

The Examined Life Writing and the Art of Medicine PROGRAM

Tuesday, April 24, 2007

8:00 AM — 9:00 AM
MERF Atrium

Registration

Set up for Poster Session and Book Fair. Continental breakfast will be served.

9:00 AM — 9:45 AM
2117 MERF

Some Things Writing Can Do For Medicine

KEYNOTE

Literature has its own Darwinian rules of survival. Therefore, what has come down to us is a very powerful tool, one which can debunk the "protective distance myth," demonstrate the power of engagement to heal, affirm the logical doubleness of art and science and because it engages the imagination, act as a powerful motivator of behavior. In contrast to the narrow techniques of science, stories hold many layers of consciousness simultaneously and therefore are the best way to explore the complexity of ethical challenge. Craft is critical not only to the process of writing itself but also because it keeps us from veering too far from the truth.

DAVID WATTS, MD, MA, University of California, San Diego

Introduction by Christopher Cooper, MD, associate dean, University of Iowa Carver College of Medicine

10:00 AM — 11:00 AM
3289 CBRB

Stolen Moments: Four Seattle Women Share Their Journeys from Medical Student Writers to Published Physicians

ORAL PRESENTATION

In this panel discussion, four women physicians from Seattle who wrote books during medical school answer the following questions: 1. What can medical students gain from writing? 2. Who (living and historical) were their writing mentors? 3. How did they learn to write? 4. Why and how did they publish? and 5. How have they balanced writing and medicine since publication of their book(s) and completion of medical training?

NASSIM ASSEFI, MD, University of Washington
JENNIFER DANEK, MD, University of Washington
AUDREY YOUNG, MD, University of Washington

10:00 AM — 11:00 AM
5289 CBRB

The Resurrectionist: After the Transplant, a memoir

READING

APRIL 24 ▪ 25, 2007

UNIVERSITY OF IOWA ROY J. AND LUCILLE A. CARVER COLLEGE OF MEDICINE

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In his memoir-in-progress, *The Resurrectionist*, fiction writer and poet Richard McCann explores the experience and meaning of illness and mortality through a narrative investigation of his own experience as a liver transplant recipient. What does it mean, McCann asks, to live in a body, such as his, that has been kept alive by a stranger's death?

RICHARD MCCANN, PHD, MA, American University

10:00 AM — 11:00 AM
2289 CBRB

Reflective Writing in Medical Education: A Joy to Teach; a Challenge to Evaluate

ORAL PRESENTATION

Gail K. Ellison will share her experience in teaching and evaluating a reflective writing elective at the University of Florida College of Medicine. She will focus on the development of a research instrument and the results of a 2006 course evaluation funded by the Arnold P. Gold Foundation, including the challenge of demonstrating to medical educators the role of reflective writing in balancing science and art in the practice of medicine. The presentation will include a summary of course objectives, teaching suggestions, and examples of themes in student writing.

GAIL K. ELLISON, PHD, University of Florida

11:15 AM — 12:15 PM
3289 CBRB

Practical Immersion Experience (PIE)

ORAL PRESENTATION

At the University of New Mexico School of Medicine, medical students between their first and second years enter a nine week Practical Immersion Experience (PIE), working for the first time within a clinical practice somewhere in the state. For the past two summers, self-selected PIE students (9 in 2005, 22 in 2006), in lieu of some of their standard required clinical write-ups, wrote reflectively once a week via e-mail to physician mentors on campus. Mentors responded in kind to the content of these experiential writings. Students reported ways that this narrative writing helped them engage with their clinical practice. Mentors also found the experience rewarding.

JULIE REICHERT, PHD, University of New Mexico School of Medicine

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Reflective Writing in a Competency Based Medical School Curriculum

ORAL PRESENTATION

The Cleveland Clinic Lerner College of Medicine uses a competency-based portfolio assessment system instead of grades. One of nine core competencies is reflective practice, which is defined as being able to “demonstrate habits of analyzing cognitive and affective experiences that result in the identification of learning needs leading to integration and synthesis of new learning”. Students have multiple opportunities for reflective writing throughout the pre-clinical and clinical curriculum through the use of patient logs, patient journals and in small group sessions focusing on human values and professionalism. Opportunities for reflective writing are vital in developing reflective practitioners.

