Emerging Diversities in Health Humanities Teaching

June 8-11, 2016
Hiram, Ohio

Organizers: Erin G. Lamb, PhD and Sarah Berry, PhD
Seminar Schedule At-A-Glance

All sessions will take place in the Alumni-Heritage Room of Teachout-Price Building unless otherwise noted.

Wednesday, June 8th

Check-in to East Hall open, 4:00 – 9:00 p.m.
Evening Reception, East Hall Foyer, 6:00 – 9:00p.m.

Thursday, June 9th

9:00 – 9:30  Breakfast and Welcome
9:30 – 11:00  Session 1: “Verbatim Theatre as a Meta-Reflective Activity”
Katherine Burke, Cleveland Clinic Lerner College of Medicine
11:00 – 11:30  Break
11:30 – 12:00  Lightning Talks – Session A
12:00 – 1:00  Lunch
1:00 – 2:30  Session 2: “Poetry and Identity: How to Lead a Poetry Workshop for Those in Remission”
Jessica Hume, Bellarmine University
2:30 – 3:00  Break
3:00 – 4:30  Session 3: “Blankets: Professional Development and Community Awareness through Reflective Practice”
Julie Aultman, Northeast Ohio University of Medicine & Liz Piatt, Hiram College
6:30  Optional Evening Film Screening of Grandma (2015) in preparation for Session V
(We will coordinate a food order for those interested.) East Hall Forum

Friday, June 10th

8:30 – 9:00  Breakfast
9:00 – 10:30  Session 4: “Every Body Ages: Contemporary Feature Films, Health Humanities, and Age Studies in the Classroom”
Leni Marshall, University of Wisconsin-Stout
10:30 – 11:00  Break
11:00 – 12:30  Session 5: “Art Rounds: Teaching Observation & Communication Through Museum Art”
Craig Klugman, DePaul University
12:30 – 1:00  Lunch
1:00 – 2:00  Poster Session
2:00 – 3:30  Session 6: “A Framework and Methods for Teaching Bioethics Knowledge, Skills and Behaviors”
Margie Hodges Shaw & Marianne Chiafery, University of Rochester Medical Center
3:30 – 4:00  Break
4:00 – 5:30  Session 7: “A Dog’s Life; or, Why I Want to Be Treated by James Herriot, Veterinarian”
Sylvia Pamboukian, Robert Morris University
6:30  We will coordinate a reservation and transportation for dinner at the nearby Welshfield Inn for those interested.

Saturday, June 11th

9:00 – 9:30  Breakfast
9:30 – 11:00  Session 8: “Foreign Bodies: Sex, Race, Science and Sara Baartman”
Stephanie Brown Clark, University of Rochester Medical Center
11:00 – 11:30  Break
11:30 – 12:00  Lightning Talks – Session B
12:00 – 1:00  Lunch
1:00 – 2:30  Session 9: “Learning How to ‘Look’ Like an Art Historian: Medieval versus Renaissance Bodies”
Siobhan Conaty, La Salle University
Instruction Room, 3rd Floor of the Library
2:30 – 3:00  Break
3:00 – 4:30  Session 10: “Art and Chaplaincy Training”
Susan Dodge-Peters Daiss, University of Rochester Medical Center
6:00  Final Dinner Banquet, Main Floor Lobby, Kennedy Center
Full Seminar Schedule with Abstracts

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9:30 – 11:00  Session 1: “Verbatim Theatre as a Meta-Reflective Activity”
Katherine Burke, Cleveland Clinic Lerner College of Medicine

Verbatim theatre is a postmodern style of performance that uses interviews, found text, and personal narratives to create scripts. These performances are often compelling calls to reflection and action, and represent the identity, opinions, and experiences of a community. Two weeks prior to this symposium, participants will be asked to submit a brief reflective writing focusing on diversity in health humanities. Those writings will be transformed into a 15-minute staged reading, with text taken verbatim from the reflections. Following the performance we will engage in dialogue about the reflective writings and their collective meaning as represented in the play.

11:00 – 11:30  Break

11:30 – 12:00  Lightning Talks – Session A

“Historicizing the Aesthetics of Health”
Jesse Miller, SUNY at Buffalo

In their field-defining Health Humanities, Paul Crawford, Brian Brown, and Charley Baker stress the importance of considering the role of aesthetic experience in healthcare. As an example they point to the “therapeutic value of reading.” In this talk I argue that such claims for the therapeutic value of aesthetic engagement – the aesthetics of health – should be understood historically if we are to effectively assess the limits and potentials of integrating the arts into healthcare. To do so, I draw on original historical research into the practice of bibliotherapy as it was embodied in the early 20th century patient’s library movement.

