

**The Examined Life:
Writing and the Art of Medicine**

PROGRAM

- LIT = Literature
- MED ED = Education
- PAT = Patient and Provider Care
- WRI = Craft of Writing

Wednesday, April 29, 2009

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
4:00 - 6:00 pm	Registration	IMU East Lobby
5:00 - 6:00 pm	Welcome reception	IMU North Room (181)
6:00 - 7:15 pm	Concurrent sessions 1	
6:00 - 7:15 pm	<p>Rhetoric, Hospice, and End-of-Life: A Service Learning Course at the University of Iowa (PAT)</p> <p>Patrick Dolan, PhD; Ann Broderick, MD; Nicolas Braus; Nicole Nixon; University of Iowa Carver College of Medicine, Iowa City, IA</p> <p>In the fall of 2008, Ann Broderick, MD, from the Carver College of Medicine and Patrick Dolan, PhD, from the University of Iowa's Rhetoric Department, offered a course titled Rhetorical Issues in Health Care: Hospice, Rhetoric and End-of-Life. The course combined service learning at Iowa City Hospice, a non-profit, volunteer intensive, community-based hospice, with readings illustrating the rhetoric surrounding end-of-life from Plato to Timothy Quill. The students underwent hospice training, did twenty-five hours of service, discussed their experiences and their reading in class, and wrote a seminar paper.</p> <p>The course aimed to be interdisciplinary. One of the teachers directs the Palliative Care Program at the University of Iowa Hospitals and Clinics, while the other, a hospice volunteer, studies literature, rhetoric and end of life. The students included a medical student, a nursing student, a student in Aging Studies, and a pre-med student. Discussions ranged from medical issues, to psychosocial dimensions of care-giving, chronic illness, death and bereavement to ethics. The course offered the students wide latitude in their choice of topics and approaches.</p> <p>The presentation will be a panel discussion in which the instructors will explain their aims and methods during the course, and the students will offer comments on their experiences.</p>	IMU Indiana Room (346)
6:00 - 7:15 pm	<p>Interactive Reflective Writing of Medical Students—the Brown Educational Guide to Analysis of Narrative (BEGAN) and an</p>	IMU Ohio Room (343)

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>Associated Evaluation Rubric (MED ED)</p> <p>Shmuel P Reis, MD, MHPE; Hedy S Wald, PhD; Alicia D Monroe, MD; Jeffrey M Borkan, MD, PhD; Warren Alpert Medical School of Brown University, Providence, RI</p> <p>Background: The use of reflective narrative writing to augment reflective practice instruction is well documented. We propose that interactive reflective writing (with faculty feedback) can support students and foster professional development.</p> <p>Objectives: To support a reflective writing curriculum with a guide for students and faculty and an analysis and evaluation framework.</p> <p>Setting: At the Warren Alpert Medical School of Brown University (Alpert Med), a curriculum of students' reflective writing (20-25 structured "field notes" are required within the first two pre-clinical years) with guided individualized feedback from an interdisciplinary faculty team has been implemented in a Doctoring course since 2005-6.</p> <p>Methods: A tool to guide faculty in crafting quality feedback, i.e., the Brown Educational Guide to Analysis of Narrative (BEGAN), ideally geared toward promoting the students' educational process, was developed and applied by the authors. The multi-step BEGAN framework guides faculty to identify salient student quotes from the students' text and illuminate students' insights, utilize reflection-inviting questions, highlight derived lessons/key concepts (using faculty's clinical/personal experience), extract clinical patterns, and provide concrete recommendations as relevant. Recently, an evaluation rubric for identifying student reflective level and its development over time has been developed as well.</p> <p>Results: The guides have been offered to the students and faculty for the present academic year and the rubric will be applied to 90 second year "best notes" during March 2009.</p> <p>Conclusions: Within this conference presentation, we will describe the BEGAN and rubric, provide examples, and report the results of the first rubric application.</p>	
6:00 - 7:15 pm	<p>The Joy Joy Joy of Repetition in Writing about Health, Medicine and the Body (WRI)</p> <p>S.L. Wisenberg, MFA, Northwestern University, Chicago, IL</p> <p>Our bodies and our lives are based on repetition--from the beating of our hearts to the brushing of our teeth. In this workshop we will ponder repetition in our lives and work, and explore ways that we can use it as a source for writing. Repetitious tasks often become rote. How can we break open Habit and see afresh? We will also examine repetition as a key</p>	IMU Michigan Room (351)

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>part of written work; writers use it variously as muse, chorus, unifier, structural element, appeal to the senses, and more. We will read successful examples of prose and poetry that make sure of repetition, and then write in class. We'll also talk about ways that various forms of repetition can restrict as well as liberate us. We will read published examples aloud, write, and brainstorm. This is for writers at all levels.</p>	
7:30 - 9:00 pm	<p>Plenary session (open to the public)</p> <p>The Music, Art, and Ethics of Suffering</p> <p>by John Rapson, University of Iowa College of Liberal Arts and Sciences, Iowa City, IA; Tim Grubbs Lowly, North Park University, Chicago, IL; Raymond G. De Vries, PhD, University of Michigan, Ann Arbor, MI</p> <p>Is it possible to say something new about suffering? Do we drain suffering of meaning when we analyze it, objectify it, categorize it, look at it from a safe distance?</p> <p>We use the reflections of ethics and the vision of the visual arts and music to take a closer look at suffering. The goal of our session is consider together the contexts in which suffering is transformed, to ponder how insights about suffering can be used, and to discover what it is that prevents us from more deeply exploring our mutual fate.</p> <p>We will begin with the problem of suffering in contemporary bioethics. Suffering is central to bioethics, but is rarely looked at directly. It can be argued that bioethics emerged as a response to suffering. Whether you subscribe to the “bioethics was born out of the abuses of World War II and medical research” or “bioethics emerged as a way of speaking (patients’) truth to (medical) power, the focus of the relatively new endeavor was to respond to, and alleviate, suffering, human, animal, and more recently, the suffering of nature.</p> <p>Given the central place of suffering in the work of bioethics, it is remarkable that so little attention is</p>	IMU South Room (179)

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>paid to it. Raymond De Vries will review the bioethical literature on suffering and explore some of the reasons it has been largely ignored by bioethicists.</p> <p>Tim Lowly is a painter whose subjects re-cast the question of what constitutes suffering. He will present a number of reproductions from his paintings that might represent "suffering" to a casual observer but beg the question on closer examination.</p> <p>John Rapson will survey a variety of blues songs that deal with illness and suffering as a fact of life, a process that cannot be avoided. Using audio clips and transcribed lyrics, he will describe how these artists address the cause of their suffering and find ways to traverse it, even transforming it into a catharsis for healing.</p> <p>Introduction by Lauris Kaldjian, MD, PhD, Director, Program in Biomedical Ethics, University of Iowa Carver College of Medicine, Iowa City, IA</p>	