J. HARRY ISAACSON, MD, Cleveland Clinic Lerner College of Medicine
RENEE SALAS, BS, Cleveland Clinic Lerner College of Medicine
MARGARET MCKENZIE, MD, Cleveland Clinic Lerner College of Medicine
CARL KOCH, BA, Cleveland Clinic Lerner College of Medicine

11:15 AM — 12:15 PM
5289 CBRB

The Resurrection Trade, a poetry reading

READING

Leslie Adrienne Miller's new collection of poems, *The Resurrection Trade*, from Graywolf Press (2007), delves into the mysteries of early anatomical studies and medical illustrations and finds there stories of women's lives—sometimes tragic, sometimes comic—as exposed as the drawings themselves. These carefully researched and rendered poems become testimonies to women's bodies objectified and misunderstood throughout history. Miller's sensuous and harrowing fifth collection of poems brings a new truth to what she calls in one poem "the strange collusion of imaginary science and real art."

LESLIE ADRIENNE MILLER, PHD, University of St. Thomas

12:15 PM — 1:30 PM
MERF Atrium

Sailing into Iowa: A Dramatic Reading

KEYNOTE, LUNCH

Introduction by Iowa State Bank & Trust

MAGGIE CONROY, MFA, University of Iowa Playwrights' Workshop

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1:45 PM — 2:45 PM
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Reading Retreats in the Medical Humanities

ORAL PRESENTATION

In 1978, Dr. Richard Caplan, a dermatologist at the University of Iowa College of Medicine, received a small grant for reading retreats in the medical humanities. The resultant annual and occasionally triannual weekend retreats attracted physicians and nurses, spouses, and significant others throughout the Midwest. Dr. William Davis was a participant for many years but when he joined the medical faculty in 2000, he worked with Dr. Caplan to become a facilitator for the retreats. They will share with the audience their experiences both as participants and facilitators and what they feel is a unique opportunity for both physicians and partners to discuss the human side of medicine through literature.

RICHARD M. CAPLAN, MD, University of Iowa Carver College of Medicine
WILLIAM A. DAVIS, MD, University of Iowa Carver College of Medicine

The Med Poets of South Bend - Bringing the Joy of Living Back to Healthcare

ORAL PRESENTATION

By engaging in vulnerable conversations between healthcare colleagues, a new form of communication emerged, resulting in more effective and joyful conversations. Our group has piloted projects in creative writing (examples will be included), participatory art expression, film, sociology of the blues, and mixed media. The group has been active for four years and has 40 active participants under the supervision of Notre Dame professors using an adult learning model.

KEN ANDERSON, DO, MS, CPE, Memorial Hospital and Health System of South Bend

1:45 PM — 2:45 PM
2289 CBRB

Beyond Scientific Writing: Resources for Creative Prose

ORAL PRESENTATION

Healthcare workers are well trained to write chart notes, case studies, and scientific papers, each with conventions for objectivity, brevity, and uniformity. While these are efficient for their purposes, they leave out much about what it means to be ill and to care for the ill: the subjective and complex emotional experiences of patients, family members, physicians, nurses, social workers, or technicians.

Many writers look to the texts of other writers not only for inspiration and comfort but also for examples of craft. We will read two prose pieces (one essay, one short story) that deal with a healthcare event, analyzing literary resources (point of view, characters, style, dialogue, description, tone, imagery, metaphor, etc.).

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ALBERT HOWARD CARTER, III, PHD, L.M.B.T., University of North Carolina,
Chapel Hill
JAY BARUCH, MD, Brown University

1:45 PM — 2:45 PM
5289 CBRB

The Size, Shape and Location of the Heart

READING

In mind, body and spirit, physicians are expected to have indomitable reserves. But what happens when reserves of empathy run low? Is it possible to take a walk in each patient's shoes without losing yourself along the way? In physician-writer Maggie Leffler's new novel, *The Diagnosis of Love*, young Dr. Holly Campbell struggles to hang on to a sense of compassion, ever since she's begun resenting her patients for being sick. In her journey to a new land and friends, she discovers ways to strengthen herself as a physician and as a person.

