

Thursday, April 19, 2012

7:30 – 8:30

**Registration**

MERF Atrium

8:30 – 9:45

**Welcome**

MERF 2117

To kick off the 2012 conference we'll welcome you with a reading by some of the writers featured in the Spring 2012 *Examined Life Journal*.

10:00 – 11:15

**“Physician Heal Thyself”: A play reading and discussion.** [Workshop]

Session 1

Genevieve Yates, MBBS(Hons) FRACGP, North Coast General Practice Training.

MERF 2117

Preregistration  
required.

The workshop uses the one-act play, “Physician Heal Thyself”, to trigger discussion about some of the daily challenges faced by doctors and the subsequent effects on doctors’ self care. The play will be read aloud by workshop participants (30 minutes) and be followed by facilitator-led discussion. The 11 participants involved in the reading will remain “in character” for the discussion and other participants will be able to ask questions of them. The play, written by Dr. Genevieve Yates, is the fictional “day in the life of” Dr. Emma Roberts, a rural family physician, who is faced with a multitude of personal, patient and staff challenges during a particularly stressful working day. The facilitator will use the play’s plot, characters and themes to generate discussion on questions such as: how can doctors balance the sometimes conflicting roles of clinician, educator, business owner and human being? How and why do doctors tend to put their own health last? Can storytelling be used not only as a way to debrief and reflect, but to promote, teach and understand what it means to be a doctor? What are the benefits and limitations in using play reading/scripted role plays in medical education? Workshops based around this resource, “Physician Heal Thyself”, have been run throughout Australia in education sessions for primary care physician trainees, supervisors and medical educators since 2009 with great success.

Participants will explore one doctor’s (fictional) story as a way to stimulate personal reflection; gain an understanding as to how the implicit suppression of the doctor’s narrative can have an impact upon a doctor’s health; discuss and reflect on the importance of good self care; experience the showcasing of a particular teaching method and resource used in the challenging areas of attitude teaching and doctors’ self-care.

10:00 – 11:15

**Rites of Passage: Residents Write Medicine** [Discussion forum]

Session 1

Nancy Gross, MA, MMH, Overlook Medical Center/Atlantic Health System; Remya Tharackal Ravindran, MBBS, Overlook Medical Center.

MERF 1117

“... As easily as I took off my proverbial white coat, I now put it back on. I grabbed my stethoscope and listened to her chest, looked at her ashen body and checked her tracheostomy tube. I was ready to leave, about to say goodbye, when the old man stood up and offered me his hand. ‘Thank you very much; you helped me a lot.’ I was stunned, feeling guilty I could do more no more to help his wife. I left, not wanting to think about how he was going to cope with the next few hours and days. Walking away, I realized this was the best medicine I practiced all day.” — Huestein Sy, PGY1  
A first year resident, feeling smug during his ICU shift, has an unexpected connection with a dying woman’s husband. Our resident reflects on this moment, then writes and shares his insights with his peers and faculty. He is asked to take a moment to think about the medicine he practices. Between theory and praxis, internal medicine

residents write regularly in community. Whether at monthly narrative conferences, parallel chart sessions, on-the-spot 55 word stories, humanities conferences or whenever inspired, writing has become an integral part of the training experience. Inspired by the chief of medicine and led by a humanities educator, residents are connecting with themselves, their colleagues and their patients to support mindful doctoring. This session addresses the challenges and accomplishments of narrative work. Included is a discussion of pedagogy, sample literary texts, writing prompts and how narratives are shared within the program and beyond. Most importantly, residents talk about the impact narrative has had upon their residency. Residents will read from their work, sharing the exploration of their evolving growth and development as physicians.

Participants will understand the challenges and benefits of narrative writing during residency.

10:00 – 11:15

### **Having Fun with Role Plays [Workshop]**

Session 1

Hilton Koppe, Master Family Medicine, North Coast GP Training, Australia.

CBRB 1289 (Kelch Conference Room)

Preregistration required.

Role plays are almost universally loved by educators as a great teaching tool in the medical context, and almost universally hated by students and residents on training programs, who cite embarrassment and humiliation as key barriers to embracing this teaching technique. “I would rather walk barefoot over hot coals than participate in a role play in front of my colleagues” is not an uncommon response to the suggestion of using role plays in teaching for doctors and medical students. But the good news is that it does not have to be this way! During this fun workshop, Dr. Hilton Koppe will present a number of role play techniques borrowed from psychodrama and adapted for use within the medical context. His use of role plays in teaching in Australia has achieved virtual legendary status as a result of the high evaluations they receive from medical students and doctors in training. Workshop attendees will be invited to participate in a number of scenarios which will be used to demonstrate a range of techniques which make the use of role plays both fun and a highly effective teaching tool. The rationale underpinning these techniques will be outlined. While these techniques have been developed specifically for use in medical training, they have equal application in other fields of health practice.

Participants will experience a range of fun and effective role play techniques; understand the rationale underpinning these role play techniques; and have increased confidence in the use of role play techniques which are both palatable to learners and effective teaching tools.

11:15 – 12:30

### **Poster Session/Book and Information Fair**

MERF Atrium

Share your work with your colleagues, and display your books and materials. (Most materials and books will be available throughout the conference. However, this time is set aside for you to visit with those displaying the items.)

11:45 – 12:30

### **Lunch**

MERF Atrium

12:45 – 2:00

### **Writing in the Clinical Context and Beyond [Featured Presentation]**

MERF 2117

Nellie Hermann, MFA, Columbia University.

Creative writing is often thought to belong only in the world of the “artist,” the MFA program, or the publishing world. But when practiced in alternative contexts, the true potential of creativity as a tool becomes apparent. This talk will center on the reasons

*why* we write, how writing creatively can alter our conceptions of ourselves and our experiences, and what writing can offer us in a clinical context. What can writing and sharing in groups do for us in a professional context? How might we alter the forms of the stories we tell in order to change our understanding of these stories? What does writing creatively do for us that is different and valuable for understanding our world? I will share examples of writing done in the clinical world, as well as my own story, as a means of illustrating the power of the creative imagination as a tool that everyone can use.

Participants will think about *why* we write, how writing creatively can alter our conceptions of ourselves and our experiences, and what writing can offer us in a clinical context.

2:30 – 3:45

Session 2

MERF 2189

### **A Modern Family** [Reading]

Richard Colgan, M.D., University of Maryland School of Medicine.

This submission, which ran in A Piece of My Mind in *JAMA*, is the story of Joe and Elsie. Their story reveals how unconventional a family might be. I was fortunate to meet Joe, an elderly white male who spent half of his life in state psychiatric hospitals, in the last years of his life. He was introduced to me by Ms. Elsie, an African-American woman about ten years younger who took him in at her assisted living facility. Each was suffering in their own way, and they cared for one another like only family can do. Joe suffered from mental illness and had not gone beyond elementary school, yet he was brilliant and a lover of books. Until he met Ms. Elsie he lived a destitute existence after being released from his last psychiatric hospital. Joe was likely viewed by many as being insignificant, perhaps, but he wasn't. He cared for everyone he met, particularly Ms. Elsie. Joe carried the diagnosis of a psychiatric illness but he refused to be disabled. Christopher Reeves, sitting tightly belted in his wheelchair in front of the Democratic National Convention in 1996, summarized some of what I learned from Joe: "Over the last few years we've heard a lot about something called family values. And like many of you I've struggled to figure out what that means. But since my accident I've found a definition that seems to make sense. I think it means we're all family, and that we all have values. And if that is true, if America really is family, then we have to recognize that many of our family is hurting." I guarantee that this story will enlighten and inspire you to look for the poetry of life in the patients we meet.

Participants will be reminded that we have a unique opportunity to recognize and be sustained by "the poetry of life" as seen in the life stories of the patients we serve.

### **Post Traumatic Regeneration: A Poetry Reading and Life-After-Death Testimony from a Sudden Cardiac Arrest Survivor** [Reading]

Rex Veeder, PhD, St. Cloud State University; Stephen Matthew Tuytschaevers, MA, St. Cloud State University.

Sudden Cardiac Arrest (also known more dramatically as Sudden Cardiac Death) claims over 350,000 lives in the United States every year. For those suffering SCA outside of the hospital, the survival rate averages 5%, and of those survivors, most display neuro-psychiatric problems such as memory loss, emotional lability, and other cognitive deficits. Some survivors change so much their families do not recognize them. This reading and discussion focuses on the survivors of traumatic events such as SCA and other incidents involving brain trauma. The relationship of contemplative and performance poetry will be explored as ways of reinventing life after death.

Participants will gain an understanding of Sudden Cardiac Arrest and it's aftermath for survivors and their caregivers. PTS and Brain Trauma are two of the most common consequences, and restorative therapy for SCA survivors is an essential part of post

survival, as it is with returning military veterans whose symptoms as well as therapies are similar.

### Poetry STAT: Poetry and Other Voices from the ER [Reading]

Bonnie Salomon, MD, Northwestern Lake Forest Hospital; Lake Forest College.

From life-threatening illnesses to bone-crushing traumas, from the mundane common cold to the pathos of end of life--and all in one ER shift. The ER provides the proper mix of chaos and crisis that is perfect material for poetry. Poetry speaks above the din of the ER. Through poetry, I have tried to serve as a witness and a reporter to illness, healing, and the beginnings and endings of life. Through the portals of the ER, patients from all walks of life and all ages come with varying agendas. Most patients want something as concrete as a pain shot. Some want soothing words. Some want the latest high tech imaging of their injured bodies. Some want prescriptions for a miracle cure. They come at all hours, on all days. The ER never closes, and it turns no one away. What more could a poet want?

Participants will experience the tragicomedy, drama, and farce that plays out in the arena of the modern American ER. Through poetry, participants will gain a greater insight into the suffering and healing that can take place in such a hectic setting. They will also come to a greater understanding of how such poetry can not only explore humanistic themes—it can illuminate socioeconomic and moral dilemmas facing contemporary medicine.

