



Spring 2022 University Research Scholars Program CURE Course

Course-based Undergraduate Research (CURE) classes are generally 75-85% authentic research, often the faculty mentor's personal research question. Students also learn research skills, ethics, research communication, and collaboration. For additional information, please contact Dr. Anne Donnelly at adonn@ufl.edu.

FACULTY INFORMATION

Instructor: Sara Agnelli
Email: saraclassics@ufl.edu
Meeting Time/Location: R 4:05PM - 4:55PM/FLG0275
Office Hours: R 3:00PM - 3:50PM/MCCD, G047A

Course Title: How Are the Arts and Humanities Used in Medical Education?

Brief description of the research that will be the core of this class: Over the past 30 years, medical education has increasingly embraced the arts and humanities as a teaching modality, from using visual art to teach observation skills to using literature to promote perspective taking. The Association of American Medical Colleges (AAMC) is leading one such effort to put forth an arts and humanities foundation for the education of future physicians and to promote the integration of these disciplines throughout the medical education continuum. To inform this effort, this course seeks to review how the arts and humanities are used at the University of Florida and what opportunities and obstacles remain to support the integration of these disciplines along the medical education continuum.

In this course, students will: (1) learn the role of the arts and humanities in medical education in North America (cf. Howley et al. 2020¹); (2) explore if and how the arts and humanities are implemented within the medical curriculum at the College of Medicine at the University of Florida; (3) present the distribution of the art forms and humanities subjects or medical/health humanities generally in the medical curriculum records and (4) distinguish the records of required programming from those of elective programming. The overarching goals are (i) to understand where UF stands within this national endeavor, and (ii) to identify

¹ Howley L, Gaufberg E, King B. The Fundamental Role of the Arts and Humanities in Medical Education. Washington, DC: AAMC; 2020.

what factors support the growth of arts and humanities integration within the UF medical curriculum.

Course Overview

Arts and humanities are essential to the human experience and their benefits to medical education go far beyond joys and pleasures. By integrating arts and humanities throughout medical education, trainees and physicians can learn to be better observers and interpreters; and build empathy, communication, and teamwork skills, and more.

The first two decades of 21st-century medicine have witnessed significant transformation in health care delivery, marked health disparities, civil unrest, unprecedented rates of physician burnout and suicide, and unforeseen public health crises in the forms of the opioid epidemic and the coronavirus pandemic. Physicians must be adaptive life-long learners who can effectively respond to these and future challenges. Physicians must learn to interweave their developing scientific knowledge with emotional intelligence, critical thinking skills, and an understanding of social context. The integration of the arts and humanities into medicine and medical education is essential to educating a physician workforce that can effectively contribute to optimal health care outcomes for patients and communities.

Student Learning Outcomes

Through the course, students will:

- Review the historic and current state of arts and humanities integration into medical education, considers curriculum and assessment methods, and provides guidance on the research and change in culture necessary for effective integration.
- Present recommendations for integrating arts and humanities into medical education.
- Present findings from a review of the literature on arts and humanities integration and an emerging theory of practice to support arts and humanities curriculum development.
- Review factors supporting the growth of arts and humanities integration and strategies to overcome barriers.
- Feature examples of programs designed to achieve important learning outcomes, including narrative, improvisation, visual arts, music, theater arts, and the study of history.

Final Project

There are many creative approaches to integrating the arts and humanities into medical education, and your project will describe an example that will convey their possible goals, impacts, complexity, and creativity.

How to transform your application within the medical education curriculum

Application Report: OUTLINE

1. Name of the application
 - 1.1. Specify if it is an Art Form/Humanities subject
 - 1.2. In what category would you include your art form or hum. subject?

Refer to p. 21 of FRAME Report.

2. General description of your application (150 words max).
 - 2.1. Definition of the aspect that you are going to focus on within your application, by providing as many details as possible (350/400 words max).
 - 2.2. What learning domain are you considering? For example, are you teaching about observation, communication, empathy, or social justice?
 - 2.3. What are your objectives for learners in teaching this learning domain?
 - 2.4. What are key considerations when designing teaching materials?
 - 2.5. What are the benefits and limitations of the approach?

Cf. The Prism Model for Integrating the Arts and Humanities into Medical Education; moreover, Moniz T, Golafshani M, Gaspar CM, et al. The Prism Model: Advancing a theory of practice for arts and humanities in medical education. *Perspect Med Educ*. [Published online ahead of print April 29, 2021.] doi: 10.1007/s40037-021-00661-0; Dennhardt S, Apramian T, Lingard L, Torabi N, Arntfield S. Rethinking research in the medical humanities: A scoping review and narrative synthesis of quantitative outcome studies. *Med Educ*. 2016;50:285–299.

3. What sources (in terms of faculty/departments/centers/projects etc.) UF has to offer to deliver your application? List all the details that you are able to find.
4. Timeline: when do you think that it will be feasible to offer such an application, and how?
5. Final comments/observations/notes
6. Images/graphics (if applicable)
7. List of references

Mason Bui

Applying Fashion as an Area of Knowledge in the Medical Education Curriculum

4-14

Bailey Busher

Applied Improvisation for Health Humanities Education

15-25

Selin Kavak

Law and Medicine

26-30

Bianca Mateo

Choral Singing in Medical Education

31-36

Tej Patel

How to transform storytelling within the medical education curriculum

37-43

Kelsie T. Young

Life-Writing Integration in Medical Education

44-55

Sionika Thayagabalu and Kira Zautcke

An Analysis of Arts and Humanities in Medical Education with a Concentration on Cooking

56-60

Pain & the Humanities

Referring to the materials listed in W8 (Pain & the Humanities), choose to address one of the following (Fine art, Narrative/Literature, or Personal pain narrative):

Suggestions for Fine art (250 words maximum)

- Analyze the physical pain depicted in a work of art
 - Discuss the distinction between manifestations of psychic and physical pain with specific reference to works of art
 - Describe the signs of physical pain in a work or works of art, how does modern neuroscience interpret these signs?
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Suggestions for Narrative/Literature (250 words maximum)

- Interpret the “pain meaning” of a prose or poetry work from the literature
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Write a Personal pain narrative (last but not least) (250 words maximum)