Using Art and Literature to Teach Professionalism

Laura Sessums, Lynn Byars
Barbara Cooper, Joan Ritter
By the end of this session

- State the ACGME-required professionalism behaviors
- Be comfortable with basics of art interpretation
- List examples of art/literature useful in teaching professionalism
- List multiple ways art/literature can be used to teach professionalism
Agenda

- Overview of professionalism and barriers
- Interpretation of art: the basics
- Examples of art/books/films
- Examples of curriculum integration
- Brainstorm in small groups: additional resources and methods
- Small group reports and wrap up
What is professionalism?

- ACGME

- One of 6 domains of competency

- Residents must demonstrate:
  - Commitment to professional responsibilities and
  - Adherence to ethical principles
Residents must demonstrate:

- Compassion, integrity and respect for others
- Responsiveness to patient needs that supersedes self-interest
- Respect for patient privacy and autonomy
- Accountability to patients, society and the profession, AND
- Sensitivity and responsiveness to a diverse patient population
Barriers to teaching professionalism

- Definition, measurement problems
- Actions based on broad principles
- Multifaceted domains
- Rolemodeling: no longer sufficient
- Lack of engaging curriculum
- Localizing the professionalism lesion
- Hidden curriculum?
- The other 5 ACGME competencies!
Humanities Can Help

- Engage the emotions not just intellect
- Engages the senses
- Promote self-reflection
- Facilitate transference of principles to new facts, situations
- Facilitates teaching the human context
Mark Rothko
American, born Russia, 1903 – 1970

No. 8, 1949

oil and mixed media on canvas

National Gallery of Art, Washington DC
Hieronymus Bosch
Netherlands, 1450-1516
The Garden of Earthly Delights
Museo del Prado, Madrid
Approaches to interpreting works of art:

Form
- What is it?

Narrative
- What does it say?
Form vs. Narrative

Sebastiao Salgado
Dispute Between Serra Pelada Gold Mine Workers and Military Police,
Brazil, 1986
Foregrounding

- Narrative is driven by placement of objects in the composition
  - What is in the front of the image?
  - How does this direct your eyes around the image?
  - What does this say about the story the artist is telling?
Norman Rockwell
Shuffletton’s Barbershop
1950
Oil on canvas
Berkshire Museum
Pittsfield, Massachusetts
Tips for getting started

- Everyone is affected differently by images and prose, everyone brings different experiences to the moment

- Record first responses
  - Emotional?
  - Does it remind them of a story or memory?
  - What do they see in the work?
Tips for getting started

- There is NO right answer, no single correct interpretation
  - Each viewer is touched and taught by works differently

- Not all images will carry a message of professionalism
EINFUHLING

- Empathy – comes from the German word “Einfuhlung”

- Einfuhlung was a theory from 19th century German philosophy that attempted to explain how we are affected by works of art.
PARALLELS BETWEEN ART AND MEDICINE

DESCRIPTION ← INITIAL PATIENT-MD INTERACTION

INTERPRETATION ← DIAGNOSIS

CRITIQUE ← JUDGEMENT

“For me, seeing the painting in the museum was like seeing the patient.” M. Therese Southgate, editor, JAMA.
INTERSECTION of VISUAL ART and MEDICINE

1. Depiction of the physician and/or physician-patient relationship

2. Artist’s rendition of
   - Suffering
   - A particular illness
   - Their own illness or someone else’s

3. Patients’ use of art to describe or make sense of their illness (PATIENT AS EDUCATOR)

4. Art as a means to develop or enhance self-awareness and humanism
TYPES OF VISUAL ART USED

- A “work of visual art” is*
  - a painting, drawing, print or sculpture
  - a still photographic image

- Visual arts that lend themselves to teaching professionalism:
  - Realistic painting, drawing, print
  - Photography:
    - Humanistic
    - Documentary
    - Photojournalism