2:30 – 3:45

Session 2

MERF 2117

### Alternative Publication Formats (Self-publication is Not a Four-letter Word) [Panel discussion]

Carol Scott-Conner, MD, PhD, University of Iowa Carver College of Medicine; Terry Wahls, MD, University of Iowa Carver College of Medicine; Jason T. Lewis, MFA, University of Iowa Carver College of Medicine.

Are you considering self-publishing or publishing to the web or directly into e-book format? The publishing world is changing fast, and new publishing models provide unique opportunities for authors. In this panel discussion, three experienced authors will discuss their experiences with self-publication, e-books, blogs, and websites. We will explore marketing opportunities and challenges, discuss partnering with local independent bookstores and other retail outlets, and using professional associations and presentation opportunities to get the word out. Logistics, problems, opportunities, and economics will be frankly explored.

Participants will learn the ins and outs of self-publication, including marketing, partnering with retail outlets, and economic factors, while avoiding sacrificing creativity.

2:30 – 3:45

Session 2

CBRB 1289 (Kelch Conference Room)

Preregistration required.

### Blog, Heal, Teach [Workshop]

Wendy Williams, MFA Creative Writing, College of Alameda.

“Writing about emotional upheavals has been found to improve the physical and mental health of grade-school children, nursing home residents, arthritis sufferers, medical school students, maximum security prisoners, new mothers, and rape victims,” says Psychology Professor James W. Pennebaker (*Opening Up* 40). Blogging as a form of writing heals. Both the writer and the reader benefit. Blogging also informs the public about medical issues and ways to cope as patients, sufferers, families, and medical professionals. Since February 2009, my blog, [myincision.wordpress.com](http://myincision.wordpress.com)—*Living in the Aftermath of Infant Surgery*, has addressed the issues outlined in my memoir manuscript, *The Autobiography of a Sea Creature*. Both discuss how an early

operation at three weeks old impacted my life, including the shocking discovery that I was not likely given anesthesia but instead given a paralytic drug. I came to realize that I suffered PTSD from the experience of my early trauma and have lived with it all my life. My process illustrates how a blog can be self-revelatory and is the basis of this workshop. At [myincision.wordpress.com](http://myincision.wordpress.com), I have incorporated my original artwork and my poetry into the blog posts as well as information about resources, such as websites, books, and articles, that may help readers understand and/or heal from early trauma, not only that which arises from infant surgery, but all early unhealed wounds. Ultimately, a blog creates community around a medical issue and becomes a forum for edification and for recovery. I look forward to sharing my expertise in this genre with others who might want to journey into this type of writing experience.

Participants will become familiar with my blogging experience as I point out different features and milestones and engage the group in a discussion, based on the audience's questions. Participants will get a clear idea about the difference between blogging and other types of writing and the benefits of blogging about a medical issue, condition, or illness. We will also discuss how a blog can be incorporated into a medical humanities curriculum. Next, participants will dream on paper about a blog they imagine creating themselves—its purpose and audience. Time permitting, we will write a sample blog post and share a few posts.

4:00 – 5:15

Session 3

CBRB 1289 (Kelch  
Conference Room)

### **End of Life Narratives: Lessons for Living, Caring, and Letting Go** [Panel discussion]

Valerie Seiling Jacobs, JD, Columbia University; Marsha Hurst, PhD, Columbia University; Larry D. Cripe, MD, Indiana Univ. School of Medicine.

Death and dying, like birth and birthing, are natural processes. Yet in our modern society, many of us experience unnecessary distress and suffering at the end of life. We may die with unrelieved pain, sequestered in high technology hospitals, and attached to tubes and monitors—like cyborgs implanted with machinery—that prevent intimacy with our loved ones. Advocacy on behalf of the dying may change the details of how end of life care is delivered. Narrative understanding, we submit, may change the conversations about dying in America and, ultimately, how we care for one another at life's end. This panel argues that the skills of narrative competence—attending to narratives, reflecting on our own experiences and those of our patients, and affiliating with the experiences of others—enable caregivers and families to humanize and dignify the experience for others. Each of us, coming from different disciplines and perspectives, uses narrative in our work as physician, writer and advocate, and educator. We will discuss how we use end of life narratives to understand and act on end of life care and experience. How does narrative work help improve caregiving by clinicians and family? The panel will engage those attending this session in the work of close reading and reflective writing to explore their singular experiences and the universal desires of those at the end of life. “We die. That may be the meaning of life. But we do language. That may be the measure of our lives,” said Toni Morrison in her Nobel Lecture speech (1993). We look forward to exploring with our audience that intersection between the meaning and the measure of life.

Participants will engage in a discussion about how narratives of death, dying and caregiving may enhance our ability to give and receive care at the end of life. The panelists are from three different disciplines--a physician, an educator/advocate, and a lawyer/family caregiver. Each will draw upon narratives by patients, families, and clinicians to explore how singular end of life stories may lead us to universal insights about the ways in which we choose to die or care for the dying.

4:00 – 5:15

Session 3

MERF 2117

**Writing in the Professional Curriculum: Four Approaches in Nursing and Medical Schools** [Panel discussion]

Nan Barbas, MD, University of Michigan Medical School; Janet Gilsdorf, MD, University of Michigan Medical School; Nellie Hermann, MFA, Columbia University, College of Physicians and Surgeons; Joy, Jacobson, MFA, Hunter-Bellevue School of Nursing; Meghan MacNamara, MFA, Lancaster General College of Nursing and Health Sciences; Jim Stubenrauch, MFA, Hunter-Bellevue School of Nursing.

The provision of health care demands reflection and clear communication at many levels, yet traditional training programs in nursing and medicine rarely include a writing component. As interest has grown in incorporating narrative writing and creative writing into professional curricula, questions and controversies have arisen. Panelists from four programs will discuss their experiences in using narrative writing and creative writing to address issues of reflection and communication in the training of medical and nursing professionals. The programs vary in terms of setting, coursework, class time, student populations, and educational techniques and goals. Still, there are commonalities; panelists will describe their programs and share what worked well and what could have worked better. They'll also leave time for discussion and interactive exercises with participants. Topics discussed may include student engagement, teaching techniques, student evaluations, the impact of writing on clinical work, assessment of course outcomes, patient confidentiality, the pros and cons of clinicians rather than professional writers teaching clinicians (and vice versa), the differing pedagogical approaches in "creative writing" vs. "writing as healing," and the use of these techniques in inter-professional education, among others.

Participants will learn of the experiences of panelists in conducting courses in creative and narrative writing in medical and nursing schools, with an emphasis on useful approaches, lessons learned, and open discussion.

4:00 – 5:15

Session 3

MERF 2126

**UI Medicine Students and the Humanities Distinction Track** [Reading]

Amy Domeyer-Klenske, BA, University of Iowa Carver College of Medicine; Kate Robb, BA, University of Iowa Carver College of Medicine.

Senior medical students in the CCOM Humanities Distinction Track read from their final projects. Their collections consist of essays, poems, and photographs reflecting their experiences, medical and otherwise, during medical school.

Participants will hear excerpts exploring medicine, family, and other misadventures.

8:30 – 10:00

Prairie Lights  
Second Floor, 15  
South Dubuque  
Street, Downtown  
Iowa City

**Attendee Reading**

Conference attendees gather to read their work and enjoy the wine bar at acclaimed local bookshop Prairie Lights in downtown Iowa City. Participation by signup.

Friday, April 20, 2012

7:30 — 8:30

**Coffee**

MERF Atrium

8:30 — 9:45

**The Humanities and Nursing Education** [Discussion forum]

Session 4

Gillian Graham, M.S. Narrative Medicine, Columbia University; Sunali Wadehra, MS, Wayne State University School of Medicine.

MERF 1117

Nurse, poet, and essayist Courtney Davis writes of an illness experience that gave her a new perspective on how caregivers' and patients' experiences intertwine. In "The Heart's Truth" she says, "For that terrible, suspended time of illness, patients sink into our care wholly and confidently. The intimacy between nurse and patient is carried through the 'details of the flesh' to the heart of each. 'Pay attention nurse!' it says. 'What you do and who you are when you care for a patient is significant. Your presence etches a chapter into the story of each patient's life.'" Davis' call to pay attention is inextricable from her ability to represent her experiences through writing. The depth, insight, and richness of nurse-writers speaks to their ability to notice, to reflect, and to narrate their experiences, both clinical and personal. A survey of nursing narrative literature is itself an articulation of the importance of humanities programs that would allow nursing students to develop these capacities; yet there is a discrepancy between this theoretical recognition of importance and the practice of incorporating humanities into nursing curricula. This discussion forum will present preliminary findings from a study examining the presence of humanities coursework and extracurricular opportunities in nursing education, paying particular attention to the integration of literature, art, and writing at degree levels ranging from associate to masters.

Participants will learn about current initiatives at the intersection of the humanities and nursing education, and have a chance to examine and discuss the barriers to this integration. The discussion will draw on the richness of nurses' narrative voice to highlight the potential for narrative education in nursing fields.

8:30 — 9:45

**Narrating Questions, Questioning the Narrative: Voices from Venice**

[Panel discussion]

Session 4

Luca Caldironi, MD, Italian Society of Psychoanalysis, IPA member; Magda Bogin, MA, [www.underthevolcano.org](http://www.underthevolcano.org); Maria Rosaria Stabile, MD, IRCCS San Camillo Hospital; Francesca Vannini, PhD, IRCCS San Camillo Hospital.