MAGGIE LEFFLER, MD, West Penn Allegheny Health Systems

3:00 PM — 4:00 PM
3289 CBRB

Reflective Writing for the Writing-naive: Getting Results in a One-hour Session

ORAL PRESENTATION

Writing is a powerful tool for expressing, processing and sharing strong emotional experiences, a need most medical professionals share. Yet many doctors and trainees perceive themselves as being unable to write. This session outlines a simple format for diving into writing and discovering its power within a one-hour session. Participants will generate a list of memorable clinical experiences that triggered strong emotions, and select one for a brief, 10-15 minute writing exercise. By reading aloud volunteers can discover the power of sharing their written words. Participants will learn to organize similar sessions for students, residents, or practicing physicians.

EMILY R. TRANSUE, MD, University of Washington, Seattle

3:00 PM — 4:00 PM
2289 CBRB

Writing is Good Medicine™ and The Alchemy of Grief: Catalysts for Meaning in Illness

ORAL PRESENTATION

A presentation of two models of writing as tools for healing illness and trauma, with applicability to patients, family members and medical practitioners who care for them. Participants will:

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- explore the communication gap between the patient's and medical practitioner's perspective of illness, death and dying;
- explore elements of the Writing is Good Medicine™ model and its application in improving communication in the medical encounter;
- understand the Pennebaker model and its application with patients, family, and practitioners;
- explore the process for “mining” the raw material unearthed through these models to develop related creative works for publication and practice.

EMILY FERRARA, MA, University of Massachusetts Medical School
CELIA ENGEL BANDMAN, Center for Communication in Medicine

3:00 PM — 4:00 PM
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Healing Words: Poetry and the Art of Medicine

FILM SCREENING

Healing Words is the result of ten years planning. Like a poem, and because we had no deadlines, the material was allowed to tell us which direction it wanted to go, and like a poem, ended up in a very surprising place. It is a film about how poetry and the arts can humanize the often painful and difficult process of medical care and how doctors, nurses, artists and patients can set aside mechanisms of separation and come together in the spirit of healing.

DAVID WATTS, MD, University of California, San Diego

4:00 PM — 5:00 PM
Atrium MERF

Poster Session and Book Fair

5:30 PM — 8:30 PM
Atrium UI Museum of Art

Reception

RECEPTION & KEYNOTE

Featuring "Notes from the Kingdom of Illness" with poet Rachel Haddas. Introduction by the University of Iowa Press.

Also, live entertainment and a tribute to the work of Richard Caplan, MD, Professor Emeritus, of the University of Iowa Program in Biomedical Ethics and Medical Humanities.

RACHEL HADAS, PHD, Rutgers University

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8:00 AM — 8:30 AM
Atrium MERF

Breakfast

Continental breakfast will be served.

8:30 AM — 9:30 AM
2289 CBRB

In Their Own Words: Using Patients' Stories to Teach about Patients' Experiences of Healthcare

READING

Medical educators must help learners understand patients' perceptions of their illnesses and their experiences with health care. One of the authors used a creative writing exercise to develop a performance piece based on patients' stories of interacting with healthcare providers. Since 2000, small groups of first-year medical students have performed the piece as readers' theater for their classmates during the required course Foundations of Clinical Practice. During the session, the participants will witness a reading of an excerpt of the performance piece and have an opportunity to discuss their observations.

LOREEN HERWALDT, MD, The University of Iowa College of Medicine
MARCY ROSENBAUM, PHD, The University of Iowa College of Medicine
KRISTI FERGUSON, PHD, The University of Iowa College of Medicine

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8:30 AM — 9:30 AM
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Narrative in Medical Education: A Pathway to Reflective Practice

ORAL PRESENTATION

Literature and narrative writing can be used to promote reflection and discussion among medical students and physicians about the physician/patient encounter. The presenter, a family medicine physician, will share her observations from courses she designed for medical students as well as seminars for residents and attending physicians, in which narrative and medical readers' theatre are used to generate this type of reflection. She will discuss how student reactions to these materials tend to reflect their own journey into the medical world and their adaptation to its norms. Their socialization into medicine may be expressed in the specific ways in which they react to the themes and characters in the chosen narratives. This information can be used to assist students in the development of their professional empathy by encouraging them to reflect on the changes they have undergone within themselves throughout the course of their education.

SUSAN ARJMAND, MD, Stroger Hospital of Cook County

Teaching Residents to Develop a Narrative Ear

ORAL PRESENTATION

Medicine is often reduced to a compendium of evidence-based practice guidelines. But for those involved in patient care, it is through relationships that we are challenged and fed. How can we help new physicians connect with their patients, face conflict, sit with uncertainty, and listen to the whole story? The presenter will describe varied settings in which the narrative wellspring can be celebrated and explored.