“Finding Creative Outlets in a Medical Career”
Sharmeela Saha, University Hospitals Case Medical Center

The educational journey of a clinician never expires. With numerous human interactions often in the most dire circumstances, the art of medicine is equally important as the science. I have found myself many times exploring creative outlets to help me cope with the arduous nature of commitment to the medical field. In eradicating disease there frequent failures but also a few triumphs and learning to appreciate each interaction for its reality is a constant goal. To cope with the medical calling, some innovative outlets I have explored include establishing a medical humanities journal, attending painting and author events, and writing poetry. I encourage students and professionals to explore attending conferences and engaging their creative side because it is with these means that I believe personal growth is most rapid and significant.

“Learners as Partners in Developing Health Humanities Curricula and Research”
Susan Stagno & Lynda Montgomery, Case Western Reserve University

Those considered “learners” often possess more knowledge and experience in the health humanities than do the faculty. These learners have much to bring that can enhance the learning environment and enrich the experience of their colleagues as well as their faculty. Inviting these learners to partner with faculty in the development of educational or research activities involving humanities topics results in a synergy that enhances experiences, collaboration and mentorship. In this lightning talk, two faculty from a medical school will talk about their experiences in partnering with medical students in the area of health humanities.
“Teaching About Life and Death as a Continuum through Star Trek”
Pamela Gravagne, University of New Mexico

What can watching Star Trek teach us about different ways to understand the meaning of life and death? How can we use Star Trek’s encounters with the culture and customs of multiple non-human life forms to encourage us to see death not only as departure of the body but as entrance into the ever-present stream of impersonal and inhuman life? And how might the concept of life and death as a continuum redefine our mortality not as lack, but as transposition into plenitude, interconnectedness, and continued becoming—as our very own trek to where “no one has gone before?”

12:00 – 1:00 Lunch

1:00 – 2:30 Session 2: “Poetry and Identity: How to Lead a Poetry Workshop for Those in Remission”
Jessica Hume, Bellarmine University

In this workshop, participants will get a poet and teacher’s insight about first-hand experience leading a poetry workshop for women in remission from breast cancer. We will discuss planning, structure, and recruitment, and planning each session of the workshop, including specific poems and writing exercises. Finally, participants will spend the majority of the session in a sample workshop conducted by the workshop leader. To prepare, participants should read Sharon Olds’ “The Summer Camp Bus Pulls Away from the Curb,” and write a poem in response to the prompt, “When someone leaves me, what do they take away?”

2:30 – 3:00 Break

3:00 – 4:30 Session 3: “Blankets: Professional Development and Community Awareness through Reflective Practice”
Julie Aultman, Northeast Ohio University of Medicine & Liz Piatt, Hiram College

In this interactive session, participants will be provided with a background to reflective practice and its current uses, benefits, and limitations in education and community awareness. To illustrate reflective practice, participants will engage in a close reading of two short stories (Blankets by Alex La Guma and Blankets by Sherman Alexie). Themed by the very symbolism of the blanket, the reflective practice session will model the value of understanding oneself in relation to others, calling attention to gender biases, racial and ethnic disparities and stereotypes, tradition and family, poverty, and feelings ranging from despair and hopelessness to hope and comfort.

6:30 Optional Evening Film Screening of Grandma (2015) in preparation for Session V
East Hall Forum
(We will coordinate a food order for those interested.)

Friday, June 10th

8:30 – 9:00 Breakfast

9:00 – 10:30 Session 4: “Every Body Ages: Contemporary Feature Films, Health Humanities, and Age Studies in the Classroom”
Leni Marshall, University of Wisconsin-Stout

Students love it when their “textbook” wins an Oscar! Contemporary popular films can increase student engagement, broaden student perspectives, and convey valuable, yet often overlooked, insights into health humanities topics, including age studies. In this sample class session, participants review and practice applying basic film studies and age studies vocabulary, definitions, and analytical questions, using clips from movies such as Grandma, Bridge of Spies, Spotlight, and Star Wars: The Force Awakens. Participants also will generate and receive feedback on a lesson plan that incorporates health humanities age studies analyses in their own classes – because every body ages.

10:30 – 11:00 Break
Session 5: “Art Rounds: Teaching Observation & Communication Through Museum Art”
Craig Klugman, DePaul University

Art Rounds is a program that brings health professions students to art museums to learn observation skills. Through the Visual Thinking Strategies system, students learn to see deeply, to listen and reflect back, to become more comfortable with ambiguity, and increase their communication skills. In this session, participants will engage in a demonstration of the VTS method. They will learn more about the course structure including assignments. I will share the results of the rigorous pre/post testing of students (including standardized instruments, student comments and thematic analysis of free writing about images) that demonstrate what students gained from the experience.