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Are medical narratives therapeutic? If so, how and for whom? What is given and what is received in the storytelling of medical narrative? We will present a multi-voiced conversation rooted in the narrative medicine program of the San Camillo Research and Intensive Rehabilitation Centre, a specialized hospital for acute and chronic neurological diseases in Venice, Italy. Along with two permanent staff members from the hospital, our panel includes a practicing psychoanalyst and an expert in the art of narrative. We plan to examine the creative process as activated by the various participants in a program. In our view, narrative medicine does far more than simply let someone explore the inner self, which of course is paramount with respect to patients: to map the terrain of the person who is both who one was before and who one becomes as the result of a health change. Working with patients who are living the experience of chronicity has led us to explore the meaning of time in relation to illness. Our work is grounded in the thinking of Wilfred R. Bion, with a focus on the terminological and semantic distinction he draws between "feeling" and "suffering"

and between a “belief” and an “act of faith” (the capacity to “contain” painful memories). This is not to engage in mere philosophical speculation, but to show the importance of these concepts within a deep transformative process that affects everyone involved. We believe that writing about illness both by people who suffer as well as by health professionals and caregivers constitutes an important and necessary kind of thinking that adds to our body of knowledge as human beings. For us, a critical part of the process of narrative medicine is to continue generating new questions that will reframe that knowledge as it develops.

Participants will explore from as many points of view as possible the needs of both patients and caregivers in the design of a narrative medicine program. Our conversation begins and ends with questions in order to demonstrate that process in action.

8:30 — 9:45

Session 4

MERF 2136

### **Exchanging the White Coat for the Gown: Imagining Ourselves in Our Patients’ Shoes** [Discussion forum]

Miriam Levin, MD, Wayne State University School of Medicine

Francis Weld Peabody wrote, “One of the essential qualities of the physician is interest in humanity, for the secret of the care of the patient is in caring for the patient.” Part of caring for the patient involves understanding how he or she experiences the medical encounter. This workshop will take a unique perspective on medical narratives. Rather than writing about the caregiver experience, we will imagine ourselves in our patients’ shoes and translate that into writing as well as examine existing narratives. We will gain insight into the patient perspective and (hopefully) leave providing better care through increased understanding.

Participants will gain insight into the patient perspective through narrative role-play, and leave able to provide better patient care through increased understanding of what it feels like to be a patient.

10:00 — 11:15

Session 5

MERF 2136

### **Poetry and Medicine: Sonnets of Love and Grief** [Discussion forum]

Serena J Fox, MD, Beth Israel Medical Center and NYU School of Medicine.

“Time does not bring relief; you all have lied/Who told me time would ease me of my pain!” These opening lines of a sonnet by Edna St. Vincent Millay catapult us into the realm of love and grief so deftly that they have haunted and soothed me from the moment I first read them. I have sent this sonnet with love and trepidation to people about whom I care and to whom I hope to offer comfort when words fail me. I confess, I have fallen in love with the compact, 14-line sonnet form. It resonates for me especially in my professional world of acute care medicine where extremes of life and death can swing so precariously in brief amounts of time. This workshop is intended to give protected time and space to sonnet-lovers and the sonnet-curious. We will share the physical experience of reading and listening to sonnets and the intellectual joy of examining a few up close. Each willing participant will bring a sonnet (adherent to the classical form, if possible) that he/she loves, has recently discovered, or has written him/herself. We will share these in the first half of the workshop. The second half will be devoted to a small group of sonnets and questions of craft. We will also consider how the sonnet form might relate to the medical experience.

Participants will deepen their appreciation and experience of this form, with a particular focus on sonnets that grapple with love and grief; read and listen to sonnets they bring in and share in the workshop; review briefly the history and structure of the sonnet (mostly English-language); examine a selection of five or six sonnets that address love and/or grief and discuss how they achieve a world of emotional experience in 14 lines.



10:00 — 11:15

Session 5

MERF 2126

Preregistration  
required.**Narrative Coherence: The Art of Writing Clinical Notes and Consultation Reports that Transform Care** [Workshop]

Kristin Bresnan, MD, Lehigh Valley Health Network.

This workshop will offer clinically-oriented providers the opportunity to experiment with the use of narrative, descriptive, and structural techniques within clinical documentation that enhance “narrative coherence” - that is, the ability to write notes that allow a reader to understand the full arc of a patient's story, from a biomedical, psychosocial, emotional and spiritual perspective. After a brief overview of basic precepts of palliative care, including assessment of “total pain”, and the way that palliative care uses narrative techniques to transform clinical practice in hospital settings, we will have a workshop that will involve a patient-provider interview role play using a loose interview structure called “The Five Key Questions,” followed by an opportunity to write a sample clinical note based on the interview. We will then read and reflect on each others’ written work and observations. We will end with an overview of key learnings and resources for further work.

Participants will learn new tools that improve patient care and relieve suffering through writing clinical notes that demonstrate narrative coherence.

10:00 — 11:15

Session 5

CBRB 1289 (Kelch  
Conference Room)**“Whose Story IS It?”** [Discussion forum]

Joanne Jacobson, PhD, Yeshiva University; Kristi L. Kirschner, MD, Northwestern University Feinberg School of Medicine; Carol Schilling, PhD, University of Pennsylvania Center for Bioethics.

Scholarship in the medical humanities since the mid-1990s has focused on ethical questions about writing by physicians or other clinicians about patients. These questions typically concern the clinician’s obligation with respect to listening deeply to patients or publishing stories about them. However, ethical questions raised by stories about patients written by family members have received less attention. This session will ask questions opened up by the growing publication of memoirs and essays about illness or disability in the family. For instance, are familial writers obligated to codes of ethics—such as regard for privacy and confidentiality—that pertain to professionals? To separate ethical considerations? To what extent is a familial caregiver’s story about the patient or about the caregiver’s experience of interpreting an illness and providing care? The first presenter offers a reading from her creative nonfiction project, “Every Last Breath,” which follows the writer’s 86-year-old mother’s chronic lung disease and the end-of-life questions that it raises for the writer. She will also discuss the complicated distinctions between witnessing and voyeurism and her struggles with sharing this writing with her mother. The second presentation will explore the dilemmas faced by a rehabilitation physician as she attempts to uncover the truth surrounding her “shadow uncle’s” disability and death at the age of 17 in a state institution for the epileptic and feebleminded in 1947. Her interest was piqued by family stories which she came to regard as mythology as she progressed through her medical training. The third presentation suggests that John Bayley’s memoir *Elegy for Iris* performs unexpected moral work on behalf of both patient and caregiver. The presenter will unfold vexing questions about narrative ownership, privacy, and motive for writing as Bayley simultaneously cares for and experiences the loss of his wife to Alzheimer’s disease, whose symptoms alter him.

Participants will learn about the ethical questions raised by writing, and publishing, work about family members’ illness and intimate caregiving.

10:00 — 11:15

Session 5

MERF 2117

**Take Two Poems and Call Me in the Morning: What is the Role of the Arts and Humanities in Medical Education?** [Panel discussion]

Jason T. Lewis, MFA, University of Iowa Carver College of Medicine; Christopher Cooper, MD, University of Iowa Carver College of Medicine; Rachel Hammer, BS, Mayo Clinic College of Medicine; Bryan Sisk, BS, Cleveland Clinic Lerner College of Medicine at Case Western Reserve University.

Panelists including students, educators and medical practitioners will discuss the increased attention the arts have garnered in medical education and the healthcare system, and examine the merits, and possibly the negatives, of this attention.

11:15 — 12:30

MERF Atrium

**Poster Session/Book and Information Fair**

Share your work with your colleagues, and display your books and materials. (Most materials and books will be available throughout the conference. However, this time is set aside for you to visit with those displaying the items.)

11:45 — 12:30

MERF Atrium

**Lunch**

12:45 — 2:15

MERF 2117

**What Literature Can Do For Medicine** [Featured Presentation]

David Watts, MD.

There can be little argument as to the value of literature in our lives. But I will argue that its richness is only beginning to be appreciated as important to the education and sustenance of medical professionals and its potential is vastly underutilized. Beginning with what is lacking in the training and behaviors of medical professionals, we will build a case that poems and stories are an integral part of the medical experience and are an important tool for releasing our potential to operate at our fullest as comforters and healers.

2:15 — 3:30

Session 6

MERF 2117

**CrAZYToWn: Free-Range Storytelling vs. McWorld** [Performance piece]

Jude Treder-Wolff, Masters in Social Work, Lifestage, Inc.

Crazytown is written and performed by a woman who spent 25 years in a small room listening to all sorts of people talk about Very Painful Things, and who now talks about Various Kinds of Crazy to any group or audience that will show up to listen. Characters include Sister Jude of the Impossible Situations, Dorothy the Manic Yenta, Linda the Passive-Aggressive Psych Nurse, and Brenda the Sleeping Psychiatrist. Topics include crazy love, crazy working conditions, crazy experiences in what we think of as 'normal' life. And it raises the question: is there really such a thing as an "ordinary moment?" Original songs for this show were co-written with musical director Wells Hanley, MA, Professor of Jazz Piano at the University of Virginia, with whom Treder-Wolff has collaborated on creativity and improvisation workshops, shows and music for the past 10 years.

Participants will laugh; be entertained and engaged in an unrepeatably, live storytelling experience; connect with characters and themes related to healing, self-development and the creative process; examine the craft of organizing details of true stories to maximize the expression of an evolving point of view.

2:15 — 3:30

Session 6

MERF 2156

**Empathy: Why Should I Care?** [Discussion forum]

Brittany Bettendorf, MD, Medical College of Wisconsin; Michael Farrell, MD, Medical College of Wisconsin; Julia Uihlein, MA, Medical College of Wisconsin.

In order to maintain a healing partnership with patients, physicians must possess empathy. Students have been shown to experience a significant decline in empathy during medical school, with the greatest change in the first and third years. This workshop will begin with all attendees privately completing a validated survey tool measuring their own empathy, to encourage participants to be personally aware of their own level of empathy. We will then report the results of a pilot project we conducted to investigate whether making regular voluntary journal entries would help third-year medical students maintain their baseline empathy. We will use the results of our project to foster a discussion amongst session attendees about the value of empathy amongst medical professionals and ways to combat its decline during medical practice. Finally, as a group, we will brainstorm ways to maintain empathy in medical education and promote reflective practice amongst developing physicians.