DAVID LOXTERKAMP, MD, Seaport Family Practice

8:30 AM — 9:30 AM
5289 CBRB

Evaluation and Implementation of a Reflective Writing Seminar for Medical Students

ORAL PRESENTATION

We developed a reflective writing seminar to promote self-awareness, reflection, and empathy in medical students. Eleven 2nd-year medical students wrote about a patient or personal illness experience, and discussed the narratives in several sessions led by a humanities professor and faculty physicians. Students rated the seminar highly, and reported that the seminar stimulated self-awareness, reflection, ability to empathize with patients, and understand colleagues. Qualitative analysis showed that students' self-awareness centered

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on the role of learner; examples of self-reflection included realizing the impact of illness; and examples of empathy included connecting with the ill and reserving judgment of others.

MONIQUE AURORA TELLO, MD, Johns Hopkins Medical Institutions

9:45 AM — 10:45 AM
5289 CBRB

Individualized Student Service: The Carver College of Medicine Writing Program

ORAL PRESENTATION

Since its inception in 2002, the Writing Program has provided one-on-one feedback on close to 2,100 drafts of medical students' writing. Students may bring any form of writing to the program for review, from residency personal statements to CVs to poetry. In this panel discussion, the program coordinator and medical students will present the program's development and offerings.

MARGARET LEMAY-LEWIS, MFA, University of Iowa Carver College of Medicine

9:45 AM — 10:45 AM
2289 CBRB

Spreading the Word: Reflective Writing as Faculty Development

ORAL PRESENTATION

To help medical faculty know what they didn't know they knew, we initiated three faculty development programs that emphasize reflective writing: 1) a reflective writing course; 2) a biomedical ethics/humanities series; and 3) regular writing exercises during a "leadership in academic medicine" course. Each of these courses is offered by invitation only, and the graduates are asked to nominate a colleague for subsequent courses. As the choir to which we preach grows, so does its range. The choir is now a writing community. A new on-line journal, *Hospital Drive* (<http://hospitaldrive.med.virginia.edu>) enlists our writers as reviewers and contributors.

DANIEL BECKER, MD, MPH, MFA, University of Virginia School of Medicine

SHARON HOSTLER, MD, University of Virginia School of Medicine

9:45 AM — 10:45 AM
3289 CBRB

The Patient Voice Project: Expressive Writing, Chronic Illness and Narrative Choice

ORAL PRESENTATION

The Patient Voice Project, created in the spring of 2005 in Iowa City,

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links MFA candidates from the University of Iowa Writers' Workshop with those struggling with chronic physical and mental illness in the Iowa City area for one-on-one and group creative writing classes. This presentation will describe the methods used in the Patient Voice Project and do close analysis of the participants' work.

AUSTIN BUNN, MFA, University of Iowa Writers' Workshop

11:00 AM — 12:00 PM
3289 CBRB

Teacher Narratives in Medical Education

ORAL PRESENTATION

Much has been written about the narrative accounts of doctors, be they practising physicians or medical students. There are very few publications, however, on the stories medical teachers tell about their teaching experiences. Studies in medical education have shown that what medical educators model in their actions speak louder than lectures. Writing and attending to personal narratives is a means towards reflective practice. In this presentation we will use teacher narratives gathered during a faculty development retreat to learn more about ourselves as medical educators.

MAUREEN RAPPAPORT, MD, McGill University

The Autobiography of Medical Education: Anatomy of a Genre

ORAL PRESENTATION

Beginning in the 1960s, physicians began recounting their passage through medical school, internship, and residency in unprecedented numbers. As insider reports, they have the potential to shape the general public's perception of the health-care system. Developed here through an inductive approach is an original typology on how the authors portray themselves--as observers, outsiders, activists, malcontents, and apologists--with the members of each category sharing a characteristic approach toward medical education. The observers make ethical judgments about it. The outsiders seek ways to adjust to it. The activists try to change it. The malcontents bear a grudge against it. The apologists defend it. Yet regardless of category, the authors agree that medical education places enormous demands on them. A few of the authors characterize the process of initiation as one that prepares them to assume an elevated role in society. But for most of them, survival is the principal objective, and for them, writing serves as a form of healing.