Thursday, April 30, 2009

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
7:00 - 9:00 am	Coffee, "World Cafe" Social Hour	MERF Atrium
	Time for coffee and informal discussion related to the interest tracks.	
7:15 - 8:30 am	Workshops and Interest Groups	
7:15 - 8:30 am	<p>Writers' Block: Barriers that Prevent Physicians from Writing Successfully (WRI) Harriet Squier, MD, MA, Collaborative Psychiatric Group, Haslett, MI</p> <p>Many physicians express a desire to write creatively, but most never do. On the surface, physicians should make natural writers: they hear lots of stories, are exposed to a wide range of life experiences through their work and through their patients, and they are used to feeling empowered to accomplish what they set out to do.</p>	1171 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>Nevertheless, diverse barriers to writing prevent desiring physicians from starting or continuing to write. Many physicians and medical students feel very threatened at the idea of writing, don't know how to capture their thoughts and stories, have difficulty finding a narrative voice, and aren't comfortable expressing themselves on paper.</p> <p>Understanding these barriers can help physicians and students recognize the issues that are pertinent for themselves and begin the process of freeing themselves to write</p> <p>This presentation will begin with reflection by the audience as to their own experiences with trying to write.</p> <p>Then we will discuss how personality characteristics, identity issues, work issues, and other factors also affect physicians' abilities to write creatively.</p> <p>We will discuss theories about writers' block, and the group will discuss the relevance of this information for physicians in general and for themselves in particular. The session will close with further reflective work by participants to address their own barriers to pursuing writing.</p>	
7:15 - 8:30 am	<p>Poetry Interest Group (LIT/WRI) Daniel Becker, MD, MPH, MFA, University of Virginia School of Medicine, Charlottesville, VA</p> <p>A poetry interest group that will allow poets to meet each other, discuss craft, share work (both at the meeting and later on by electronic means), consider the role of poetry in medical education, and compare favorite poets--past and current. Each participant should bring a poem, his or hers or someone else's, to read to the group.</p>	1181 MERF
7:15 - 8:30 am	<p>The Healing Bond-Medicine and Creative Expression (WRI) Dawn Wood, MD, MPH, University of California, Los Angeles, CA</p> <p>In this workshop creative expression will be explored through both writing and reading. It is through the creative process that healing expands to include a deeper understanding of the illness experience for both practitioner and patient. Dr Wood will lead the discussion on the use of prose in the healing process. Woven into the workshop will be examples of the healing bond as demonstrated in published medical short stories and poetry, including works from William Carlos Williams and Vital Signs- UCLA Poet Physician Anthology. Ethical issues surrounding the use of real-life situation in a potentially public art form will be explored.</p> <p>The workshop will also include a short writing exercise based on</p>	1185 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>writing prompts. Students will be free to share or not share their own creative writing in a supportive environment of peers.</p> <p>For beginning to intermediate writers.</p>	
8:00 - 10:00 am	Registration	MERF Atrium
8:30 - 9:45 am	Concurrent sessions 2	
8:30 - 9:45 am	<p>Healing Words: Establishing a Reading Program in Hospitals and Nursing Homes (PAT)</p> <p>Valerie Gribben, BA, University of Alabama School of Medicine, Birmingham, AL</p> <p>With continuous staff shift changes and patients who are shuttled between wards, hospitals risk becoming places of human disconnection. Bored patients turn to droning television programs to numb themselves to their overwhelming emotions or to block out the sounds of beeping machinery.</p> <p>College students looking to volunteer in such hospitals typically end up filing papers, answering telephones, or fetching coffee. Rarely are they able to interact with patients on a level deep enough to understand patients' stories. As a result, when undergraduates transition into medical students, they may see patients from only the prescribing side of the clipboard.</p> <p>Healing Words, an organization of college students who read aloud in hospitals, allows volunteers to connect directly with patients through the bridge of literature. This activity leads to conversation that relaxes both parties and precipitates deeper levels of communication. Such exchanges hold the potential for patients to transcend their clinical settings via imagination or personal recollection. Founded by then-college sophomore Valerie Gribben, Healing Words was inspired by Gribben's reading to her own mother, who was undergoing chemotherapy for breast cancer.</p> <p>In this presentation Gribben will trace how Healing Words began and how it has grown to encompass health care facilities throughout the city of Birmingham, Alabama. She will discuss how her perspective as a teenage author influenced the development of Healing Words. Additionally, she will incorporate comments from volunteers about their experiences with the patients.</p>	1117 MERF
8:30 - 9:45 am	<p>Fiction or Non? A Conversation on Writing Medicine (WRI)</p> <p>Plucking a Thread, Writing a Book: Preserving the Truth in Fictionalized Patient Narratives</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>Timothy Twito, MD, Northfield, MN</p> <p>I will read two original pieces about a deceased patient, one factual and the other fictionalized, to stimulate discussion about the benefits and shortcomings of both approaches in writing about our patients' lives and legacies.</p> <p>The Story Always Comes First</p> <p>Jay Baruch, MD, Warren Alpert Medical School of Brown University, Providence, RI</p> <p>It feels as if more and more medical memoirs and personal essays fill bookshelves and the pages of medical and literary journals. And yet, this attention highlights a potentially perilous dilemma for physician/writers. Principles and moral values that guide bedside responsibilities and behavior towards patients still apply to the task of writing about them. The physician/writer is still a physician. This tension makes me uneasy.</p> <p>When I write about seemingly real medical experiences, I choose fiction. Three dominant justifications justify what has up to now been an unconscious decision: respect for patient privacy, trust and potential abuse of the physician/patient relationship, and my belief that the story always comes first.</p> <p>I'll discuss key ethical considerations as well as the small but growing body of literature that describes strategies for writing about medical experiences while respecting patients and clinical experiences. A vital part of this joint presentation involves a lively discussion with the audience.</p>	
8:30 - 9:45 am	<p>Reflective Writing and Residency Education: 15 Years of Experience From an Emergency Medicine Program (MED ED)</p> <p>David Sklar, MD; Frank Huyler, MD; Elizabeth Hadas, University of New Mexico Health Sciences Center, Albuquerque, NM</p> <p>Drs. Sklar and Huyler have been teaching writing and reflection upon the published works of physician writers over the past 15 years as part of the broad training of emergency medicine residents. Recently, as the Accreditation Council of Graduate Medical Education has identified core competencies required of all residents in the areas of Communications and Interpersonal Relations and Professionalism, these reflective writing sessions have caught the attention of residency educators for their potential to meet these requirements and may be of interest to residency program directors from all fields. Our session will describe the evolution of the course, our present approach, examples of resident writing and how the program created an environment that nurtured our own collaboration and publication. We will also present our recent publications, "La Clinica - A Doctor's Journey Across Borders" and "Law of Thirst," as well as</p>	2189 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	a previously published book, "Blood of Strangers." We will also briefly describe our vision for the next phase in the growth of our writing program, which is the publication of a new series with the UNM Press on Medicine and Literature.	
10:00 - 11:15 am	Concurrent sessions 3	
10:00 - 11:15 am	<p>The Lives of Others: Finding Purpose in Medicine through Biographical Writing (LIT/WRI)</p> <p>Jack El-Hai, MFA, Minneapolis, MN</p> <p>While many physicians and medical students know that writing memoir can increase one's self-understanding, few realize that biographical writing holds the same potential. Investigating another person's life -- a fellow healthcare provider, a patient, or anyone -- forces writers to compare their experiences and perceptions with those of their subject. As a result, biographers often find themselves transformed by their writing. This presentation will draw from the speaker's experience as the biographer of lobotomy developer Walter Freeman, MD, as well as from biographical writings of Oliver Wendell Holmes, Sr., Lytton Strachey, Oliver Sacks, and others.</p>	1117 MERF
10:00 - 11:15 am	<p>Implementing an Expressive Writing Study in a Cancer Clinic (PAT)</p> <p>Nancy Morgan, MA-TLA, Lombardi Comprehensive Cancer Center at Georgetown University, Washington, DC</p> <p>Patients at a comprehensive cancer center have participated in a weekly writing program for seven years. Anecdotal evidence following writing in this clinical setting appeared congruent with the results of expressive writing studies conducted in laboratory settings. To move expressive writing research beyond the laboratory, we evaluated the feasibility of engaging a clinical population in a structured expressive writing task while they waited for an appointment in a cancer clinic. Adult leukemia and lymphoma patients (N=71) completed a baseline assessment, 20-minute writing task, post-writing assessment, and 3-week follow-up; 88% completed the writing task and 56% completed the follow-up. Participants reported positive responses to the writing and immediately post-writing, about half (49.1 %) reported that writing resulted in changes in their thoughts about their illness, while 53.8% reported changes in their thoughts at the 3 week follow-up. Reports of changes in thoughts about illness immediately post writing were significantly associated with better physical quality of life at follow-up. Initial qualitative analyses of the texts identified themes related to positive change/transformation following a cancer diagnosis. Findings support the feasibility of conducting expressive writing with a clinical population in a non-laboratory setting. Cancer patients</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>were receptive to expressive writing and reported changes in the way they thought about their illness following writing. These preliminary findings indicate that a single, brief writing exercise is related to cancer patients' reports of improved quality of life. Presentation includes a review of the study and the impact of its publication in <i>The Oncologist</i>, a peer-reviewed scientific journal.</p>	