Participants will understand the value of empathy in the patient-doctor interaction and the importance of developing a reflective practice; develop awareness of the pattern of decline in empathy shown to occur during medical school; predict and measure their own empathy levels using a validated survey tool; understand the results of a small pilot project done to assess the effect of journaling on empathy levels in third year medical students; engage in conversation about empathy in medicine, by sharing and listening to the stories of others

2:15 — 3:30

Session 6

MERF 2126

Preregistration  
required.

**Writing Health: Living, Dying, and Working in and Through Narrative Ethics** [Workshop]

Rebecca Bamford, Ph.D., University of Minnesota Rochester; Bronson Lemer, MFA, University of Minnesota Rochester; Cameron Brewer, MA, University of Minnesota Rochester; Marissa Dixon, University of Minnesota Rochester; Hannah Bergeson, University of Minnesota Rochester; Joe Inhofer, University of Minnesota Rochester.

Narrative ethicists use stories to help negotiate, and to learn from, life. Our interactive workshop explores encounters with concepts of living, dying, and working through writing, focusing on the theme of health, broadly conceived. We begin with short presentations on these themes involving undergraduate students and faculty members in a health sciences undergraduate program. These presentations combine a narrative approach with philosophical analysis in order to engage with the challenges of health-related professional contexts through writing. This is followed by a short dialog, comprising a reading on living, dying and working from Bronson Lemer's recent book, *The Last Deployment: How a Gay, Hammer-Swinging Twentysomething Survived a Year in Iraq*, and a philosophical reply to Lemer's narrative. Workshop participants will then have an opportunity to engage in a short writing exercise in narrative ethics, and to share their work.

Participants will engage in an interactive narrative ethics workshop, produce some creative writing, and share their work with presenters.

2:15 — 3:30

Session 6

CBRB 1289 (Kelch  
Conference Room)

**“Urging Inwardness” Through Lyric Poetry: A Reading and Writing Workshop** [Panel discussion]

Margaret Nolan, MS, University of Chicago, Pritzker School of Medicine; Joy Jacobson, MFA, Center for Health, Media & Policy, Hunter College.

Lyric poetry, the poet Donald Hall has written, “has one goal and one message, which is to urge the condition of inwardness.” In this session, we will discuss our experiences

in reading lyric poems with hospitalized patients, medical and nursing students, and practicing nurses. Specifically, we have seen that poetry can guide new physicians to reflect on patient interactions and help nurse managers to prevent burnout. We will preview and discuss a new curricular tool that fosters this “inwardness”—*White Coat Pocket Poetry*—an anthology of poems for medical students to read to themselves or to patients. We will also discuss the ways in which writing lyric poems, however brief, can help students and clinicians to attain this “condition of inwardness.”

Participants will read lyric poems, discuss the role of lyric poetry in medical and nursing education and professional development, and write a lyric poem.

3:45 — 5:00

### **Anton’s Mistress: Crafting your Portfolio Career in Writing** [Workshop]

Session 7

Carolyn Roy-Bornstein, MD, Physician, Writer, Mom.

MERF 2126

Preregistration required.

Portfolio careers, which combine one’s main work with one or several side interests, have been around since the 19th century when physician Anton Chekov wrote his first short story. He famously said, “Medicine is my lawful wife and literature my mistress.” Doctors today can maintain work-life balance, increase personal and job satisfaction and enrich their skill set with a portfolio career. In a profession prone to burn-out, a portfolio career can keep work challenging and interesting.

Participants will learn the definition and history of the portfolio career and become familiar with the rewards of a portfolio career in writing; understand how to get started writing medically-themed blogs, columns, essays, fiction, book reviews and more; and learn about paying venues for placing their written pieces.

3:45 — 5:00

### **The Landscape of Illness: Meeting the Needs of Patients in the Writing Workshop** [Discussion forum]

Session 7

Sara Baker, MA English, Loran Smith Center for Cancer Support.

MERF 2136

As writing facilitators, we are tasked with creating safety and efficacy for people who are often quite vulnerable. How can we do this? One way is to understand better the topography of illness: the stages of illness, the attendant emotions, and the available narratives. Cancer will be the model, but the principles presented hold true for any serious illness. Based largely on the work of Arthur Frank (*At The Will of The Body, The Wounded Storyteller*), this presentation’s goal is to allow participants to learn to listen more actively to patient texts, prepare for emotions that may be expressed, and provide tools for structuring safe writing experiences and avoiding re-traumatization.

Participants will have a clearer understanding of the inner landscape of vulnerable patients, their specific needs and emotions. They will also come away with tools for creating safety.

3:45 — 5:00

### **Getting Our Hands Dirty: Journals, Easels, Scalpels** [Discussion forum]

Session 7

Kelli Auerbach, MFA, Brown University, Independent Scholar.

CBRB 1289 (Kelch Conference Room)

Medicine is a fascinating, straddling beast. One foot rooted in hard science, the other in the murkier ambiguities of human interaction. To be an effective doctor requires a breadth of scientific knowledge, yet it also requires less quantifiable skills: razor-sharp listening, expansive thinking, imagination, and the ability to maneuver through uncertainty – skills that are the hallmarks of visual art and creative writing. For the past few years I have been developing courses that use art and writing pedagogies to rethink medical education. In 2010 I co-taught a new experimental course with Dr. Jay Baruch that joined art students from Rhode Island School of Design (RISD) and medical students from Brown University for a semester-long engagement with art and medicine via the lens of literary craft. I have also taught fiction workshops to

physicians, medicine-based courses at CalArts, and an art and writing elective at USC Keck School of Medicine. Rather than study art and literature from a distance, students in these courses are required to get their hands dirty: to make art and write stories, from the inside out. The experiential nature of these activities imparts a deeper understanding of detail, subtext, dialogue, character development and narrative tension, as well as the ways such literary techniques translate into the medical realm. The results: stronger perceptive and interpretive abilities when attending to the complex needs of patients, and greater fluency with the ambiguities that regularly present themselves in clinical contexts. This presentation will begin with a discussion of hybrid art/writing/medicine coursework, followed by a workshop in which attendees will participate in a series of creative writing exercises that have direct relevance to clinical practice.

Participants will receive a detailed overview of the RISD/Brown course (the first of its kind to bring art and medical students together in this particular way); discuss new ways that art and creative writing techniques can impact medical education; participate in a series of creative writing exercises.

6:30 — 7:45

Main Library,  
Shambaugh  
Auditorium

### **The Doctor of Starlight** [Keynote Presentation]

Philip Levine, MFA, United States Poet Laureate

Presented by the University of Iowa Carver College of Medicine Writing and Humanities Program and the Iowa Writers' Workshop.

8:00 — 10:00

Hotel Vetro  
Conference  
Center, 201 South  
Linn Street,  
Downtown Iowa  
City

### **Reception**

Saturday, April 21, 2012

8:00 – 9:00

**Coffee**

MERF Atrium

9:00 – 10:15

**Public Medical Writing: Highlights from a Longitudinal Curriculum for Medical Trainees [Workshop]**

Session 8

MERF 1117

Anna Parks, BA, University of California, San Francisco; Marron Wong, BS, University of California, San Francisco; Emily Scibetta, MD, University of California, San Francisco; Louise Aronson, MD, University of California, San Francisco.

In 2011, UCSF established a longitudinal UME-GME writing curriculum for medical trainees. We offer four courses, each aligned with the developmental stage of the medical student or resident. Initially, we expose first and second year medical students to physician-writer mentors from various specialties and writing genres. As students gain clinical experience in the third year through residency, courses focus on translating patient stories into writing and, increasingly, into exploring, explaining, and advocating for key issues in health and health care. Throughout the curriculum, all students acquire craft skills through analysis of assigned readings by physician-writers and in-class workshoping of their own writing. We developed this curriculum based on our belief that honing observational and narrative skills from the beginning of medical school helps trainees become better attuned to patients' perspectives and offers opportunities to bear witness to and advocate for key issues in medicine, important steps in students' own professional development. Covered medical writing genres range from fiction and blogging to creative non-fiction and advocacy journalism. The courses are rated very highly by trainees at all levels, with Likert scale scores of 4.6-5.0 on a 5-point scale. In the first year of the series, seven residents published their writings in the *New York Times*, *Health Affairs*, and the *Annals of Internal Medicine*. In this workshop, we will present an abbreviated version of one of our advocacy sessions and then a brief overview of our courses. The session will begin with participants divided into small groups to read and discuss an advocacy piece. Next, there will be a short writing exercise followed by a workshop in which participants will receive feedback from their peers. Our goal is to provide a framework for other medical schools to develop similar curricula in order to foster a new generation of public medical writers.

Participants will demonstrate critical reading skills through in-class analysis of advocacy medical writing; demonstrate knowledge of the devices that characterize persuasive advocacy medical writing; complete a genre-targeted, in-class writing prompt that consolidates knowledge presented in class; understand the structure and components of the UCSF Longitudinal Public Writing Curriculum and the resources available to adapt it at other medical schools.

9:00 – 10:15

**What the Second Person Can Do For You [Workshop]**

Session 8

MERF 2189

S.L. Wisenberg, MFA, Iowa Writers' Workshop, Northwestern University.

The second person is wondrously flexible. For centuries, poets as well as the writers of love letters and song lyrics have used the intimate "you" to address a specific person. There is also the tradition of the epistolary novel and short story, made of letters written to a specific person or people. In the world of nonfiction, essayists and others have used "you" as a substitute for the more formal "one," as well as a substitute for "I" and "me." And you may remember Jay McInerney's 1984 novel *Bright Lights, Big City*, in which he used the second person as a stand-in for a first-person protagonist. Much earlier in the 20th century, writers such as Mary McCarthy and Marita Bonner used the second person in short prose, as have many writers since. We'll read and

discuss examples of the second person in poetry and prose, and you'll do short writing exercises that will help you expand your repertoire.