*Copyright Law of the United States of America
Addresses:
1. Compassion, integrity and respect for others
2. Responsiveness to patient needs that supersedes self-interest
3. Sensitivity and responsiveness to diverse patient population
4. Accountability to patients, society and the profession
SUFFERING/ILLNESS AS SUBJECT MATTER

Addresses:
1. Compassion, respect for others.
2. Respect for privacy and autonomy.
3. Responsiveness to patient’s needs that supersedes self-interest
PATIENT’S EXPERIENCE OF THEIR ILLNESS

Addresses:
1. Compassion, respect for others.
2. Respect for privacy and autonomy.
3. Responsiveness to patient’s needs that supersedes self-interest.
ENHANCE SELF-REFLECTION & HUMANISM

Addresses:
1. Compassion and respect for others
2. Accountability to patients, society and the profession
3. Sensitivity and responsiveness to a diverse patient population
ENHANCE SELF-REFLECTION AND HUMANISM

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USING THE WRITTEN WORD

Laura L. Sessums, JD, MD, FACP
Books . . .
Responsiveness supersedes self-interest

Lying still as a Buddha,

I let a late mosquito

Suck my blood

-Kobayashi Issa
Compassion, integrity, respect for others

A children’s book by Carolivia Herrera - written in a “call and response” style
Respect for privacy and autonomy

Chris Bohjalian, contemplating the perfect literary crime.
Washington Post, April 8, 2011
Accountability

Others because you did not keep
That deep-sworn vow have been friends of mine;
Yet always when I look death in the face,
When I clamber to the heights of sleep,
Or when I grow excited with wine,
Suddenly I meet your face.

- W.B. Yeats
Sensitivity to a diverse population

Plan B: Further Thoughts on Faith

By Anne Lamott

AP Photo/Nati Harnik
USING FILM AND TELEVISION

Barbara A. Cooper, MD, FACP
WHY??

- Film began in late 19th century
- Gradual and progressive development over 2 centuries
- One of the most important tools for communication and entertainment
- Readily available tool utilized by all ages
- Language and vocabulary to review are established
HOW??

- Traditional methodology of watch and discuss
- Test learners observational skills
- Self reflection by learner
- “What if?” and change the scenario to facilitate discussions
- Modeling behaviors both good and bad
- Exposure to scenarios not encountered in your institution
How??
The resources are already out there

- NIH Office of Science Education
- Medical Theme: Drug Abuse
  - Synopsis.
  - Cast
  - Genre: Drama/Romance
  - Year: 2006
  - Run Time: 1 hour, 48 minutes
  - Rating: Rated R for pervasive depiction of drug addiction, disturbing images, language, sexual content, and nudity.
How??

- Books
- Television/Television Series
  - Pop Culture
- Documentaries
- Local Movie Theatre
EXAMPLE #1

- http://www.youtube.com/watch?v=48-hnujqpoA
REVIEW EXAMPLE #1

- Adherence to ethical principals
- Compassion and respect to patients
- Recognize conflicts of interest
- Compliance with public health policy
Review Example #1

- Watch and discuss
- Self Reflection
- Modeling Behaviors
- Exposure to different scenarios
EXAMPLE #2

- http://www.youtube.com/watch?v=DCUmINGae44
Review Example #2

- Compassion and Respect to Patients
- Recognize conflicts of interest
- Patient advocacy
- Compliance with public policy
Review Example #2

- Watch and discuss
- Self Reflection
- Compliance with public policy
- Exposure to different scenarios
Ways to Incorporate Art

- Easy-
  - Bring copies of images to clinic spaces
  - Email link or digital copy to trainees
  - Read a passage aloud during didactic session and discuss
  - Email passage for discussion
  - Show movie/TV clip during morning report
  - Require reflective writing about a piece of art
Ways to Incorporate Art

- Harder (but more creative!)
  - Field trip to local art gallery
  - Hospital or campus collections
  - Movie night with the on call team
  - Architecture
    - Inscribed quotes
  - Music
    - Prior to conferences