10:00 - 11:15 am	<p>Learning Patient-centered Care through Reading and Writing – the Family Medicine Forum at Case Western Reserve University School of Medicine (MED ED)</p> <p>Lynda Montgomery, MD, MEd, Case Western Reserve University School of Medicine, Cleveland, OH</p> <p>Humanities teaching in medical schools continues to grow in breadth and depth. One remaining challenge is the integration of humanities directly into the teaching of clinical medicine. The objective of this workshop is to share a curriculum where reading and writing are used to reinforce core principles of patient-centered care.</p> <p>During the workshop, we will present our curriculum for the Family Medicine Forum, a faculty-facilitated session that meets weekly for one-hour during a five-week clerkship. Each session begins with a short reading. Students present recent patient care scenarios that relate to the theme or an element of the reading. After an in-class discussion, students write a short reflection about their own care of patients and the topics covered in the discussion.</p> <p>The one-hour workshop will be organized in the following manner: Introduction and rationale for curriculum (5 minutes); demonstration of curriculum with a mini-forum session. We'll read together, then invite the clinicians present to reflect on how the reading relates to their own practices in the same way we facilitate the discussion among students (20-25 minutes).</p> <p>We will share feedback from faculty and students about the forum and share excerpts of students' written reflections (10 minutes). The final 20 minutes will be devoted to discussion and feedback. We plan to highlight the challenges of presenting this curriculum to students with varying levels of motivation, brainstorm ideas about how to quickly harness student energy to think in different ways about patients, and discuss student assessment for this type of educational activity.</p>	5181 MERF
11:15 - 12:00 pm	Poster session and book fair	MERF Atrium
11:15 - 12:00 pm	<p>Learning from Writers from around the World: an Introduction to the International Writing Program</p> <p>Hugh Ferrer, MFA, University of Iowa International Writing Program,</p>	1117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>Iowa City, IA</p> <p>During its forty-one years, the International Writing Program has hosted over 1200 emerging and well-established writers from more than 120 countries. They come to Iowa to write, to exchange ideas, to learn about one another and about America; and in the process we learn from them. This talk will give a brief overview of the IWP and the continuing role of the arts in 21st century cultural diplomacy, and then will focus on one of the enduring lessons presented by the visiting writers: the enormously different attitude towards specialization taken by international writers, the majority of whom write in a number of genres and maintain a professional position as a matter of course.</p>	
11:15 - 12:00 pm	<p>UI College of Medicine Rare Book Room Tour Edward Holtum, Curator, University of Iowa Carver College of Medicine, Iowa City, IA</p> <p>The nearly 5,000 volumes in the John Martin Rare Book Room are original works representing classic contributions to the history of the health sciences from the 15th through 20th Centuries.</p>	Meet in MERF Atrium for short walk to Hardin Library
11:45 - 12:30 pm	Lunch	MERF Atrium
12:30 - 1:30 pm	<p>Featured presentation (open to the public) Holding Power: Between Pen and Scalpel by Fady Joudah, MD</p> <p>Dr. Joudah will talk about how to negotiate the application of power, and avoid its misuse, as physician and as writer.</p> <p>Introduction by Hugh Ferrer, MFA, International Writing Program, University of Iowa</p>	2117 MERF
1:45 - 3:00 pm	Concurrent sessions 4	
1:45 - 3:00 pm	<p>Let the Words Flow: The Health Benefits of Written Emotional Expression (PAT) Howard Butcher, PhD, University of Iowa College of Nursing, Iowa City, IA</p> <p>The aim of this presentation is to discuss the research that provides strong scientific evidence of the physical and psychological health benefits of a writing intervention: structured written emotional expression (SWEE). Based on work of James W. Pennebaker, this presentation will: a) describe the process of</p>	1117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>structuring the writing intervention; b) review major studies demonstrating SWEE's therapeutic health benefit; c) offer a conceptual model based on "meaning making" as understanding how the writing intervention affects health; and, d) report the findings of a completed NIH funded study testing the effect of emotional written expression in a population of 43 homebound family caregivers (mean age=66) of persons with Alzheimer disease and related disorders (ADRD) that were randomly assigned to either an experimental or comparison group who wrote for 20 minutes on three alternating days. Experimental group family caregivers (N=25) wrote about their deepest thoughts and feelings about caring for their loved one while those in the comparison group (N=18) wrote about non-emotional topics such as food preparation. Saliva cortisol was measured four times a day for two days at pretest, on the fourth and fifth and again at the thirtieth and thirty-first days after the last day of writing. A multi level (three levels) of analyses were performed using HLM software to test the effect of the intervention on saliva cortisol levels. The experimental group participants had significantly lower saliva cortisol levels ($p=0.029$) on the fourth and fifth days after writing. This is the first study to demonstrate that SWEE, a low cost, easy to administer, and innovative intervention significantly reduced saliva cortisol levels in a population of family caregivers.</p>	
1:45 - 3:00 pm	<p>This Time Nothing: Analysis of a Visual Narrative of Illness (LIT) Laurel Friedman, BA, University of California, San Diego, CA</p> <p>The study of illness has traditionally been examined through biomedical, oral, and word-based discourse. This paper seeks to extend the study of illness by examining alternative modes of representation including still photographs, moving images, participatory arts-based media, and other forms of textual representation in order to explore how social interpretations of illness affect the ways in which people represent and understand themselves and their bodies. This paper provides an exploration of illness narrative as it relates to aspects of individual and societal transformation, roles of agency and objectification, and the act of witnessing. The role of visual images and their potential contribution to the genre of illness narrative will also be discussed. Finally, this paper will discuss the cultural phenomena of illness meaning through an analysis of the form and content of my own visual illness narrative titled This Time Nothing. This process, when considered along side traditional social and biological research methodologies, can contribute to the development of policy and organizational-level approaches that improve services within health and mental health systems.</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
1:45 - 3:00 pm	<p>Preparing a Book Proposal (WRI)</p> <p>Joseph Parsons, MS, University of Iowa Press, Iowa City, IA; Elizabeth Hadas, University of New Mexico Health Sciences Center, Albuquerque, NM</p> <p>Two editors from university presses will discuss the ups and downs, ins and outs of preparing a proposal. What is essential, and what is essential to avoid? Starting with the basics—What questions are you answering?—and proceeding to the task of finding a publisher that fits your project, what audience(s) you are seeking to reach, and how your book will differ from what has been published before, this session will help you sharpen and focus your proposal and avoid preventable mistakes in the first step of the publishing process.</p>	5181 MERF
3:00 - 3:45 pm	Coffee break	MERF Atrium
3:45 - 5:00 pm	<p>Plenary session (open to the public)</p> <p>Doctors in the Making: Memoirs and Medical Education</p> <p>by Suzanne Poirier, PhD, University of Chicago College of Medicine, Chicago, IL</p> <p>Since the publication of <i>Intern</i> by Doctor X in 1965, over forty book-length memoirs that deal entirely with one or more years of medicinal education have been published. Taken together, these accounts present a surprisingly unified critique of the hazards and rewards of being a medical student or resident, a critique that is supported by countless sociological, psychological, and educational studies of medical students during this same period. Memoirs abound in explicit information about issues as information (over)load, working conditions, quality of teaching, physical and mental health, confidence and self-doubt—all issues that have been documented repeatedly over the years in journals of medical education. Three other themes, however, recur implicitly throughout the memoirs and indicate more complex dynamics that affect the professional development of medical students. These themes—power, vulnerability, and relationships—reveal concerns that receive little attention in medical curricula. In addition, these</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>stories by individual writers underscore the importance that writing itself has come to play in the authors' professional development, and they raise questions about the role that personal, narrative writing might play (or might be hindered from playing) in medical education itself.</p>	
6:30 - 7:30 pm	<p>Featured presentation (open to the public) Fiction and the Examined Life by Marilynne Robinson, University of Iowa College of Liberal Arts and Sciences Iowa Writers' Workshop, Iowa City, IA</p> <p>Marilynne Robinson will share some thoughts on our topic, read from her work, and take questions.</p> <p>Presented by MidWestOne Bank</p>	Shambaugh Auditorium, UI Main Library
7:30 - 9:00 pm	<p>Reception, at One-Twenty-Six</p>	126 E Washington St., downtown Iowa City
8:00 pm	<p>"An Examined Life:" Musical Reflections by Tim Lowly with Matthew Ganong</p> <p>This concert will be accompanied by an installation of Tim Lowly's visual art. Donation requested. In addition to during this event, the art installation may be viewed Thursday, April 30 from 8:30 am until 6 pm.</p>	320 E College St. (corner of Gilbert and College), downtown Iowa City, 319-337-3333