Participants will learn about various shadings of the second person, and practice writing in it. The exercises will also help you deepen your examination of whatever subject you're writing about or planning to write about. Even if you decide not to use the second person in your writing projects, you'll leave with ways of using the second person in free writing and drafts in order to get to the heart of what you want to say.

9:00 – 10:15

Session 8

MERF 2117

### The “Temoignage” of Doctors Without Borders, from the Field to Here at Home [Discussion forum]

Matthew Spitzer, MD, Doctors Without Borders - USA // Columbia College of Physicians & Surgeons.

“Temoignage,” or bearing witness, has been a key part of the work of Medecins Sans Frontieres/Doctors Without Borders since the medical humanitarian organization was founded 40 years ago. The principles on which it relies, the way it is carried out, the doctor's responsibility toward it and our patients are just as relevant here at home as it is in the field. This discussion forum recognizes ourselves fundamentally as members of civil society, and as medical people in it and in our daily practice, we struggle and strive, succeed and fail to bear witness to our patients. We are or can be present all along the spectrum of *temoignage*, from “being-with”, to bearing witness, to personal/local advocacy, to raising awareness, to public advocacy and speaking out, even to denunciation. The presenter will facilitate the group to share and consider its principles, practices, and challenges in bearing witness, with examples or reflections from both MSF field and domestic-based practice.

Participants will share experiences in, and approaches to, bearing witness to our patients, consider together the challenges of such practice, and build their understanding of humanitarian medical action whether abroad or here at home.

10:30 – 11:45

Session 9

MERF 2117

### Humanity Out of Context: Tinkers as a Touchstone for Dissection [Workshop]

Rachel Hammer, BS, Mayo Clinic College of Medicine.

The Mayo Clinic College of Medicine's Narrative Medicine group started in response to an ornament in Evelyn Waugh's *Brideshead Revisited*. A skull sits in a bowl of roses in the dorm room of Waugh's protagonist, Charles Ryder, in a section entitled, “*Et En Arcadia Ego*.” Arcadia, legend has it, is the field described by Pliny the Elder where a shepherd wet his finger with spit and traced his friend's shadow against a tomb—the first painting—suggesting whilst setting the precedent that art is inspired when humans face their mortality. Art, thus, is humankind's response to death. Beauty with the goal of immortality. And so it was. After hours in the medical school anatomy lab, we had stared at skulls and the dead long enough to stir substantial need for creative expression. A group of us began to meet to read poetry and excerpts following the hour-long liturgy of Narrative Medicine's “attention, representation, and affiliation.” An excerpt from Paul Harding's *Tinkers* was recently used as a touchstone for a discussion on the experience of cognitive dissonance when bearing witness to humanity out of context. This session is strongly recommended for first year medical students while they negotiate the emotionally and physically arduous environment of the anatomy lab, but is relevant for all health professionals as we continue to encounter death and consider the significance of *media vita in mortis sumus*. Acknowledgment: a description of this session was recently published on [medhum.med.nyu.edu/blog/](http://medhum.med.nyu.edu/blog/)

Participants will learn about medical student-organized narrative medicine groups; read an excerpt from Paul Harding's *Tinkers*; write a personal representation in the shadow of the text; affiliate with fellow session participants through sharing their reflections on

the fear of death.

10:30 – 11:45

Session 9

CBRB 1289  
(Kelch Conference  
Room)

**The Sound of a Wild Snail Eating and its Readers: The Role of Biophilia in the Patient Environment** [Multimedia presentation, interactive reading, and discussion forum]

Elisabeth Tova Bailey, BA, patient and author.

*The Sound of a Wild Snail Eating* recounts my yearlong, bedside observations of a woodland snail. Starting with a 7 minute slide show/talk, I'll tell the story behind my medical humanities/natural history memoir: how I became ill, how a woodland snail came into my life, the interspecies relationship that ensued, and the process of researching and writing the book. Four minutes of captioned film footage follow so that participants can observe, as I did, a wild snail gliding over moss. Nearly soundless, the film creates the silent environment often experienced in illness. I'll read from the book and take questions. Participants will then have the chance to read aloud from letters sent to me by *Wild Snail* book readers. These letters are from patients, caregivers, and medical professionals around the world who have shared their own personal stories and commented on the book. This interactive role-playing component will open a discussion of how medical humanities literature impacts readers. Lastly, my essay on the importance of patient environment, "A Green World Deep in Winter: The Bedside Terrarium," will be a closing handout. As I not able to travel, this multimedia interactive presentation is by live-Skype—a rare chance to see, hear, and talk with me in my own home environment.

Participants will learn how the close observation of another creature can enhance and expand a patient's world. In addition to Q&A and discussion, participants will have a chance to role play as they read aloud excerpts from reader letters I've received. This process increases awareness of how illness changes a life, how it isolates, how patients adapt, and the importance of patient environment, including interspecies bonds, a connection to the natural world, and the use of terrariums in homebound situations. Participants will leave with a deeper knowledge of palliative care and an understanding of how literature illuminates the illness experience.

10:30 – 11:45

Session 9

MERF 1117

**The Use of Narrative in Building Empathy Towards Patients with Mental Illness.** [Workshop]

Jessica Nittler, MD, University of Missouri-Columbia; Rachel Brown, MBBS, University of Missouri-Columbia; John Cummins, MFA, University of Missouri-Columbia; Melissa Griggs, PhD, University of Missouri-Columbia; Karen Gordy-Panhorst, MA, University of Missouri-Columbia.

This Workshop combines an experiential component with the report of the outcomes of an educational intervention for second year medical students. The University of Missouri School of Medicine identifies the ability to provide effective patient centered care as a key characteristic of its graduates. Such care requires, amongst other attributes, the ability to explore the patient's feelings, ideas and expectations (Stewart et al 2003); an ability that is of particular relevance to the care of patients with mental illnesses (Baldwin 2005). Narrative exercises, including self reflection and point-of-view writing, have considerable potential for developing this ability (Charon 2001). As part of our "Introduction to Patient Care" curriculum, our students meet with volunteer patients with chronic mental illness. After the patients leave, students have seven minutes to provide a written response to the following prompt: "Imagine that the person you have just met is going to his/her annual physical. Describe the feelings, ideas, fantasies, and expectations that he or she may have about it." They then share their thoughts with each other in faculty mentored small group discussion. Issues of stereotyping and stigma in mental health are addressed in a contemporaneous didactic session. We will provide a brief introduction to narrative and point of view writing and then describe our educational intervention. We will lead all (or a subgroup



as appropriate) of workshop participants through a similar exercise prompted by recollection of participants' experiences of working with patients with chronic mental illness. This activity will be followed by a report of a qualitative analysis of the themes identified in the student narratives, and of feedback obtained from the student body about the effectiveness of this exercise in learning patient centered care and reducing stereotypes and stigma surrounding mental illness.

Participants will be able to understand the impact of point-of-view writing on student perceptions of people with mental illness, and articulate one process that may assist in student development as patient centered physicians.

10:30 – 11:45

### **Narrative Medicine and the Adolescent Voice** [Workshop]

Session 9

Patricia Stanley, MA Health Advocacy, Columbia University; Marsha Hurst, PhD, Columbia University.

MERF 2189

Narrative medicine's textual engagement with memoir, film, fiction, spoken word, oral history, and other modes of narrating life stories is ideally suited to engage with the embodied awareness of adolescents. "My body is my temple," says young spoken word poet Emiliano Bourges-Chacon. "I share it with cerebral palsy." Through attention to story we engage with the individual experience of illness and disability, and learn to listen for ways to become advocates for change. Narrative medicine combines the skills of close reading and reflective writing with learning about health, illness, and disability. And through this interdisciplinary approach we develop a new pedagogical rubric for clinical trainees, undergraduate, graduate, and pre-professional students. In this workshop we will attend to the adolescent voice as expressed in a range of modalities: spoken word poetry, graphic novels and memoirs, fiction, poetry, film, oral history. Stories of and by young people will anchor workshop engagement in topics that include: what does it mean to narrate from a teen body? How do teens experience caregiving? How do we hear the sibling voices of ill or disabled teens? What do teen stories tell us about isolation and community among teens with chronic or serious illness? About disabled teens? How do youth voices engage in narrative advocacy? How do they enable us to engage in advocacy? The workshop will be an immersion in the narrative medicine approach to understanding and action. Participants will engage in active listening and reflective exercises in a safe space to learn more about developing the skills of narrative competence. They will become part of the same process of transformation that the young feel when a space is provided for them to use their voices to inform and to protest, to share and to enlighten their elders with their respective concerns, thoughts and aspirations.

Participants will model ways to inform clinicians, teachers, and others who work with teenagers about issues of voice, body, difference, family, community and social change by engaging them with representations of the adolescent voice. By privileging the adolescent voice and showcasing how adolescents reflect on and articulate their lived experiences with illness and disability, we can envision new possibilities for both health care and health education. And through their engagement with narrative and reflection, adolescents, in turn, may teach us the possibilities for social transformation.

12:00 – 1:15

### **Lunch**

MERF Atrium

1:30 – 2:45

### **Staring Contest: A Reading and Discussion of Being Between Seeing and Blindness** [Reading]

Session 10

Joshua Unikel, MFA (expected 2012), BA in English (summa cum laude), University of Iowa.

MERF 1117

What if you're neither seeing nor blind? What if you're both? What if you're "legally blind without correction" and that's probably because you were born with completely

crossed eyes? What if you had five corrective surgeries on those eyes before you turned seven? In my creative essay, “Staring Contest,” I explore these questions and others. I examine my struggle with the stigma and mixed feelings of being between the world of the seeing and the world of the blind. The essay combines personal experience with scientific findings and linguistic observations. Instead of pursuing my vision as something to overcome or simply struggle with, I attempt to articulate it as an alternate, unique way of knowing. I aim to articulate “the weighted luxury of being able to put my glasses on when the world is too fuzzy, indecipherably mixed through my eyes ‘without correction.’” Yet at the same time, “I can take off my glasses and let strangers walking down the street become the most decadent masses of peach and chestnut and navy blue. City blocks lose their tightness and become too loose to be fully urban.”

