Art Museum and Medical School Partnerships

Bibliography

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One recommendation from “The Art of Examination: Art Museum and Medical School Partnerships Forum” that took place on June 8 and 9, 2016 at the Museum of Modern Art, New York is to continue to support the network of collaborators and partnerships between art museums and medical schools by offering a current listing of resources. These will advance the field by creating opportunities to exchange teaching methodologies and establish networks for research and evaluation.

Participating art museums and medical schools who attended the Forum primarily contributed to this bibliography of journal articles, books and reports, and other media. New sources in this 2017 version are listed in red.
The Edith O'Donnell Institute for Art History, The University of Texas at Dallas continues to compile these sources and stores them on our website at http://www.utdallas.edu/arthistory/medicine/#resources.

The PDF version of this bibliography includes embedded links to resources. These links were all working at the time of publication, but we cannot guarantee they will remain stable over time.

The Bibliography is Organized into 5 sections

1. Program Overviews
2. Medical Humanities
3. Research and Evaluation
4. Books and Reports
5. Video, Podcast, and Other Media
Program Overviews


Frick Collection program in which medical students examine painted portraits, then apply the same skills to examine photographs of patients' faces.

RISD program with Alpert Medical School.

Student perception using an “Art in Medicine” 8-week course for first-year medical students at the Brighton and Sussex Medical School as a sample study.

Overview of Boston programs in art of observation.

Studying works by classic and contemporary artists to increase awareness of the complex nature of human beings and their conditions.

Four guiding principles to pedagogy eight core principles of clinical observation.

History and importance of Yale’s observational skills program.


Ten strategies to enhance clinician’s ability to see and increase perceptiveness.


Describes a reflective writing exercise conducted in a second-year medical student humanities seminar.


Yale Center for British Art study that measured students’ observational abilities by analyzing their descriptions of representational paintings in pretests and posttests.


Cincinnati Art Museum program.


Qualitative evaluation on Art Institute of Chicago’s “The Discerning Eye” program.


Introduction to the methodology of the Yale Center for British Art observational program including visual analysis exercises.

Study on improvement of PA visual skills from workshop at Yale Center for British Art.


Study on the Personal Responses Tour at Harvard Art Museums; its effectiveness led to it being a required exercise for first-year medical students.


The Brigham and Women’s Hospital Department of Medicine and the Boston Museum of Fine Arts program combats physician burnout and empathy erosion.


Indiana University School of Nursing use of VTS.


Weill Cornell Medical College art elective at the Metropolitan Museum of Art.


Ohio State University College of Medicine, Columbus Museum of Art Art of Analysis.


Results of a 2-hour workshop on 'Suffering in the Mirror of Arts', focus was to enhance the understanding of suffering and deepening compassion for sufferers.
Case study on three HMS and/or Brigham and Women's Hospital (BWH) courses that address specific health care provider competencies.

The Art Rounds program teaches visual observation skills to medical and nursing students at the University of Texas Health Science Center, San Antonio.

University of Michigan Medical School's Family Centered Experience art making.

Summary results from ten weekly art museum sessions. Describes the benefits of VTS facilitation and includes a process example.

Commentary in which a fourth-year medical student argues for the relevance of the arts and humanities and the need to sustain medical students’ exposure to these through the medical curriculum.

Measured results showing an interdisciplinary course improved participants' capacity to make accurate observations of art and physical findings.

"Exploration of doctors and "objectivity".


Study in which half of a class of non-nurse college graduates entering a master’s degree program was assigned to a museum experience, whereas the other half received traditional teaching methods.


First- and second-year medical students at Southampton University took part in 3-hour life drawing classes with a life drawing tutor and an anatomist.


Dallas Museum of Art and UT Southwestern Medical School partnered program.


Visual Thinking Strategies methodology and benefits.


Columbia University medical students attended a single 90-minute museum-based art-centered program designed to engage patients with dementia and caregivers at three New York Museums.


The Keck School of Medicine of the University of Southern California partnered with Los Angeles’ Museum of Contemporary Art to design an educational experience to observe, describe, and interpret complex information.
Outlines benefits of close looking exercises.

*University of Alberta Arts & Humanities in Health & Medicine Program.*

*Resources to enhance scientific observation including a proposed curriculum for an eight-week arts observation seminar.*

*Describes an approach to gallery teaching that honors the memories, associations, and emotions that visitors bring to their encounters with works of art.*

*Health Sciences students were assigned to two learning groups that participated in a visual literacy program at the McMaster Museum of Art in Ontario.*
This study sought to explore the perceived influence of narrative medicine training on clinical skill development of fourth-year medical students, focusing on competencies mandated by ACGME and the RCPSC in areas of communication, collaboration, and professionalism.*

doi: 10.1097/ACM.0000000000001312.Retrieved from:
Expanding the traditional role of doctor as science-using, evidence-based practitioner to include that of doctor as a "maker" (creator) and artist.

