing, but **students aren't taught** how to “observe” or “communicate” in medical school.



Art (visual, dance, improv) can be used as a medium to teach non-technical skills to students in an engaging way.

“The Art of Connection”

An Example of a 22-Week Course that Uses Art to Teach
Observation Skills, Verbal and Non-Verbal Communication, and Medical Storytelling

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Observation Skills Weeks 1-7							Verbal Communication Weeks 8-12					Non-Verbal Communication Weeks 13-16				Art for Storytelling Weeks 17-19			Cumulative Project Weeks 20-22		

This Phase I curriculum model was an exercise to learn the technicalities of developing curriculum

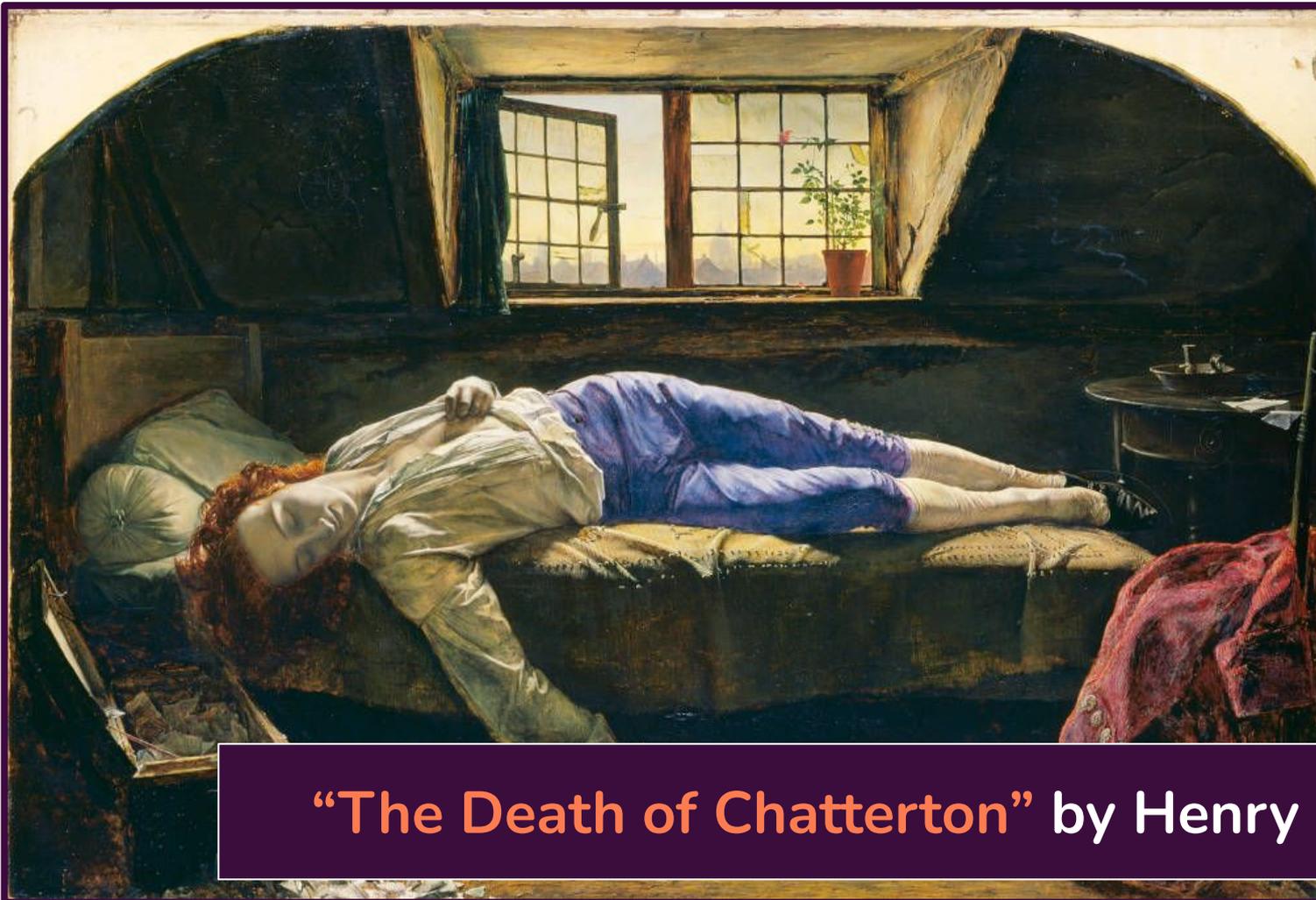


1856 Oil
Painting by
Henry Wallis
located in
London

**What's going
on in this
piece?
What do you
see that
makes you
think that?
What more
can we find?**

Title Guesses?





Things to Observe:

Smoke rising from a candle

Writing torn to shreds

Pallid face

Contorted body

Shoes on

Vial on the floor

“The Death of Chatterton” by Henry Wallis

A Day in the Course:

Walk To Crystal Bridges

Observational Skills



Image: Crystal Bridges

First One-Hour Session:

Time	Activity
9:00 a.m.	Meet at Crystal Bridges
9:00-9:10 a.m.	Students Individually Observe Assigned Painting
9:10-9:52 a.m.	Report Out and Group Observations
9:52-9:57 a.m.	Wrap-Up
9:57-10:00 a.m.	Next Week Look-Ahead

Debrief Questions (Next One-Hour Session):

- What did you learn?
- What surprised you as the prime observer?
- How did you fill in gaps when you were helping the prime observer? What did they miss?
- What kind of observations were missed most frequently?
- How did your observation skills improve?
- How can you apply this type of observation in clinical settings?