Participants will engage in discussion about the stigmas related to eyes, being between two worlds of vision, and my writerly choices in the essay. Also, I will field any questions about writing creatively about vision and disabilities, creative science essays, and nonfiction writing in general.

1:30 – 2:45

Session 10

MERF 2189

### **Writers as Clowns: Risking, but with Skill and Intention** [Workshop]

Albert Howard Carter, III, Ph.D., University of North Carolina at Chapel Hill.

Clowns fall down but always rise back up. How do they do this? They are trained athletes who know the techniques and enjoy their work. Similarly, writers enter into difficult subjects—illness, pain, and death—often breaking taboos, but using literary techniques (as well as intuition and rewriting) to explore and interpret their material. Clowns are funny. They are masters of mood that can bring a circus audience to laughter. Writers use humor to entertain but also to shape readers’ individual emotional responses. A Shakespearean comedy allows us to laugh together while we observe a story that has a happy ending with weddings (and implied beddings): society survives on the stage symbolically but also ritually in the audience. There are three aims for this workshop. (1) Reviewing literary techniques useful for comic writing. Carter will provide a handout of basic terms (comedy, tragedy, liminality, scapegoats, taboo, imagery, humour characters and more). For example, the mythic pattern of the Night Sea Journey (Jonah, Job, Dante) structures a joke, a TV cop show, an illness and recovery, even death with an afterlife. (2) Considering kinds of humor and intended audiences. Humor can be gentle or ferocious. Humor can provide social criticism or insult or libel. The author’s intent is important. (3) Allowing participants to cross-fertilize. Participants will have some freewriting time to respond to prompts then meet in small groups to share and listen. Possible prompts: give an example or purpose of a term discussed; describe a humorous piece of writing currently in draft or projected; tell a joke and comment on it; describe a humorous event in medical practice and assess possible benefits or harms; recall a time when, for a patient, an act of humor was helpful (or not); and open field: any related topic.

Participants will review literary techniques useful for comic writing with a handout of basic terms (comedy, tragedy, liminality, scapegoats, taboo, imagery, and humour characters); consider kinds of humor and intended audiences; discuss in small groups, choosing from topics such as describing a humorous piece of writing currently in draft or projected, telling a joke and commenting on it, describing a humorous event in medical practice, recalling a time when, for a patient, an act of humor was helpful (or not), and participants’ choice of topic.

2:45

### **Adjourn**

## Keynote Presenter

### Philip Levine, MFA

Philip Levine was born in Detroit in 1928, to Russian-Jewish immigrant parents, and educated at Wayne University (now Wayne State), the University of Iowa Writers' Workshop, and Stanford University. He is the author of twenty collections of poetry, and his honors include the Pulitzer Prize, two National Book Awards, and two National Book Critic Circle Awards. He is the current United States Poet Laureate.

## Featured Presenters

### Nellie Hermann, MFA

Columbia University, College of Physicians and Surgeons

Nellie Hermann is the author of the novel *The Cure for Grief*, which received national acclaim in *Time*, *Elle*, the *Washington Post*, and other publications. Her short story "Can We Let the Baby Go?" won first prize in Glimmer Train's 2008 "Family Matters" competition. She teaches at Barnard College and in the Program in Narrative Medicine at Columbia University.

### David Watts, MD

David Watts is a gastroenterologist at the UCSF School of Medicine, a poet, a classically trained musician, a television producer/host and occasional NPR commentator. Seven books of his poetry have been published (two under his avant-garde pseudonym), along with two books of short stories (Random House and U. Iowa Press). He has been selected as one of America's Best Doctors by three separate organizations, has invented the Third Eye Retroscope manufactured by Avantis Medical Equipment Company of Sunnyvale, California and has organized and leads a summer writing workshop, The Healing Art of Writing, for those committed to the subject of illness and healing. His jazz-poetry ensemble, Free Radicals, just released its new CD.

## Concurrent Presenters

### Louise Aronson, MD

University of California, San Francisco

Louise Aronson is an associate professor at the University of California, San Francisco, where she directs UCSF Medical Humanities, the Northern California Geriatric Education Center, and the Pathways to Discovery Program, UCSF's research and scholarship career development program for students, residents and fellows. She is a geriatrician who provides primary and palliative care to diverse, vulnerable, homebound older adults in underserved San Francisco neighborhoods and a fiction writer whose book, *A History of the Present Illness*, is forthcoming from Bloomsbury. Her scholarly work includes medical education research on reflective learning, geriatrics education, and public medical writing. Louise is also a co-editor of the *JAMA* Care of the Aging Patient series and director of public medical communication for the Program for the Aging Century.

### Kelli Auerbach, MFA

Independent Scholar

Kelli Auerbach's specialty is bridging medicine with creative writing and visual art. She holds a degree in cultural studies of medicine from Brown University, and an MFA in fiction from Brown as well.

Kelli has taught at Rhode Island School of Design, Brown, CalArts, University of Cape Town and USC Keck School of Medicine. She recently presented papers at the symposium Make It Better: A Conversation on Art, Design, and the Future of Healthcare, as well as the &Now Literary Festival. Her article, "Beyond Comfort Zones: an experiment in medical and art education," co-written with Dr. Jay Baruch, is forthcoming in the *Journal for Learning Through the Arts*. Her short stories have appeared in the literary journals *3rd Bed* and *Encyclopedia* and she recently completed *The Owl House: a novel*. Kelli has received numerous honors including a Fulbright to South Africa, fellowships from the Rhode Island State Council for the Arts, and a grant from the Mutter Museum/College of Physicians Library to research her next novel.

### Elisabeth Tova Bailey, BA

#### *The Sound of a Wild Snail Eating*

Elisabeth Tova Bailey's book, *The Sound of a Wild Snail Eating*, was a Top Ten Science/Technology BOOKLIST pick, a 2011 John Burroughs Medal Award winner for Distinguished Natural History, and a Foreword Book of the Year Gold Award winner for Memoir. Excerpted in *Academic Medicine* and *Hektoen International* and reviewed in *The Yale Journal for Humanities in Medicine*, *The Bellevue Literary Review*, *The Journal of the American Osteopathic Association*, and numerous national patient publications. Her book was an Advance for Nurses Book Club selection. An interview appeared in *Synapse: Literature & Medicine Humanities at the Heart of Health Care*, and forthcoming reviews include *Literature & Medicine* and the *Canadian Medical Association Journal*. Reviews appeared in *The New York Review of Books*, *The Huffington Post* and many U.S., UK and Australian national media venues. Chinese, Japanese, Korean and German translations are forthcoming. Earlier work appeared in *The Missouri Review*, *Northwest Review*, and the *Sycamore Review*, and Bailey has received Pushcart Prize nominations and a Notable Essay Listing in *Best American Essays*.

### Sara Baker, MA

#### Loran Smith Center for Cancer Support

Sara Baker is a novelist, short story writer and poet. Her stories have been published in or are forthcoming in *The Examined Life*, *The Chattahoochee Review*, *The New Quarterly*, *The Spirit that Moves Us*, *The Habersham Review*, *The Lullwater Review* and other publications. Her poetry has appeared in *The Healing Muse*, *Ars Medica*, *The Yale Journal of Humanities in Medicine*, *The Journal of Poetry Therapy* and elsewhere. Her dramatic work has been produced by NPR and BBC, and she has written two novels. Sara holds a masters degree from Boston College. She has taught English at the University of Georgia, The Georgia Institute of Technology, and Piedmont College Her own journey with chronic illness has led her to create the Woven Dialog Workshops, writing workshops that aid in facilitating the healing process. She blogs about writing and healing at Word Medicine, [www.saratbaker.wordpress.com](http://www.saratbaker.wordpress.com).

### Rebecca Bamford, PhD

#### University of Minnesota Rochester

Rebecca Bamford teaches philosophy at the University of Minnesota Rochester. She holds a Ph.D. in Philosophy from Durham University. Before coming to UMR, she was an Andrew Mellon Postdoctoral Research Fellow in Philosophy at Rhodes University, a Postdoctoral Fellow at the Bill and Carol Fox Center for Humanistic Inquiry at Emory University, and she taught philosophy and interdisciplinary human studies at the universities of Durham, Bradford, Rhodes, Emory, and Hunter College of the City University of New York. Her current research explores questions arising at the intersections between modern European philosophy, ethics, contemporary philosophy of mind and science, comparative philosophy, aesthetics, and literature. She has published numerous articles on biomedical ethics, on science, including recent articles on oocyte donation and on cultural diversity in bioethics. She is co-authoring a book on ethics that will be published by Wiley-Blackwell in 2013, and

is writing a second monograph on modern European philosophy and problems in the philosophy of mind and science that will be published by de Gruyter in 2014.

### Nan Barbas, MD

University of Michigan Medical School

Nan Barbas is associate professor of neurology and director of the Cognitive Disorders Clinical Program at the University of Michigan Health System in Ann Arbor. Her background includes graduate training in social work and participation in workshops in fiction, poetry, and narrative medicine. She has taught coursework in patient care and electives in narrative medicine at the University of Michigan Medical School.

### Hannah Bergeson

University of Minnesota Rochester

Hannah Bergeson is a freshman at the University of Minnesota Rochester with a major in Sciences and Health Sciences. She plans on pursuing a career in physical therapy or pediatrics. She is currently exploring her career options by volunteering, becoming a registered certified nursing assistant, and focusing her studies on health-related subjects. Throughout her life she has had multiple experiences with death.

### Brittany Bettendorf, MD

Medical College of Wisconsin

Brittany Bettendorf is a resident in Internal Medicine and Pediatrics at the Medical College of Wisconsin (MCW) in Milwaukee. She is also a resident associate in the MCW Medical Humanities Program.