Report on the importance of narrative.

Observations on practicing medicine in a modern world.

Call to adopt the model of narrative medicine.


The Edith O’Donnell Institute of Art History, UT Dallas: Art and Medicine

Bibliography
Expects mechanisms that enact empathetic responses.

A module was developed in a virtual learning environment based on narrative medicine, with the purpose of discussing key subjects of adolescent health care.

A systematic literature review using the PubMed and ERIC databases; qualitative content analysis of 49 included articles, identifying themes related to educational characteristics, processes and outcomes in arts-based education.

Stories and examples on what is meaningful about doctors’ practice and to remoralize doctors and help them advocate for their needs more clearly.

How medical humanities can improve physician skills.

Kinsella EA & Bidinosti S. (2015). “‘I now have a visual image in my mind and it is something I will never forget’: An analysis of an arts-informed approach to health professions ethics education.” Advances in Health Sciences Education, Early On-line: 1-18
This paper reports on a study of an arts informed approach to ethics education in a health professions education context.

Overview of the UK Centre for Medical Humanities programs and goals for the field.

How "enstrangement" and "alienation effect" techniques can disrupt be used in order to discover new ways of perceiving and being in the world.


Overview of current programs and benefits.*


Article on the Met’s program with police officers and art of observation.


New methods for enhancing science students’ innovative thinking, in a pilot program developed to teach innovative thinking.


The MEDLINE, Google Scholar and ISI Web of Knowledge databases were searched for published articles on studies that have attempted to evaluate the efficacy of an arts-based approach in undergraduate medical education; one mixed, 10 qualitative and four quantitative studies were reviewed.


How expectations of empathy can affect perceptions of competency and credibility.*
Explores the complexities and difficulties for medical education to promote and medical students to internalize empathy.

Addresses concerns for residents' potential negativity on humanities-based education.

Good patient care is found in being truly present with patients.

Theater techniques in medical skill teaching.
Research and Evaluation


Describes the effects of an art-based module in an entry-level curriculum for occupational therapy (OT) students in which an exploratory pilot study investigated the feasibility of a group-administered visual art-based module for 20 first-year OT graduate students with the Ackland Art Museum.*


Review and analysis of 62 studies using quantitative evaluation methods.


Qualitative Results of Art elective in collaboration between Sapienza University and Art specialist group (Intro English, article Italian)


Case study on a pre- and post-test and evaluation survey developed for a three-hour exercise presented to medical students just before starting clerkships.


Controlled trial involving 42 general practitioners and 26 primary care nurses in 12 primary care practices in London.

Evaluating the success of Art Rounds for nursing students.


Research study sought to answer the questions: What meaning does VTS have for nursing students? How do nursing students use it in caring for patients?


Clinical qualitative study in which students appeared to hone observation skills and improve pattern recognition.
Books and Reports

2016 Journal of Museum Education Reader Guide
http://museumeducation.info/jme/reader-guide


http://www.artofsciencelearning.org/phase2-research-findings/


Video, Podcast, and Other Media

“Empathy the Human Connection to Patient Care.” Cleveland Clinic. Youtube. Posted February 2013.
https://www.youtube.com/watch?v=cDDWvj_q-o8
Patient care is more than just healing -- it's building a connection that encompasses mind, body and soul.*

https://medicine.yale.edu/alumni/ysmnews/drdr/artofnoticing.aspx
Yale physicians Jacqueline Dolev and Irwin M. Braverman explain how trips to a museum improved students' powers of observation.*

https://www.ted.com/talks/atul_gawande_how_do_we_heal_medicine
Doctor and writer Atul Gawande suggests we take a step back and look at new ways to do medicine -- with fewer cowboys and more pit crews.*

https://www.ted.com/talks/bj_miller_what_really_matters_at_the_end_of_life
BJ Miller is a hospice and palliative medicine physician who thinks deeply about how to create a dignified, graceful end of life for his patients.*

https://soundcloud.com/artspodcast/no-47-the-latest-requirement-for-med-students-studio-art
Columbia University’s Dr. Delphine Taylor discusses how life-drawing classes or visits to the Met help her students tackle ambiguity and humanize their patients.*

https://www.ted.com/talks/abraham_verghese_a_doctor_s_touch
Physician and writer Abraham Verghese describes our strange new world where patients are merely data points, and calls for a return to the traditional one-on-one physical exam.*

*New source as of October, 2017