CHERYL A. KOSKI, PHD, University of South Florida St. Petersburg

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2289 CBRB

The University of Iowa Press *ORAL PRESENTATION*

Editors of the UI Press will discuss the function of a university press, what they look for, and a general survey of the publishing landscape.

11:00 AM — 12:00 PM
5289 CBRB

Creative Writing and the Patient Perspective: a Longitudinal Program for Medical Scholars *ORAL PRESENTATION*

Each year the Medical Scholars program at Michigan State University conducts a required monthly longitudinal enrichment experience for its most gifted premedical students. This year the topic was "The Patient's Perspective in the Doctor-Patient Relationship." Short stories and creative writing were used to explore the topic and prepare students to role-play as patients. Participants will be presented with course outcomes, reading materials, and a writing exercise used in the course.

HARRIET SQUIER, MD, MA, Michigan State University

12:00 PM — 12:45 PM
Atrium MERF

Lunch

12:45 PM — 1:30 PM
Atrium MERF

Oxidation of Squalene by Squalene Epoxidase to form 2,3-Oxidosqualene, or, How I Left Medicine for Writing *KEYNOTE*

Introduction by Marcy Rosenbaum, PhD, Carver College of Medicine
Office of Consultation and Research in Medical Education

ETHAN CANIN, MD, Iowa Writers' Workshop

1:45 PM — 2:45 PM
3289 CBRB

Launching Pulse magazine: Using Personal Accounts to Start a National Conversation about Health Care *ORAL PRESENTATION*

Imagine a publication that uses personal accounts by health care providers and patients to paint an emotionally honest picture of illness and medical care. Now imagine these stories as opportunities for starting a national conversation about our health care system. Eighteen months ago the Department of Family Medicine at

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Montefiore Medical Center/Albert Einstein College of Medicine in the Bronx decided to launch such an ambitious publication: *Pulse—voices from the heart of medicine*. This workshop will discuss the impetus for *Pulse*, its practical evolution from print to the web, and an e-newsletter that is soon to go live.

PAUL GROSS, MD, Montefiore Medical Center/Albert Einstein College of Medicine

1:45 PM — 2:45 PM
5289 CBRB

Healing Words: Poetry and the Art of Medicine

FILM SCREENING

Healing Words is the result of ten years planning. Like a poem, and because we had no deadlines, the material was allowed to tell us which direction it wanted to go, and like a poem, ended up in a very surprising place. It is a film about how poetry and the arts can humanize the often painful and difficult process of medical care and how doctors, nurses, artists and patients can set aside mechanisms of separation and come together in the spirit of healing.

DAVID WATTS, MD, University of California, San Diego

1:45 PM — 2:45 PM
2289 CBRB

Preparing for Publication: Your Self and Your Work

ORAL PRESENTATION

As a general internist and clinical teacher who has published a book, poems, and stories, Emily R. Transue will help the group explore the process of publishing medical nonfiction, and the challenges and rewards that being a published writer brings to one's medical career. In a round-table, audience-directed format participants will discuss the selection of an audience and format for your work; development of personal journaling into a finished story or book; ethics of confidentiality and permissions; lessons from the editing and publishing process; and unintended consequences--how opening your thoughts and experiences to colleagues and/or patients may impact your practice of medicine.

EMILY R. TRANSUE, MD, University of Washington, Seattle

1:45 PM — 3:15 PM
1213 MERF

Writing Workshop

During this hour, each participant will read aloud a short piece, without any preparatory comments from the reader. (The piece should be prepared in advance, prompted by the exercise below.) Then, the reader will receive feedback from the group, in the form of generous, enthusiastic comments. Most comments will focus on what

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we might call “the telling detail.” There will be no time within the workshop to defend or explain your work. Each person will receive the same number of minutes for both her reading and to receive comments.

The exercise can be completed in any genre—poem, memoir, or fiction. It does not have to be first person. It’s important to limit pieces to no more than 2 double-spaced pages. It could be much shorter. Use this space limitation to hone the piece to its most essential lines or sentences, focusing on the most powerful, the most telling details.

It is suggested that participants save perfect, finished pieces for the conference-wide participant reading at 2:45. To the workshop bring a new piece that is fresh and needs something, something a workshop of interested readers might offer.

CECILE GODING, MFA, Mount Mercy College

3:15 PM — 4:00 PM
Atrium MERF

Participants' Reading *READING*

4:00 PM

Adjourn