Art Museum and Medical School Partnerships

Bibliography

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The number and variety of collaborative art museum and medical education programs are expanding. Participants in the Art of Examination: Art Museum and Medical School Partnerships Forum, held in June 2016, contributed to this bibliography of journal articles, books and reports to advance the field by creating opportunities to exchange teaching methodologies and establish networks for research and evaluation. The Edith O'Donnell Institute for Art History, The University of Texas at Dallas compiled these sources.
The Bibliography is organized into 5 sections

1. Program Overviews
2. Empathy and Compassion
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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.

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.


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 "The Discerning Eye" program at the Art Institute of Chicago.

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.


*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 and Columbus Museum of Art’s Art of Analysis course.*


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.


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.

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.

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

*Health Sciences students were assigned to two learning groups that participated in a visual literacy program at the McMaster Museum of Art in Ontario.*

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**Empathy and Compassion**


*Call to adopt the model of narrative medicine.*


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


*Explores mechanisms that enact empathetic responses.*


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


*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.*
Explores the complexities and difficulties for medical education to promote and medical students to internalize empathy.

**Research and Evaluation**

Review and analysis of 62 studies using quantitative evaluation methods.

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.*

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**Medical Humanities and Additional Topics**


*Observations on practicing medicine in a modern world.*


*The benefits of the arts in healthcare from the director of the mental health clinic at the University of Minnesota’s Boynton Health Service and president of the Society for the Arts in Healthcare.*


*Analysis of student material about Performing Medicine, a collaborative program between a theatre company and The London School of Medicine and Dentistry.*

How museums play into the social ideas of well-being and health.


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.


How medical humanities can improve physician skills.


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.

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.


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


Theater techniques in medical skill teaching.

Books and Reports

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


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