Friday, May 1, 2009

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
7:30 - 9:00 am	<p>Coffee, "World Cafe" Social Hour</p> <p>Time for coffee and informal discussion related to the interest tracks.</p>	MERF Atrium
8:15 - 9:30 am	<p>Concurrent sessions 5</p>	
8:15 - 9:30 am	<p>Patients' Stories: A Reflective Exercise to Improve Communication Skills (MED ED) Jane Rowat, MS; Lisa Antes, MD; Loreen Herwaldt, MD; University of</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>Iowa Carver College of Medicine, Iowa City, IA</p> <p>Professionals are expected to assess their progress and direct their own learning. To develop these skills, students must learn to reflect on personal experiences. An interactive small group session entitled "Patient Stories" provides third year medical students rotating on an Inpatient Internal Medicine Clerkship with an opportunity to create a poem based on a patient's history and physical exam and allows them to reflect on their interactions with patients and on their interpersonal and communication skills.</p> <p>Students choose a history and physical examination that they wrote during the rotation. After the physician facilitator introduces the session and demonstrates the process, students remove words from the document, leaving those they consider most important to their patients' stories. Students may include information from their interactions with their patients that was not recorded in the original documents. After creating their poems, students read and discuss their work in small groups. The whole group is re-convened and some students read their poems out loud. Finally, the students and facilitators discuss themes addressed by the poems.</p> <p>The presenters will discuss the educational goals of "Patient Stories" and the format of this interactive session. Several students will read their poems and will share what they learned from creating their poems. Participants will have the opportunity to respond to the presentation and to discuss ways this exercise or similar exercises could be used in clinical teaching to encourage reflective practice.</p>	
8:15 - 9:30 am	<p>Poetry and Pathology: An Exploration of Form and Function (WRI) Margaret LeMay-Lewis, MFA, University of Iowa Carver College of Medicine, Iowa City, IA</p> <p>In this session we will discuss form in poetry. We will start with the sonnet as an example of "normal" function, then examine free verse in terms of its deviations. While our discussion will focus on craft, we will see how elements of craft further or undermine assertions within a poem's content.</p> <p>This session will be of interest to those with little background in formal prosody as well as to all poets, who will please further or question the presenter's interpretations. While the discussion will stem from a PowerPoint, I hope we will rapidly deviate from that form as well.</p>	1117 MERF
8:15 - 9:30 am	<p>Surviving the Way We Live: The Use of Creative Writing for Containment of the Physician's Emotional Experience (PAT)</p>	2189 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>Fred Griffin, MD, University of Alabama at Birmingham, Birmingham, AL</p> <p>Physicians are bombarded every day of their lives by the emotional and physical states of their patients and, over time, may experience a kind of secondary trauma as a result of their encounters with seriously ill patients. Many patients become traumatized and disoriented through their illnesses and both transmit their emotional states to their physicians and desperately seek stabilizing connections with them in order to weather the emotional trauma of life-altering illness.</p> <p>Through acts of self-protection, some physicians may retreat into positions of singular "objectivity," employing attitudes and language that distances them from the trauma—positions of safety, but ones that may deaden the physician emotionally and impoverish the doctor-patient relationship. Nevertheless, physicians' subjective responses to their patients continue to remain within them. Their emotional experiences may be more or less satisfactorily digested and metabolized, or they may remain lodged inside the doctor as encapsulated foreign bodies that generate counterforces that constrict emotional spontaneity, that limit creativity, and that interfere with engagement with patients.</p> <p>In this presentation Dr. Griffin will discuss the use of creative reading and creative writing as avenues to process these subjective experiences generated in the force-field with patients. Described by him as acts of containment, these approaches may assist physicians in maintaining connections with patients—and with themselves—and may contribute to the creation of a more meaningful professional life. Dr. Griffin will discuss his own use of these ways of processing emotional experience arising out of immersion in the doctor-patient relationship and will demonstrate how it has shaped his approaches to teaching this practice to medical students, residents, and graduate physicians.</p>	
9:45 - 11:00 am	Concurrent sessions 6	
9:45 - 11:00 am	<p>www.PoetryMD.blogspot.com: Using Internet Poetry Resources and a Blog to Engage and Encourage Future Physician-poets (MED ED)</p> <p>Maria Basile, MD; Chidinma Chima-Okereke, Stony Brook University, Stony Brook, NY</p> <p>During a twelve hour elective course on Poetry and Medicine for second year medical students, we created a blog as a vehicle for accessing online poetry resources as well as sharing new poetry created by the students and the instructor based on prompts discussed in class. This presentation will explore the most reliable Internet resources for studying poetry and illness and poetry by physicians, and outline the success of initiating an online</p>	1117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	“operating room” for the creative writing of doctors-in-training.	
9:45 - 11:00 am	<p>An Integrated Narrative Medicine Workshop: Close Reading and Reflective Writing with Patients, Caregivers and Clinicians (PAT) Patricia Stanley, MBA, MA; Rosemary Newnham, MFA; Columbia University, New York, NY</p> <p>We invite participants to a presentation of narrative medicine in practice: a practice that values witnessing, that promotes narrative competencies in attention, recognition and interpretation and that invites one to be moved by stories of illness. We will share our experience of developing a Narrative Oncology workshop at New York Presbyterian Hospital that includes healthcare practitioners, patients and caregivers reading and writing together. Such integration reflects the belief that a patient’s voice should be central to healthcare practices. By writing about their illnesses, patients discover the story of survival, move it from “talk” to the visible page where they can recover, revise and thereby control the meaning of what has happened to them. As patients, clinicians, and caregivers narrate their experiences, the others listen attentively and respond, reflecting back to the writer what has been written. The shared experience of the writings provides common points of reference and strengthens the common fabric. We will discuss the workshop’s merits—improved communication, understanding, and patient care— and the challenges of such an integrated practice, such as limits of time, space, funding and professional boundaries.</p> <p>The second half of the presentation will be a short creative workshop. Participants will have the opportunity to experience the exceptional illumination that close reading and reflective writing can bestow upon one’s personal or clinical experience with illness. Our workshop will include an introduction to the close reading of a short published illness narrative, reflective writing about a personal experience, followed by the collective discussion of our representations in a safe and confidential environment.</p>	2117 MERF
9:45 - 11:00 am	<p>Engaging the Creative Voice of Physicians (PAT) Steve Langan, MFA, University of Nebraska, Omaha, NE; Barbara Sibbald, Canadian Medical Association Journal, Ottawa, ON; Allan Peterkin, MD, Mount Sinai Hospital, Toronto, CA; Jay Baruch, MD, Warren Alpert Medical School at Brown University, Cranston, RI</p> <p>This panel will focus on the place and process of creative writing in the lives of physicians, and some of the effects of the practice of writing on their lives and work. The four panelists, including two physicians, offer the benefit of their experience in a wide range of creative endeavors and roles, including writing fiction or poetry and serving as editors and teachers. As panelist and editor</p>	2189 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	Barbara Sibbald says, "It may not be possible to teach creative writing, but it is certainly possible to nurture good writers—and get them published." As doctors pursue writing, is publication the main goal? What about the distinction between "reflective" and "creative" work? And is there a tendency to edit the work of doctors more lightly than one would in a creative writing workshop setting? These are among the issues that will be discussed by the panel and audience.	
11:00 - 12:00 pm	Poster session and book fair	MERF Atrium
11:00 - 12:00 pm	Preparing a Book Proposal Follow-up (WRI) Joseph Parsons, MS, University of Iowa, Iowa City, IA Participants are invited to meet with an acquisitions editor to discuss their book proposals. Please note that the editor will not read publishing contracts or offer legal advice. This session is intended to help sharpen and focus proposals and identify potential publishers for individual projects.	2117 MERF
11:00 - 12:00 pm	Illness and Health in Literature: Stories from Research and Service-Learning (MED ED) Joshua Dolezal, PhD, Central College, Pella, IA Students read from research and service-learning projects for their course, "Illness and Health in Literature," at Central College.	2189 MERF
11:00 - 12:00 pm	Irreplaceable (LIT) Stephen Lovely, MFA, University of Iowa, Iowa City, IA Stephen Lovely will read from his first novel, <i>Irreplaceable</i> , just published by Hyperion/Voice, and take questions. <i>Irreplaceable</i> is the story of four people whose lives intersect and complicate in the aftermath of a heart transplant. The novel views organ donation as a brave, selfless, empathetic act, and explores how the rare, complex transaction of a transplant can have powerful effects not only on the recipient and donor and their families but on the person responsible for the donor's death.	1117 MERF
11:00 - 12:00 pm	UI College of Medicine Rare Book Room Tour Edward Holtum, Curator, University of Iowa Carver College of Medicine, Iowa City, IA The nearly 5,000 volumes in the John Martin Rare Book Room are original works representing classic contributions to the history of the health sciences from the 15th through 20th Centuries.	Meet in MERF Atrium for short walk to Hardin Library