### Magda Bogin, MA

[www.underthevolcano.org](http://www.underthevolcano.org)

Magda Bogin is a novelist, translator and poet, former professor of writing at Columbia and Princeton universities and founder of Under the Volcano, a program of writing master classes that convenes each January in Mexico and also in cyberspace.

### Kristin Bresnan, MD

Lehigh Valley Health Network

Kristin Bresnan is board certified in Family Medicine and Hospice and Palliative Medicine. She currently practices full time as a Palliative Medicine consulting physician in an 800 bed hospital, and is the supervising physician to a home-based, nurse practitioner-led outpatient palliative care practice. Her areas of focus include patient and relationship centered care, healing relationships in health care settings, and reflective practices to increase provider resilience. Her work includes teaching medical students, residents, and fellows.

### Cameron Brewer, MA

University of Minnesota Rochester

Cameron D. Brewer teaches philosophy at the University of Minnesota Rochester. He is also a doctoral candidate in the philosophy program at the University of Illinois, Chicago. His dissertation focuses on Kant's notion of material substance as a response to Hume. He also works on ethics, and has published on the ethics of drug rationing.

### Rachel Brown, MBBS

University of Missouri-Columbia

Rachel Brown is a board certified psychiatrist and child and adolescent psychiatrist in the UK and the USA, and an award winning teacher and medical educator. She has taught medical students, residents, fellows, social workers, psychologists and marriage and family therapists, and has held academic appointments at the University of London, UK, and at Mercer University School of Medicine. Brown has published eight book chapters, 17 peer reviewed articles, poetry on medical issues, and more than 50 abstracts, workshops and presentations. She is presently professor of clinical psychiatry and associate dean for Student Programs and Professional Development at the University of Missouri School of Medicine (MU) Columbia. She is involved in a number of new initiatives using narrative approaches to enhance medical student education.

### Luca Caldironi, MD

Italian Society of Psychoanalysis , IPA member

Luca Caldironi is a psychoanalyst of the Italian Society of Psychoanalysis, an I.P.A. Member, and a teacher at the Martha Harris School of Psychotherapy (Tavistock Model) of Bologna. She has a private office in Modena and in Venezia, Italy.

### Albert Howard Carter, III, PhD

University of North Carolina at Chapel Hill

Albert Howard Carter, III has a new book out: *Clowns and Jokers Can Heal Us: Comedy and Medicine* (Univ. of California Press). He believes in the power of stories, images, characters, and language to deal with difficult subjects (such as pain, illness, and death) and to enrich social bonds. The moods of humor, the rituals of joke telling, and the traditions of comedy provide healing to individuals and society at large. Carter is adjunct professor of Social Medicine at the University of North Carolina at Chapel Hill's School of Medicine. His stories have appeared in *The Healing Muse*, *Ars Medica*, and *Humane Medicine*. His books include *First Cut: A Season in the Human Anatomy Lab* and *Our Human Hearts: A Medical and Cultural Journey*, and he co-authored *Rising from the Flames: The Experience of the Severely Burned*. Carter is a part-time massage therapist for cancer patients and a student of Qi Gong healing.

### Richard Colgan, MD

University of Maryland School of Medicine

Richard Colgan is an Associate Professor at the University of Maryland School of Medicine and the Director of Undergraduate Education in the Department of Family and Community Medicine. Dr. Colgan has been active in the Maryland Academy of Family Physicians, serving in many leadership

roles, including president. He serves as editor-in-chief of its quarterly publication, *Maryland Family Doctor*. He has been honored with numerous teaching awards, including his school's Golden Apple Award. He is the author of over thirty scientific articles and has recently authored his first book, *Advice to the Young Physician: On the Art of Medicine*, published by Springer. For more information go to [www.advicetotheyoungphysician.com](http://www.advicetotheyoungphysician.com).

### Christopher S. Cooper, MD

University of Iowa Carver College of Medicine

Christopher S. Cooper is Professor of Urology and Director of Pediatric Urology at the University of Iowa Hospitals and Clinics and the Children's Hospital of Iowa. He also serves as Associate Dean for Student Affairs and Curriculum in the University of Iowa Carver College of Medicine. Dr. Cooper earned his medical degree at the University of Iowa and completed his residency in urology at the University of Iowa Department of Urology. He went on to a pediatric urology fellowship at the Children's Hospital of Philadelphia and returned to the University of Iowa in 1999 as a member of the Department of Urology faculty. He has received multiple teaching awards and has published extensively. Dr. Cooper's particular areas of research interest include vesicoureteral reflux and voiding dysfunction. Dr. Cooper has served on the Executive Committees of the Society for Fetal Urology, the Society for Pediatric Urology and Society for Genitourinary Reconstructive Surgeons.

### Larry D. Cripe, MD

Indiana Univ. School of Medicine

Larry D. Cripe is a leukemia specialist and an associate professor in the Division of Hematology and Oncology at the Indiana University School of Medicine. He is also the medical director of palliative care at Indiana University Hospital and a founding director of the Complete Life program at the Indiana University Simon Cancer Center. In addition to essays in *JAMA* and other publications, he writes "Grace Notes," radio essays read on *Sound Medicine*, WFYI, about the end of life care. He is the author of "The General," an essay in which he wrestles with the request for aggressive treatment in a "hopeless" situation and which was a runner-up in 2011 for the Creative Nonfiction Best Essay Award. His research interests include studying physician-patient communications and medical decision making near the end of life.

### John Cummins, MFA

University of Missouri-Columbia

John Cummins is a graduate of Grinnell College, and received his masters in Creative Writing of Poetry from Columbia College Chicago. After spending several years negotiating the tortuous environs of English departments, he is currently a second-year medical student at the University of Missouri-Columbia. His work can be found in *Indiana Review*, *Black Clock*, and *Columbia Poetry Review*, among other publications

### Amy Domeyer-Klenske, BA

University of Iowa Carver College of Medicine

Amy Domeyer-Klenske is a fourth-year medical student at the UI Carver College of Medicine.

## Marissa Dixon

University of Minnesota Rochester

Marissa Dixon is currently a first-year undergraduate student at the University of Minnesota Rochester. After completing her undergraduate degree she intends to continue her education at medical school and receive an MD/PhD degree.

## Michael Farrell, MD

Medical College of Wisconsin

Michael Farrell is associate professor of internal medicine, pediatrics, and bioethics and medical humanities at the Medical College of Wisconsin in Milwaukee, USA.

## Serena J. Fox, MD

Beth Israel Medical Center and NYU School of Medicine

Serena J. Fox is an intensive care physician, consultant in bedside medical ethics and human rights advocate. Her career was launched in the emergency room of Bellevue Hospital (NYC). It continued in ICU's and trauma units in Washington, DC, and recently returned to NYC. She believes deeply that poetry and the humanities have essential roles in the teaching of medicine and care-giving. Her poems have appeared in *The Paris Review*, the *Journal of the American Medical Association*, and *The Western Humanities Review*. Her book of poems, *Night Shift*, is the basis for a series of poetry and medicine seminars that she facilitates in the NYU School of Medicine Master Scholars Program for Humanities in Medicine.

## Janet Gilsdorf, MD

University of Michigan Medical School

Janet R. Gilsdorf is professor of pediatrics at the University of Michigan Medical School and director of pediatric infectious diseases at C. S. Mott Children's Hospital in Ann Arbor. She has published essays in *Health Affairs*, *JAMA*, and *General Medicine* and is the author of *Inside/Outside: A Physician's Journey with Breast Cancer* (University of Michigan Press, 2006). Her novel, *Ten Days*, about a serious infectious disease in an infant, will be published by Kensington Press in 2012. She has attended many workshops in fiction writing and taught creative writing to University of Michigan medical students.

## Karen Gordy-Panhorst, MA

University of Missouri-Columbia

Karen Gordy-Panhorst is an instructional design specialist at the University of Missouri-Columbia School of Medicine. She works with projects focusing on evaluation techniques and curriculum and improving patient-centered care skills and professionalism, incorporating her experience in writing, editing, communications, strategic planning, marketing and teaching. She earned a master's degree in media communications at Webster University, and has worked in education, and non-profit and corporate communications.



### Gillian Graham, MS

Columbia University

Gillian Graham is a graduate of Columbia University's Program in Narrative Medicine and is currently working as a research assistant for the Program. She did her undergraduate work at the University of New Hampshire in English, and plans to attend nursing school to become a psychiatric nurse practitioner in the coming year.

### Melissa Griggs, PhD

University of Missouri-Columbia

Melissa Griggs is an instructional design specialist focusing on evaluation and improvement at the University of Missouri-Columbia School of Medicine. She actively contributes to medical education scholarship in the use of reflection in medical education; the development of innovative, multi-dimensional assessments of professional competence, and the application of quality improvement principles to educational systems.

### Nancy Gross, MA, MMH

Overlook Medical Center/Atlantic Health System

A long time faculty member at the City University of New York [CUNY], Nancy Gross followed her passion to work in a clinical setting with patients and families facing life limiting illness. Tooled with a new degree in the medical humanities, Nancy embarked on her encore career. Facing the learning curve of adjusting to hospital culture, Nancy's talents as a pedagogue emerged, and she has created a niche at a busy community hospital as the go-to house narrativist. Nancy leads literature and medicine seminars, developed and facilitates the humanities program in internal medicine, runs narrative groups for specific patient and family populations, and inaugurated and supports an annual humanistic medicine symposium. As palliative care community liaison and humanities educator at Overlook Medical Center in New Jersey, her encore career is vibrant and fulfilling.

### Rachel Hammer, BS

Mayo Clinic College of Medicine

Rachel Hammer is a third year medical student at the Mayo Clinic College of Medicine and an MFA candidate in creative writing through Seattle Pacific University. She serves on the Humanities in Medicine Committee at Mayo Clinic, and organizes workshops for medical students locally at Mayo, and nationally with AMSA.