Poster Session

“Burnout and Empathy in the First Year of Residency -- Using the Humanities to Develop the Interior Life”
John De Mott, University Hospitals Case Medical Center
Brenna K Brown, Case Western Reserve University College of Medicine
Sarah Rubin, Heritage College of Osteopathic Medicine, Cleveland Campus
Susan Stagno, University Hospitals Case Medical Center

Residency can be a stressful time in a young doctor’s life. Challenges for resident physicians abound and include learning a new role with responsibilities that differ from those in medical school, continuing to deepen as well as expand a clinical knowledge base, learning to teach, being regularly amid intense circumstances (e.g. death, birth, extreme behavioral disturbances, etc.), and long hours. Practicing medicine is associated with significant rates of burnout among physicians. Our study qualitatively and quantitatively evaluates the impact of educating residents in a seminar format focusing on the medical humanities (literature in particular).

“What’s in a Story? Embedding Humanities Content for Health Care Administration Students”
Erica Fitzgerald, University of Phoenix

The literature demonstrates the use of humanities content in clinical education for health care practitioners as a means of emotional development integral to patient engagement. However, a gap in the research has been identified: the necessity of a more robust examination of the benefits of humanities content for non-clinical health care professionals, particularly in the development of empathy. This poster details methods for embedding narrative nonfiction in a graduate-level health care administration law and ethics course at the University of Phoenix. Student and faculty responses to the content, and its significance in developing empathy in health administration students is highlighted.

“Using Poetry and Art Analysis to Evoke Critical Thinking and Challenging Reflection in Senior-level Nutrition Students”
Holly Huye, University of Southern Mississippi

An innovative approach to evoke critical thinking and challenging reflection was used in a senior-level undergraduate nutrition capstone course with a service-learning component. Poetry and art analyses accompanied by class discussions and writing activities were implemented to stimulate critical thinking and reflection related to a theme connected to hunger and food insecurity. Students’ perceptions and self-evaluations indicated introspective and deeper thinking relative to course content and activities. These complementary processes woven throughout the service-learning process helped students connect classroom content with real-world issues as well as assisted in shaping students’ perspectives of their future practice.

“Nursing through the Lens of Literature”
Brenda Pavill, Misericordia University

This poster illustrates how the academic disciplines of literature and nursing can be interwoven to teach principles of health humanities. Portrayed through the lens of nursing and literature are examples of literary works that can be integrated in the classroom to teach concepts such as human nature, caring, health care history, cultural awareness, and human experiences such as death. The blending of literature and nursing is an exemplar of how two disciplines can be combined to teach principles of health humanities, cultivate tolerance for varied perspectives and act as a springboard for innovative course development.
“Interdisciplinary Perspective, Creativity, and Case-Based Learning”
Daniel Skinner, Joseph Bianco, Sarah Rubin
Ohio University Heritage College of Osteopathic Medicine

This project demonstrates how social science perspectives can enhance clinical case-based learning (CBL) exercises. Using a representative CBL case from their first year curriculum, three Social Medicine faculty—a clinical psychologist, a medical anthropologist, and a health policy researcher—independently constructed case formulation narratives from their disciplinary perspectives. This exercise highlighted the value of adopting a multidisciplinary, narrative approach in transforming straight-forward medical cases into multi-faceted learning exercises that can engage students’ curiosity about the roles society, structure, and culture play in health.

2:00 – 3:30  
Session 6: “A Framework and Methods for Teaching Bioethics Knowledge, Skills and Behaviors”
Margie Hodges Shaw, University of Rochester Medical Center & Marianne Chiafery, University of Rochester School of Nursing

In this session participants will engage in educational activities designed to teach knowledge, skills, and behaviors necessary for bioethical decision-making. The content is neonatal decision-making, but the framework supports any bioethics content and any level of learning. Explore your personal values about decisions at the margins of life; consider the values of others; learn the historical and current legal and professional obligations; and practice skills necessary for navigating morally complex decisions. This workshop includes a team-based learning exercise, a shared media experience, individual reflection, class discussion, and mini-lectures. Come test what methods and strategies you can adopt.

3:30 – 4:00  
Break

4:00 – 5:30  
Session 7: “A Dog’s Life; or, Why I Want to Be Treated by James Herriot, Veterinarian”
Sylvia Pamboukian, Robert Morris University

Veterinarian James Herriot has long delighted readers with his stories about the animals of the Yorkshire Dales. After reading the assigned stories prior to class, students will practice close reading, a strategy of information gathering that focuses on how specific words, phrases, images and metaphors subtly influence readers’ perceptions. Based on the close reading, students will then construct persuasive arguments using counterargument as a way of anticipating objections. Arguments may address themes such as the use of pets in health care and the challenges of maintaining “professionalism” in the face of class differences and of tricky conditions such as obesity.