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
11:45 - 12:30 pm	Lunch	MERF Atrium
12:30 - 1:30 pm	<p>Featured presentation (open to the public)</p> <p>For Whom Do We Write</p> <p>by Danielle Ofri, MD, New York University School of Medicine, New York, NY</p> <p>Doctor writing has become a new genre, but there are that unique considerations that don't exist in other fields. Who "owns" the patient's story? Are doctors exploiting their patients' trust? Should doctors obtain consent? Who is benefiting from the story? This talk will examine the ethical quandaries that must be navigated when doctors write about their patients.</p>	2117 MERF
1:45 - 3 pm	Concurrent sessions 7	
1:45 - 3 pm	<p>Attendees' Reading</p> <p>Any attendee is welcome to read, by signup</p> <p>Sign-up to share your fiction, essay, or poetry will be available at the registration table both Wednesday evening and Thursday morning.</p>	2117 MERF
1:45 - 3 pm	<p>The Strangeness of Medicine and Prism of the Fairy Tale (LIT)</p> <p>Jennifer Calkins, PhD, MFA, University of Washington, Seattle, WA</p> <p>In my book, <i>A Story of Witchery</i>, I use the fairy tale genre to create a mirror between the accepted strangeness of the fairy tale and the accepted strangeness of the medical world. The language of fairy tales and the expectation of the fabulous juxtaposes nicely with what happens to a patient in the context of western medicine. In the world of the hospital, where western scientific ideas about sterility and problem-solving rather than wellness dominate, a patient is required to accept the strange, the painful, the dehumanizing and the extreme while being exposed to a clinical language that suggests that nothing is out of the ordinary. I will present both modern and classic fairy tales and discuss their language in light of theories of their psychological value and their direct relevance and utility for individuals experiencing extremity.</p>	1117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
1:45 - 3 pm	<p>50 Words to Tell a Story - Medical Mini-sagas in the Age of Social Media (MED ED)</p> <p>Marcin Chwistek, MD, Fox Chase Cancer Center, Philadelphia, PA</p> <p>Understanding of a patient in a clinical interaction can happen in a space of a single moment. Brief, unexpected and subtle – such moments require an astute observer to uncover them from a chaotic context of a usual medical encounter. “A medical student notices a 50-year-old woman blush and avert her gaze when asked about her home situation.” “Profound silence envelops a room after a resident asks a 16-year-old boy, “What brings you in today?” Physicians who pay attention to these moments and are able to decipher their meanings understand their patients better and are able to communicate more effectively.</p> <p>To put oneself in the shoes of a patient, one needs to pay undivided attention to a patient’s tone of voice, posture, language, change of moods and many other nuances. Writing in general promotes these qualities. Meaning however is best expressed through a story and if such story can be contained in exactly 50 words entire patient-physician encounter is illuminated, in a flush.</p> <p>Medical students, residents and fellows are encouraged – in the proposed course – to write three mini sagas based on their personal experience during a one-month clinical rotation. The sagas are later published to a website, where the stories can be viewed in succession and shared with others. Readers are encouraged to leave comments. In addition, the published sagas build one on another – creating a “real saga” that mirrors physicians and patients’ interactions today.</p>	2189 MERF
3:15 - 4:30 pm	<p>Plenary session (open to the public)</p> <p>Healing or Not, Here WE Come: Creative Writing and Disability</p> <p>Stephen Kuusisto, University of Iowa College of Liberal Arts and Sciences Department of English, Iowa City, IA</p> <p>The growth of the disability rights movement following the Americans with Disabilities Act has led to the emergence of a literary culture that explores the experience of disability in sophisticated ways. Professor Stephen Kuusisto of the University of Iowa’s program in creative nonfiction writing will discuss the ways that contemporary memoirs and poetry are providing fresh insights into our understanding of the</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	embodied human experience. Kuusisto, who is the author of the award winning memoir <i>Planet of the Blind</i> is particularly interested in the ways that disability can be understood as a form of epistemology. He will read from his own work and from the works of several contemporary literary writers who have explored their experiences of disability.	
4:30 pm	Adjourn	

The Examined Life: Writing and the Art of Medicine

PRESENTERS' BIOGRAPHIES

Featured Presenters

Fady Joudah, MD

Fady Joudah is a Palestinian-American emergency physician and has been a field member of Doctors Without Borders since 2001. Dr. Joudah's collection of poems *The Earth in the Attic* won the 2007 Yale Series of Younger Poets competition. He is also the translator of Mahmoud Darwish's recent poetry *The Butterfly's Burden*. He lives in Houston, TX.

Marilynne Robinson

Marilynne Robinson is the author of the novels *Housekeeping*, *Gilead* (which won the Pulitzer Prize in 2005), and *Home* (finalist for the National Book Award in 2008), and the nonfiction works *The Death of Adam* and *Mother Country*. *Housekeeping* was included in *The New York Times Books of the Century* and listed as one of the 100 greatest novels of all time by the *UK Guardian Observer*. In 1998 she received a Strauss Living Award from the American Academy of Arts and Letters.

Danielle Ofri, MD

Danielle Ofri, MD, PhD, DLitt (Hon), is an assistant professor of medicine at Bellevue Hospital and New York University School of Medicine. Dr. Ofri is the editor-in-chief and co-founder of the *Bellevue Literary Review*. Her essays and reviews have appeared in the *New York Times*, *New England Journal of Medicine*, *The Lancet*, the *Los Angeles Times*, *Best American Essays 2002 and 2005*, *Best American Science Writing 2003* and on National Public Radio. She is the author of two essay collections about life in medicine—*Singular Intimacies* and *Incidental Findings*. *Singular Intimacies* will be reissued by Beacon Press in the spring of 2009. Most recently, she edited the anthology, *The Best of the Bellevue Literary Review*. Her newest book, *Journeys with my Patients*—about the immigrant experience in health care—will be published in the fall of 2009.

Plenary Session Presenters

Raymond G. De Vries, PhD

University of Michigan

Dr. Raymond G. De Vries is a member of the Bioethics Program, the Department of Obstetrics and Gynecology, and the Department of Medical Education at the Medical School, University of Michigan. He is the author of *A Pleasing Birth: Midwifery and Maternity Care in the Netherlands* (Temple University Press, 2005), and co-editor of *The View from Here: Bioethics and the Social Sciences* (Blackwell, 2007). He is at work on a critical social history of bioethics, and is studying the regulation of science; clinical trials of genetic therapies and deep brain stimulation; international research ethics; informed consent and the "problem" of therapeutic misconception; and the social, ethical, and policy issues associated with non-medically indicated surgical birth.

Stephen Kuusisto, MFA

University of Iowa College of Liberal Arts and Sciences

Stephen Kuusisto is the author of *Only Bread, Only Light*, a collection of poems from Copper Canyon Press, and of the memoirs *Planet of the Blind* and *Eavesdropping*. He holds a dual appointment at the University of Iowa, in English where he teaches courses in creative nonfiction and at the College of Medicine, where he serves as a public humanities scholar. He speaks widely on diversity, disability, education, and public policy. His essays and poems have appeared in numerous anthologies and literary magazines including *Harper's*, *The New York Times Magazine*, *Poetry*, and *Partisan Review*. He has appeared on *The Oprah Winfrey Show*, *Dateline NBC*, the A & E Network, *Animal Planet*, *Talk of the Nation* and *All Things Considered* on NPR, and the BBC.

Tim Grubbs Lowly

North Park University

Chicago-based artist, musician and teacher Tim Lowly was born in Hendersonville, North Carolina in 1958. As the son of medical missionaries (his father was a hospital administrator), he spent most of his youth in South Korea. He attended Calvin College and received a BFA degree in 1981. In 1981 he married Sherrie Rubingh. Their daughter Temma was born in 1985. She is profoundly disabled (cerebral palsy with spastic quadriplegia) and has been a primary subject of Lowly's work. Since 1995 Tim has been affiliated with North Park University in Chicago as gallery director, professor, and artist-in-residence. He is represented by Koplín Del Río Gallery in Los Angeles.

Suzanne Poirier, PhD

University of Illinois Chicago

Suzanne Poirier is professor emerita of literature and medical education at the University of Illinois Chicago (UIC) College of Medicine. Across her twenty-five years at UIC she taught literature to students in medicine, nursing, pharmacy, dentistry, and the associated health professions. She is a past general editor of *Literature and Medicine*, and she is the author of several books and numerous articles that examine the narratives of, among other things, family caregiving, women's health, HIV/AIDS and other sexually transmitted diseases, the medical record and case presentation, and memoirs by physicians and nurses

John Rapson

University of Iowa College of Liberal Arts and Sciences

John Rapson has been an associate professor of music and director of jazz studies at the University of Iowa since August 1993. A recording artist for Music and Arts, Sound Aspects and Nine Winds, he is a composer / trombonist whose work mixes ethnic and experimental elements with more conventional jazz forms. Jazz historian Mark Gridley has characterized his music as "extending several trends that were first demonstrated by Charles Mingus and George Russell."