Graphic Medicine



Why Comics?

“As they interpret the incomplete visual data inherent to comics and transform this into a coherent story, they mimic the diagnostic process in medicine—where the physician is supplied with amorphous information and must make inferences and draw conclusions to produce an accurate diagnosis.” (Green, 2013)



Implementation Curriculum

1. Introduction in Year 1
2. Course component in Year 3 and 4 electives
3. Medium for community engagement
 - a. Create their own comics
 - b. Examine comics with community healthcare partners





04

Access to Crystal Bridges

Free special exhibits and art classes for students





05

Museum Guides

Alice's vision with steps to execute

Student Guide Program

- 1) Exposed to Crystal Bridges at orientation
- 2) Choose ~5 pieces of art they like and/or around a common theme
 - *Available workshops with curators to help students*
- 3) Use first semester to develop a unique “tour” of their chosen pieces

Goal: Students are ready to give “surprise” tours to visitors by Spring

Sample Tour



Physical Space Recommendations

1. **Themed Art Gallery**
 - a. Several art galleries around AWSOM displaying a central theme of importance
2. **Humanizing Physicians Exhibit**
 - a. A series of permanent artistic displays throughout AWSOM celebrating the multifaceted nature of physicians

Themed Art Gallery

Why an Art Gallery?

- 1) Support medical students in cultivating their mental health through the arts
- 2) Helps create an expansive mindset and a school culture around art for medical students

Goal: Fall and Spring edition displays

Around the Country

Cleveland Clinic



Mayo Clinic



Yale School of Medicine

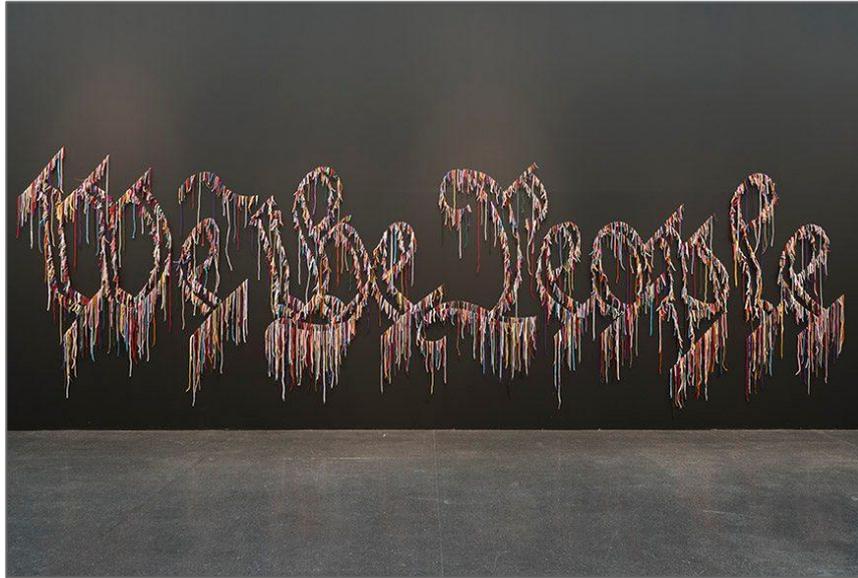


Selected Gallery Themes

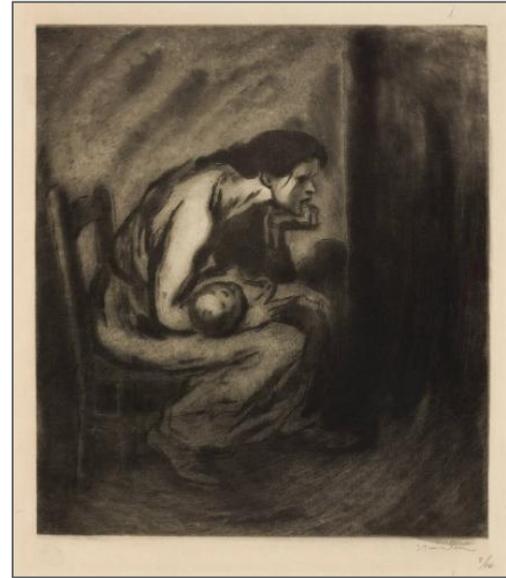
The Human Body



Diversity and Inclusion in Healthcare



Burnout



Potential Spaces



Humanizing Physicians Exhibit

Goal and Purpose



Vision:

A series of permanent artistic displays throughout AWSOM, celebrating the multifaceted nature of physicians

Why:

1. Aims to elevate the perception and appreciation of physicians beyond their clinical roles
2. Support the cultivation of mental health through the arts
3. Strengthen bonds between physicians and patients in the clinic

United in Expression: A Celebration of Physicians Beyond the Office

Impact and Benefits

01

Humanizing
Physicians

02

Promoting self-care

03

Promoting
work-life balance

04

Inspiring and
connecting with patients

Thank You!

“Art needs to be in everyone’s lives, like drinking water.”

Jo Ann Kaminsky (Art Therapist)

“I can’t think of anything more therapeutic.”

Samuel Hale (Muralist)

“[Art] is a huge part of my healing.”

Ananya Tadikonda (Medical Student)

“Everywhere there was art, it really helped me internally.”

Jaquita Ball (Artist)