6:30  
We will coordinate a reservation and transportation for dinner at the nearby Welshfield Inn for those interested.

Saturday, June 11th

9:00 – 9:30  
Breakfast

9:30 – 11:00  
Session 8: “Foreign Bodies: Sex, Race, Science and Sara Baartman”
Stephanie Brown Clark, University of Rochester Medical Center

In this session, which is part of a semester-long course on the History of the Body, we will consider the “foreign body” of Sara Baartman, a young Khoisan woman brought from South Africa to Europe in the early 19th century; she was exhibited as a human curiosity and examined privately by scientists at the Natural History Museum in Paris. Using scientific notes, newspaper commentaries, ads and cartoons about her during her European “tour,” we will discuss the Hottentot Venus to understand the intersections of science, politics and culture on her black, female and foreign body in the 19th century and its resonances with race, biology and gender in 21st-century healthcare.

11:00 – 11:30  
Break

11:30 – 12:00  
Lightning Talks – Session B
“Teaching Early American Medical Humanities”
Carli Leone, Northwestern University

This lightning talk focuses on my medical school seminar, Literature and the Patient-Physician Relationship in the Early Republic. In the seminar, I had students examine the importance of literature in medicine through the writings of Benjamin Rush and then use these writings to analyze selections from early American novels. In this talk I will use short textual excerpts to demonstrate the successes and limitations I experienced while using close-readings and class discussions to help students appreciate the meaning of the material in its historical context and its potential application to medical practice today.

“Music and its Role in Healing”
Nina Stoyan-Rosenzweig, University of Florida

Medical humanities considered broadly include traditional humanities, social sciences and the arts. Within that broad definition, music is an understudied and underutilized art form with a powerful role in healing. In the medical humanities classroom, music shows close connection between music and healing, and how musicians use their art to heal—in the broadest definitions of the word—problems in their society. This lightning talk highlights how music functions in the brain, in society, and in the classroom.

“The ‘Inside of Aging’: Late Life Poetry by Maxine Kumin, Linda Pastan and Alicia Ostriker”
Lois Rubin, Penn State University, New Kensington Campus

Because of the emphasis on beauty in our culture, many women are preoccupied with their attractiveness; aging only exacerbates that concern. The concept of “the mask of aging” describes the alienation that women feel between the wrinkled image in the mirror and their own sense of a youthful identity (Featherstone, Hepworth). Literature has the potential to reveal the “inside of identity” (Randall, McKim). For example, in Pastan’s “Any Woman,” a woman does not identify with the aging face in her mirror. The speaker in Kumin’s “Ancient Lady Poets” (2002) contrasts her damaged body to the elegant way she had hoped to age. These poems make concrete and understandable “the mask of aging.” This presentation will additionally provide poems that illustrate several other theories in age studies.

12:00 – 1:00 Lunch

1:00 – 2:30 Session 9: “Learning How to ‘Look’ Like an Art Historian: Medieval versus Renaissance Bodies”
Siobhan Conaty, La Salle University
Instruction Room, 3rd Floor, Library

What can we tell about a culture or time period by looking at how the human body is depicted in art? A lot. The basic skills gained in an art history course helps develop visual literacy: the ability to construct meaning from an image. These are transferable skills that serve students in the field of health sciences quite well. Participants in this session will work in small groups and engage in the art historical method -- exercises that teach a keen sense of observation, the investigation of social context, and a final analysis. The second part of the session will involve a larger group discussion of shared observations and conclusions.

2:30 – 3:00 Break

3:00 – 4:30 Session 10: “Art and Chaplaincy Training”
Susan Dodge-Peters Daiss, University of Rochester Medical Center

The University of Rochester’s (UR) School of Medicine and Memorial Art Gallery (MAG) annually train over 500 individuals studying and working in healthcare, including students training to be hospital chaplains. The UR’s Art and Observation program features a 5-Question Protocol, with two questions that focus attention on self-awareness. While important in all healthcare professions, self-awareness is particularly important for hospital chaplains who serve the spiritual needs of patients from diverse faith traditions, often quite different from their own religious backgrounds and beliefs. Using the 5-Question Protocol with sacred images from MAG’s collection, you will be introduced to ways that art has helped prepare chaplains for the particular challenges they meet daily.

6:00 Final Dinner Banquet
Main Floor Lobby, Kennedy Center

Sunday, June 12th

11:00 Deadline for check-out for participants staying in East Hall