Concurrent Presenters

Lisa Antes, MD

University of Iowa Carver College of Medicine

Lisa Antes, associate professor in the Clinical Educator track, serves as co-director of the M3 Inpatient Internal Medicine Clerkship. She also teaches first and second year medical students as well as residents and fellows and has completed the CCOM Teaching Scholars Program.

Jay Baruch, MD

Warren Alpert Medical School of Brown University

Jay Baruch, MD, is assistant professor of emergency medicine and director of the ethics curriculum at the Warren Alpert Medical School of Brown University. His short fiction has appeared in literary and medical journals. *Fourteen Stories: Doctors, Patients and Other Strangers* (Kent State University Press, 2007) received 2007 *ForeWord Magazine* Book of the Year Honorable Mention in the Short Stories category.

Maria Basile, MD

Stony Brook University Center for Medical Humanities, Compassionate Care, and Bioethics

Dr. Basile is a colorectal surgeon and clinical assistant professor in the Department of Surgery at Stony Brook University Hospital, and she teaches courses in the medical humanities with the Department of Preventive Medicine at Stony Brook University School of Medicine. She is a physician-poet and is active in the local poetry community of Long Island, New York. Her poetry has been published in the *Journal of the American Medical Association*, and in anthologies that feature writing by physicians and other healthcare professionals. She is a Center Associate of Stony Brook's new Center for Medical Humanities, Compassionate Care, and Bioethics.

Daniel Becker, MD, MPH, MFA

University of Virginia School of Medicine

Dr. Becker practices general internal medicine and palliative care, teaches medical students and residents, and directs the Center for Biomedical Ethics and Humanities at the University of Virginia School of Medicine.

Rachael Bedard

Mount Sinai School of Medicine

Rachael Bedard is a third year medical student at Mount Sinai School of Medicine. She received her BA in History from Brown University in 2005. At Brown University she was the campus coordinator of a student-run public health program, Project HEALTH, and received a CV Starr Fellowship in community service. Since starting medical school, Rachael has sat on the junior board of Music for Autism, an organization that provides concerts for children with autism and their families, and has served as the president of Mount Sinai Students for Universal Health Care. She also received a 2007 New York City Mayor's Office Health Literacy Fellowship to teach health in ESL and adult literacy programs.

Jeffrey Borkan, MD, PhD

Warren Alpert Medical School of Brown University

I have been blessed with two great careers (family medicine and medical anthropology), great teachers and mentors (at the University of Michigan, Case Western, University of Washington, Harvard University, Ben Gurion University), and the opportunity to practice my trade in two countries with bits of time in others. I have been both an urban and a country doctor; directed a research network and a division of research; created curriculum and taught college, graduate school, medical school, residency, and GME; been a residency director; and led both a Department of Behavioral Science, and now for the past seven years, a Department of Family Medicine at Brown.

Deborah Bradshaw, MD

SUNY Upstate Medical University

Dr. Bradshaw is associate professor of neurology and residency program director at Upstate Medical University, Syracuse, New York. Her creative non-fiction work has appeared in *The Healing Muse*, *Neurology* and *The Annals of Internal Medicine*

Nicholas Braus

University of Iowa Carver College of Medicine

Nicholas Braus is a Doris Duke research fellow at the Carver College of Medicine.

Ann Broderick, MD

University of Iowa Carver College of Medicine

Ann Broderick is a clinical associate professor at the Carver College of Medicine. She is medical director of the Palliative Care Program at the University of Iowa Hospitals and Clinics.

Howard Butcher, RN, PhD, PMHCNS-BC

University of Iowa College of Nursing

Howard Butcher, RN, PhD, PMHCNS-BC is currently an associate professor at the University of Iowa College of Nursing and is a former John A. Hartford Foundation Building Academic Geriatric Nursing Capacity Post-doctoral Scholar. He earned a BS degree in biology from Lebanon Valley College of Pennsylvania, a BSN from Thomas Jefferson University, a MScN in psychiatric/mental nursing from the University of Toronto, and a PhD in nursing science from the University of South Carolina. He has published over 65 journal articles and book chapters and is a co-editor of three books. He has presented over 100 papers at major international, national, and regional conferences. Howard's areas of research include: the experience of Alzheimer disease family caregiving; testing written emotional expression as a meaning-making intervention for reducing depression, caregiver burden, and promoting health in family caregivers; and the identification and treatment of dispiritedness in later life. He just completed a three

year funded study from the National Institute of Nursing Research to test the effect of written emotional expression on caregiver burden outcomes in Alzheimer Disease family caregivers and has two current studies: one testing written emotional expression with a population of family caregivers of person with cancer; an another study testing the writing intervention over the internet with Alzheimer family caregivers. Howard also has expertise in qualitative research methods including phenomenology and hermeneutics. He is certified as a Clinical Nurse Specialist in Adult Psychiatric Mental Health Nursing and use is skilled in using narrative approaches to psychotherapy. In 1996, he was awarded the University Faculty Teaching Excellence Award and 1998 and in 1999, Howard was awarded the Rose and George Doval Award for Excellence in Nursing Education from New York University.

Jennifer Calkins, PhD, MFA

Jennifer Calkins is a writer and evolutionary biologist in Seattle, Washington. Her first book, *A Story of Witchery* (2006, Les Fignes Press), is a fairy tale in a medical context. She can be located at <http://www.jenniferdevlincalkins.net> and <http://jdcalkins2001.wordpress.com>.

Chidinma Chima-Okereke

Stony Brook University School of Medicine

Ms. Chima-Okereke is a third-year medical student at Stony Brook Univeristy School of Medicine. She is an accomplished performance poet and has a special interest in diversity in medicine.

Marcin Chwistek, MD

Fox Chase Cancer Center

Dr. Chwistek is an attending physician with the Pain and Palliative Care Service and an associate member of the faculty in the department of medical oncology at Fox Chase Cancer Center in Philadelphia, PA. He trained in pain management and palliative care at Memorial Sloan Kettering Cancer Center in NYC. He is board-certified in internal medicine, pain medicine and hospice/palliative medicine and specializes in cancer pain and supportive care. He is a frequent speaker and lecturer on issues regarding pain management and symptom control in cancer patients.

Patrick Dolan, PhD

University of Iowa Department of Rhetoric

Patrick Dolan Jr. is a lecturer in the University of Iowa's Rhetoric Department.

Joshua Dolezal, PhD

Central College

Dr. Dolezal is an assistant professor of English at Central College and director of their interdisciplinary first-year seminar, Intersections.

Anuradha Duleep, MD

SUNY Upstate Medical University

Dr. Duleep is a board certified internist and resident in neurology at Upstate Medical University. She is an active participant in the resident writing group.

Jack El-Hai, MFA

Independent writer and workshop presenter

Jack El-Hai is the author of *The Lobotomist*, a biography of lobotomy developer and promoter Walter Freeman, MD, which was adapted into a television documentary in the PBS American Experience series. A past president of the American Society of Journalists and Authors, El-Hai has taught in the creative writing program at the University of Minnesota and at The Loft Literary Center in Minneapolis. This summer he will teach a workshop at the Split Rock Arts Program on creative nonfiction writing for healthcare professionals.

Hugh Ferrer, MFA

University of Iowa

Hugh Ferrer is the associate director of the University of Iowa's International Writing Program. He earned an AB in Philosophy from Princeton University and an MFA in Fiction from the Iowa Writers' Workshop. He has been with the IWP since 2001. For five years he was fiction editor of *The Iowa Review*, and is now working on his first novel.

Laurel Friedman

University of California, San Diego

Ms. Friedman is a PhD student with an interest in visual research and visual culture, which grew out of her training as a still photographer and her interest in using photography as an instrument of voice and a tool of ethnographic research. She studies photography from the perspectives of social science and has developed a strong interest in learning about the ways in which people contextualize visual images. This includes the ways in which people process visual images beyond surface meaning by integrating what they see with what they hold to be true about themselves and the world around them.

Among her research interests are the experiences of young adults who face chronic or life-threatening illness. She is very much interested in alternative forms of representation, and hopes to use the written word and photography to give voice to the human experience of clinical illness. Approaches to understanding illness are traditionally examined through biomedical, oral, and textual discourse. She feels that the study of illness from a social science/photographic perspective is important in that this interpretation can be used to articulate more implicit aspects of societal and personal understanding of the illness concept.

A related research interest in health and mental health related to social and organization-level disparities among diverse groups of people was intensified through her work as a research assistant in the Department of Child and Family Studies at the Louis de la Parte Florida Mental Health Institute at the University of South Florida.

David Gould, MA

University of Iowa

David L. Gould is a filmmaker whose credits include *Freestyle: The Victories of Dan Gable* and *The Checker King*. The films premiered on HBO Signature and HBO2 respectively and enjoyed favorable reviews from the L.A. Times and Newsweek, among others. Among his awards, Mr. Gould has received a CINE Golden Eagle and a Regional Emmy for Outstanding Achievement. He is currently producing the feature film, *Diane's Room*, based on the life of legendary wrestler Dan Gable, and *Two Sides of the Moon*, a documentary about the honor killing of Hatun Aynur Surucu. Mr. Gould is a faculty member at the University of Iowa, and academic coordinator for its Interdepartmental Studies Program. His courses look at the cultural importance of leisure and play. In 2007 he won an award for outstanding teaching at the University, and was a nominee for the 2008 President and Provost Award for Teaching Excellence.

Valerie Gribben

University of Alabama at Birmingham School of Medicine

Valerie Gribben is a first-year medical student at the University of Alabama School of Medicine. Her first novel, *Fairytale*, was published while she was a senior in high school, and *The Fairytale Trilogy* is scheduled for release in 2009.

As an undergraduate English major at the University of Alabama at Birmingham, Gribben received the Grace Lindsley Waits Scholarship in English and was honored with the Outstanding Student Award in the Department of English. After founding Healing Words, she was named to the First Team of USA TODAY's All-USA College Academic Team. Her grant proposals on behalf of Healing Words obtained support from Phi Kappa Phi Honor Society and the Literacy Council. Selected Recent Publications: "Bubble Trouble" in *Chicken Soup for the Teen Soul: Real-Life Stories by Real Teens*, and *All Alone on the Brink of an Abyss: Alienation and Innocence in The Death of Ivan Ilyich and The Metamorphosis*.

Fred Griffin, MD

University of Alabama at Birmingham School of Medicine

Fred L. Griffin, MD is a psychiatrist and psychoanalyst and is associate professor in the Department of Psychiatry at the University of Alabama School of Medicine in Birmingham, Alabama. He inaugurated training in narrative medicine to medical students, house staff, and graduate physicians at UASOM through a series of departmental grand rounds presentations, week-long courses in the subject to medical students, and an ongoing monthly narrative medicine discussion group for medical faculty.

Dr. Griffin is active in professional writing and lecturing in psychotherapy, psychoanalysis, and narrative medicine, an emergent discipline in which physicians write creatively about their experiences within the doctor-patient relationship. He has published in *Literature and Medicine*, *The Psychoanalytic Quarterly*, the *Journal of the American Psychoanalytic Association*, *The American Psychoanalyst*, and *The Permanente Journal*. He is on the Board of Editorial Readers of *The Psychoanalytic Quarterly* and is on the Panel of Writing Consultants at the New Directions Program of Psychoanalytic Critical Thinking and Writing in Washington, DC.

Selected Recent Publications:

The Fortunate Physician: Learning from Our Patients, *Literature and Medicine*, Psychoanalysis and Narrative Medicine issue, Volume 23, No. 2, Fall 2004

Psychoanalysis and Narrative Medicine, *The American Psychoanalyst*. New York: American Psychoanalytic Association, Winter issue 2008.

Narrative Medicine: Improving Satisfaction for Both Physician and Patient. *Jefferson County Medical Society Newsletter PULSE*. November 2008.

Clinical Conversations between Psychoanalysis and Imaginative Literature (The Use of a Short Story to Resolve a Clinical Impasse), *Psychoanalytic Quarterly*, LXXIV, No. 2, April 2005.

One Form of Self-Analysis (Creative Writing as Psychoanalytic Process), *Psychoanalytic Quarterly*, LXXIII, July 2004

Conversations with Physicians about the Doctor-Patient Relationship (with R. Paulsen), *The American Psychoanalyst*, Winter 2004

Elizabeth Hadas

University of New Mexico Health Sciences Center

Beth Hadas is an independent editor in Albuquerque, New Mexico. For many years she was director of the University of New Mexico Press, where she is currently an advisory editor of the *Literature and Medicine* Series. Among the distinguished authors whose work she published there were Rudolfo Anaya, Keith Basso, Stanley Crawford, William deBuys, Dagoberto Gilb, Arturo Islas, Patricia Limerick, John Nichols, and Gary Soto.

Nancy Havas, MD

Medical College of Wisconsin

Dr. Havas is an assistant professor of Family and Community Medicine at the Medical College of Wisconsin where she is the director of the Medical Humanities mentor track for first year students. She has served as faculty editor for the *Auscult* journal for the past 4 years.

Loreen Herwaldt, MD

University of Iowa Carver College of Medicine

Loreen Herwaldt is a professor of internal medicine in the University of Iowa College of Medicine and professor of epidemiology in the University of Iowa College of Public Health. She is also the hospital epidemiologist at the University of Iowa Hospitals and Clinics. She is particularly interested in patient-clinician communication. Her book *Patient Listening: A Doctor's Guide* grew out of a sabbatical during which she interviewed writers about their experiences of getting healthcare.

Frank Huyler, MD, MPH

University of New Mexico Health Sciences Center

Frank Huyler, MD, MPH, is an associate professor of emergency medicine at the University of New Mexico School of Medicine. He is the author of the nonfiction collection *The Blood of Strangers: Stories From Emergency Medicine* (UC Press/Henry Holt/Picador), and the novel *The Laws of Invisible Things* (Henry Holt/Picador). His poems have appeared in *The Atlantic Monthly*, *The Georgia Review*, *Poetry*, and the *Alaska Quarterly Review* among others.

His novel *Right of Thirst* will be published by HarperCollins in May.

Steve Langan, MFA

University of Nebraska Medical Center

Steve Langan is the author of a collection of poems, *Freezing*, and a chapbook, *Notes on Exile and Other Poems*. While working on a PhD in literature and medicine at the University of Nebraska Medical Center, he started the "Seven Doctors Project," through which mid-career physicians are partnered with local working writers and work in a writing workshop setting.

Margaret LeMay-Lewis, MFA

University of Iowa Carver College of Medicine

Margaret LeMay-Lewis attended Barnard College and the University of Iowa Writers' Workshop. She is founding director of the University of Iowa Carver College of Medicine Writing Program. Her poetry manuscript, *Town*, was a finalist for the 2007 Four Way Books Levis Prize.

Stephen Lovely, MFA

University of Iowa

Stephen Lovely graduated from Kenyon College and the University of Iowa Writers' Workshop. For seven years he worked as a unit clerk in the Pediatric Intensive Care Unit at the UIHC, where the idea for *Irreplaceable* was born. He lives in Iowa City, and he is the director of the University of Iowa Young Writers' Studio.

Lynda Montgomery, MD, MEd

Case Western Reserve University School of Medicine

Lynda Montgomery is assistant professor of family medicine at Case Western Reserve University School of Medicine and currently serves as Director of Predoctoral Education and Faculty Development in her department. She received her medical degree from the University of Pennsylvania, and a Master's degree in education from John Carroll University.

Nancy Morgan, MA-TLA

Lombardi Comprehensive Cancer Center at Georgetown University

Nancy Morgan is director of the Arts and Humanities Program and the expressive writing clinician at the Lombardi Comprehensive Cancer Center. She has a Masters in Transformative Language Arts. Ms. Morgan is the principal investigator of a writing study entitled "Implementing an Expressive Writing in a Cancer Clinic", published in *The Oncologist*, February 2008. She is a contributing author to *The Power of Words*, Caryn Mirriam Goldberg, editor, and has led writing workshops in the U.S. and abroad. Her poetry is available in two chapbooks, *Writing for Life/Writing from Life*, and *Last Lessons*, and also appears in *Radiated Voices: Poetic Response to Cancer*, a publication of the Minnesota Coalition for Death Education and Support, Ted Bowman, author.

Rosemary Newnham, MFA

Program in Narrative Medicine, Columbia University's College of Physicians and Surgeons

Rosemary Newnham is a writer and editor who has worked with the Narrative Medicine program at Columbia for the last four years. She holds an MFA in nonfiction writing from Columbia's School of the Arts, where she wrote her thesis on fibromyalgia. Through her work with several oral history projects,

including Steven Spielberg's Shoah Foundation, Rosemary has learned that stories, especially those of trauma, can engage and educate while simultaneously empowering the teller or writer.

Nicole Nixon

University of Iowa College of Nursing

Nicole Nixon is a nursing student at the University of Iowa College of Nursing.

Dierdre Neilen, PhD

SUNY Upstate Medical University

Dr. Neilen is co-founder of the writing group and associate professor of Bioethics and Humanities at SUNY Upstate Medical University. She is editor of *The Healing Muse: A Journal of Literary and Visual Arts*, published by SUNY Upstate Medical University. She has authored numerous scholarly and creative articles.

Joseph Parsons, MS

University of Iowa Press

Joseph Parsons is the acquisitions editor at the University of Iowa Press, where he is responsible for evaluating and acquiring humanities projects.

Allan Peterkin, MD

Mount Sinai Hospital (Toronto)

Allan Peterkin is head of the Program in Narrative and Healthcare Humanities at Mount Sinai Hospital (Toronto), a founding editor of *Ars Medica: A Journal of Medicine, The Arts and Humanities*, and a contributing editor of *CMAJ*. He is the author of six books on medicine/humanities/cultural history, and recently edited *Still Here: A Post-Cocktail Aids Anthology* (Life Rattle Press 2008)

Erika Reid, MD

Northwestern University, Feinberg School of Medicine

Erika Reid grew up in Minnesota, attended St. Olaf College, and then moved to Chicago to begin medical school at Northwestern in the fall of 2007. She has always had an interest in writing and is now interested in ways of combining this with her medical career, as well as ways of using storytelling and writing in the care of patients. She has written for the *Minneapolis Star Tribune* and has a poem forthcoming in the *Annals of Internal Medicine*.

Shmuel Reis, MD, MHPE

Warren Alpert Medical School of Brown University

Schmuel Reis, MD, MPHE is a family physician to a stable patient population in Northern Israel within a regional integrated health and social services health center he pioneered over 31 years ago. He is presently the Chairperson of the Division of Family Medicine and immediate past-chair of Medical Education in the Technion Rappaport Faculty of Medicine, Haifa, Israel. He is editor of the Reflective Practice section for Europe of *Patient Education and Counseling*. He co-edited *Patients and Doctors: Life-Changing Stories From Primary Care* (1999). Finally, he is presently adding the physician's voice to a pathography written by one his longstanding patients.

Jane Rowat, MS

University of Iowa Carver College of Medicine

Jane Rowat serves as co-director of the M3 Inpatient Internal Medicine Clerkship and the Director for Educational Development in the Department of Internal Medicine. She is also the course director the first-year medical school course, Foundations of Clinical Practice II.

Barbara Sibbald

Canadian Medical Association Journal

Barbara Sibbald is an award-winning journalist and author of three books. *Regarding Wanda* is a coming-of-age novel about a woman who is losing her eye sight, which was shortlisted for the Ottawa Book Award (2007). She is the Deputy Editor, News and Humanities at the *Canadian Medical Association Journal*, Canada's largest medical journal and the fifth most-cited general interest medical journal in the world.

David Sklar, MD

University of New Mexico Health Sciences Center

David P. Sklar, MD, FACEP currently serves as Associate Dean for Graduate Medical Education and Designated Institutional Officer for the University of New Mexico School of Medicine. In this position, Dr. Sklar provides leadership for the graduate medical education programs of the University of New Mexico Health Sciences Center. Dr. Sklar has previously served as Senior Associate Dean for Clinical Affairs at UNM School of Medicine and as Chairman of the Department of Emergency Medicine at UNM, where he is also the George Key Professor of Emergency Medicine and Professor of Internal Medicine. He was residency director at UNM's Emergency Medicine Residency from 1987 to 1992.

After completing undergraduate and medical school at Stanford University, Dr. Sklar spent two years in internal medicine residency training at UNM followed by a two year fellowship in critical care and emergency medicine at the University of California in San Francisco. He is Board Certified in Internal Medicine and Emergency Medicine and is a Life Fellow of the American College of Emergency Physicians.

On a national level, Dr. Sklar was elected President of the Council of Emergency Medicine Residency Directors in 1992 and 1993. He later became President of the Society for Academic Emergency Medicine in 1995. Dr. Sklar served on the Steering Committee for the Group of Resident Affairs for the Association of American Medical Colleges from 1999 to 2001 and has been a member of the Council of Academic Societies at the Association of American Medical Colleges for the past ten (10) years. In 2002, he received the Leadership Award for the Society for Academic Emergency Medicine. He is presently on the Board of Directors of the American College of Emergency Physicians and is Chair of the Emergency Medicine Foundation.

Dr. Sklar is author or co-author of more than 100 publications on topics of injury prevention, ethics, education, pain management, patient safety and medical humanities.

Harriet Squier, MD, MA

Collaborative Psychiatric Group

Harriet Squier has worked in many clinical settings, from rural underserved health center, to academic family practice, to psychiatric medication management, to corporate medical director. All along she has sought to pursue her interest in creative writing. She has taught creative writing in the medical school and community settings.

Patricia Stanley, MBA, MA

Program in Narrative Medicine, Columbia University's College of Physicians and Surgeons

Patricia Stanley has worked with Rita Charon in the Program in Narrative Medicine at Columbia University's College of Physicians and Surgeons since 2003 and is currently on the core faculty team. At Columbia University Medical Center she has facilitated narrative medicine workshops for the pediatric oncology staff and conducts ongoing narrative writing workshops for oncology outpatients, clinicians and family caregivers. Stanley teaches in the Narrative Medical workshops for health and other professionals from around the world as well as in the medical school where she teaches in the narrative medicine immersion month for fourth year medical students. Stanley also has extensive experience in oral history, introducing narrative and oral history through a video story project for secondary school student/patients, staff and families of the Mt. Pleasant/Blythedale UFSD (a school for children with serious chronic illness and disability), and conducting oral history interviews with cancer patients at the Dickstein Cancer Center, White Plains, NY. Stanley's publications include *Pediatric Narrative Oncology: Inter-Professional Training to Promote Empathy, Build Teams and Prevent Burnout*, co-authored with Stephen A. Sands and Rita Charon in *The Journal of Supportive Oncology* (2008); "The Female Voice in Illness: An Antidote to Alienation, A Call for Connection" in *Stories of Illness and Healing: Women Write Their Bodies*, edited by Sayantani Das Gupta and Marsha Hurst (2007); and "The Patient's Voice: A Cry in Solitude or a Call for

Community", in *Literature and Medicine* (2004).

Timothy Twito, MBA, MA

Allina Medical Clinic

Timothy Twito is a general psychiatrist and a published writer who practices in a small town in Minnesota.

Hedy S. Wald, PhD

Warren Alpert Medical School of Brown University

Hedy S. Wald, PhD, is a clinical assistant professor of family medicine at the Warren Alpert Medical School of Brown University and teaches in the Doctoring course for first and second year medical students. Dr. Wald is a graduate of the Advanced Program in Narrative Medicine at the College of Physicians and Surgeons of Columbia University. She is the psychology consultant to Braintree and Kindred Rehabilitation Hospitals, Natick, MA, and conducts neuropsychological evaluations for neurology outpatient practices. Her research interests include the use of interactive reflective writing in fostering reflective capacity and professionalism in medical education as well as measuring outcomes of early clinical experiences.

S.L. Wisenberg, MFA

Northwestern University

S.L. Wisenberg's creative nonfiction book, *The Adventures of Cancer Bitch*, was published this spring by the University of Iowa Press. Her essay collection, *Holocaust Girls: History, Memory & Other Obsessions* (Nebraska, 2002), and a story collection, *The Sweetheart Is In* (TriQuarterly/Northwestern, 2001). She has received a Pushcart Prize and fellowships from the Illinois Arts Council, Fine Arts Work Center in Provincetown, and the National Endowment for the Humanities. She co-directs the MA/MFA in Creative Writing program at Northwestern University, and is a graduate of the Iowa Writers' Workshop in fiction. She was a keynote speaker at last year's conference.

Dawn Wood, MD, MPH

University of California, Los Angeles

Dr. Dawn Wood MD, MPH is an internist with a diverse career in both medicine and public health. She has been active in exploring the use of creative expression in both poetry and prose to expand understanding of an illness and promote communication by both physicians and patients. Dr. Wood had taught courses on Medical Literature for medical students at UCLA and was a presenter at the Vital Lines-A Conference on Poetry and Medicine at Duke University, 2004. Her medical prose and poems have been published in both medical journals and books.

"What I Do", *American Journal of Medicine*, January, 1994

"To Touch", *J.A.M.A.*, August 1991

"To Touch", *Vital Signs - UCLA Poet Physicians Anthology*, UCLA Press, 1990