### Marsha Hurst, PhD

Columbia University

Marsha Hurst is on the faculty of Columbia University's Program in Narrative Medicine, where she teaches in the masters program and co-chairs a university seminar on "Narrative, Health, and Social Justice." She is also a consultant on health advocacy programs, issues, and education, with particular interest in women's health and aging. The author of numerous publications, Hurst co-edited, *Stories of Illness and Healing: Women Write Their Bodies*, an anthology of women's illness narratives published by Kent State University Press. She is cofounder and member of the Board of the Westchester End-of-Life Coalition and is on the New York State Palliative Care Education and Training Council. Hurst

holds a bachelor's degree from Brown University, a PhD in political science from Columbia University, and completed a post-doctoral fellowship in community medicine and medical sociology at Mount Sinai School of Medicine in New York.

### Joe Inhofer

University of Minnesota Rochester

Joe Inhofer is a freshman at the University of Minnesota Rochester, studying for a Bachelor of Science in Health Sciences. Joe graduated from Wayzata High School in 2011, and plans to one day become a cardiovascular surgeon.

### Valerie Seiling Jacobs, JD

Columbia University

Valerie Seiling Jacobs is the author of "A Better Place," which was included in *Twelve Breaths*, an anthology of end of life narratives published by Creative Nonfiction and SMU Press, and "Packing for the Ineffable," which was published in the *New York Times*. Her essay, "The Million Dollar View," which recalls her father's final illness and her struggle to come to terms with that loss, has been performed live at the Westport Arts Center and broadcast on public radio. Before turning to writing full-time, she practiced corporate and health care law for more than twenty years. She holds a JD and a BA from Cornell University and currently teaches undergraduate writing at Columbia University in New York where she is also working on an MFA.

### Joanne Jacobson, PhD

Yeshiva University

Joanne Jacobson is writing a series of essays that follow her eighty-six-year-old mother's chronic respiratory illness and the end-of-life issues that it raises; work from this project, *Every Last Breath*, has appeared over the last year in such journals as *Fourth Genre*, *Atrium*, *South Loop Review*, and *Great River Review*. Her other writing has appeared in such publications as *The Nation*, *New England Review*, *The Iowa Review*, *Michigan Quarterly Review*, *Massachusetts Review*, and *JAMA*. She is also the author of the memoir *Hunger Artist: A Suburban Childhood* (Bottom Dog Press, 2007) and the academic studies *Authority and Alliance in the Letters of Henry Adams* (University of Wisconsin Press, 1992). She holds a PhD in American Civilization from the University of Iowa and a BA in American Civilization from University of Illinois, Urbana. She has taught at Middlebury College and at the University of Angers, France (as a Fulbright Lecturer). She is currently professor of English at Yeshiva University, where she teaches American literature, American studies, and creative writing.

### Joy Jacobson, MFA

Center for Health, Media & Policy, Hunter College

Joy Jacobson is a poet, a medical editor, and a health care journalist. She is the poet-in-residence at the Center for Health, Media, and Policy at Hunter College in New York City, where she teaches writing to nurses and nursing students and blogs on poetry related to illness. She holds an MFA in poetry from the New School and was, for nearly ten years, the managing editor of the *American Journal of Nursing*. Her poems and essays have appeared in *Smartish Pace*, *Beloit Poetry Journal*, *Cerise Press*, and elsewhere.

### Kristi L. Kirschner, MD

Northwestern University Feinberg School of Medicine

Kristi L. Kirschner is a professor of clinical Medical Humanities and Bioethics, and also holds a secondary appointment in Physical Medicine and Rehabilitation at the Feinberg School of Medicine. Her focus is on disability ethics, specifically concepts of disability in medical decision-making, health care professional curricula on disability, and health care access issues and disparities. She is particularly interested in how concepts of disability and quality of life affect medical decision making, the reconstitution of identity in the context of disability, and cultural representations of disability in the arts. Since January 2010, her clinical work has been based at Schwab Rehabilitation Hospital on the westside of Chicago. She specializes in the care of patients with neurological disabilities and has a focused interest in adult spina bifida, neuromuscular diseases and cerebral palsy. She is also working with colleagues at Sinai/Schwab on the challenges of providing comprehensive care to people with disabilities in an inner urban, resource-stressed health setting serving largely minority populations.

### Hilton Koppe, MFM

North Coast GP Training, Australia

Hilton Koppe is a Family Practitioner in Lennox Head, Northern NSW, Australia and Senior Medical Educator for North Coast GP Training, which trains over 100 general practice trainees each year. Hilton graduated from University of NSW in 1982. The highlight of his medical career was spending a year as the Original Australian Travelling Barefoot Doctor, which involved a year's camping trip around Australia with his wife, Sharon. During that time, Hilton travelled for forty-eight weeks, and did four weeks work in Western Australia, which represents what he believes to be a pretty good balance between work and play. Hilton has been involved in medical education since 1990. In recent years, he has been involved in developing programs exploring the interface between the arts and medicine, with particular emphasis on using creative writing as a tool for burnout prevention. Hilton is regularly invited to present his innovative workshops around the world. Outside work, Hilton is a keen cook, gardener and proud member of Lennox Head over-35s premiership-winning soccer team.

### Bronson Lemer, MFA

University of Minnesota Rochester

Bronson Lemer is a creative writer, journalist, editor, and teacher. He spent six years as a carpenter with the North Dakota Army National Guard, including deployments to Kosovo and Iraq. His experiences in Iraq are the basis for his memoir *The Last Deployment*. He holds a Bachelor of Arts degree in mass communications and English from Minnesota State University Moorhead and a master of fine arts degree in creative writing from Minnesota State University, Mankato. His creative writing has appeared in *The Reykjavik Grapevine*, *Blue Earth Review*, and *Twentysomething Essays by Twentysomething Writers*. He has taught English in Minnesota, North Dakota, South Korea, China, and on board a U.S. Navy guided-missile carrier. He is currently teaching at the University of Minnesota Rochester.

### Miriam Levine, MD

Wayne State University School of Medicine

Miriam Levine is an internal medicine resident at Wayne State University School of Medicine. She hopes to pursue a career in academic medicine and in writing. Her lab coat is the one with the overstuffed pockets and yes, she really does need everything in them. Talents include the ability to peel her weight in potatoes and onions, and to run for a code in high heels. Her weapons of choice

are the Panoptic ophthalmoscope, the Littman Cardio III stethoscope, and her matzo-ball soup of bi-continental fame. Miriam holds a BA in English Language and Literature from The University of Michigan. In 2004, she received an Underclassmen Hopwood Award, Fiction category, for a collection of three short stories.

### Jason T. Lewis, MFA

University of Iowa Carver College of Medicine

Jason T. Lewis was born in West Virginia. He is a graduate of the Iowa Writers' Workshop. His writing has appeared in *Yemassee*, *Connotation Press*, *Little Village*, and *Tape Op*. His story "Heroic Measures" was published as an ebook single by Boxfire Press. His essay about his time in the Iowa Writer's Workshop was featured in *Word By Word*, a celebration of the Workshop's 75th anniversary. His first novel, *The Fourteenth Colony: a novel with music*, was published in November 2011 with a companion album of songs written by Jason in the voice of the protagonist. Jason is the director of the Carver College of Medicine's Writing and Humanities Program, managing editor of *The Examined Life: A Literary Journal of the University of Iowa Carver College of Medicine*, and co-director of the Humanities Distinction Track. A singer, songwriter, and producer for nearly 25 years, Jason has released four albums of original material, first with his group, Star City, and most recently with Sad Iron Music.

### Meghan MacNamara, MFA

Lancaster General College of Nursing and Health Sciences

Meghan E. MacNamara teaches English composition and medical humanities at Lancaster General College of Nursing and Health Sciences in Lancaster, PA. Medical humanities combines her love of creative writing with her interest in "empathy training" in the education of health care professionals. She earned her MFA from Vermont College, and her writing has been published in *Mind Sprocket*, *Fourth Genre*, and *Spittoon*. She has written a memoir, *Never Thought of Losing*, about her transition from amateur boxer to MS patient, that she hopes will be published soon.

### Jessica Nittler, MD

University of Missouri-Columbia

Jessica Nittler is an assistant professor of clinical psychiatry at the Department of Psychiatry at the University of Missouri-Columbia. She practices college mental health at the Student Health Center at the University of Missouri and is the Psychiatry Clerkship director for the third year medical students. She is also the director of a second year medical student course on psychopathology and is the associate residency director for the psychiatry residency.

### Margaret Nolan, MS

University of Chicago, Pritzker School of Medicine

Maggie Nolan is currently finishing her fourth year of medical school at the University of Chicago and pursuing a career in family medicine. She studied English literature and creative writing in college and hopes to continue finding ways to intertwine literature and medicine for years to come.

### Anna Parks, BA

University of California, San Francisco

Anna Parks is a second year medical student at UCSF, where she developed two public medical writing elective courses for medical students. She graduated from Yale University with a degree in the

history of science and history of medicine. She hopes to incorporate writing and writing education into her medical career. In particular, she is interested in the impact of medical writing courses on medical education and is currently researching how the UCSF longitudinal medical curriculum affects medical students' career aspirations and publishing patterns.

### Remya Tharackal Ravindran, MBBS

Overlook Medical Center

Remya Ravindran is currently a third year medical resident at Overlook Medical Center, in Summit, New Jersey. After graduating from medical school in India, she joined her husband in the U.S. and started her residency training in internal medicine. Narrative medicine was a new concept to her when she started her training. The narrative medicine program, which is part of the curriculum, encouraged her to practice reflective writing and gave her the opportunity for constructive introspection. Two of her narrative pieces have been published in the online journal *Pulse-Voices from the heart of Medicine*.

### Kate Robb, BA

University of Iowa Carver College of Medicine

Kate Robb is a fourth-year medical student at the UI Carver College of Medicine.

### Carolyn Roy-Bornstein, MD

Physician, Writer, Mom

Carolyn Roy-Bornstein is a pediatrician and a published and award-winning writer. She writes a health column for parents. Her essays and book reviews have been published in *JAMA*, *Archives of Pediatrics & Adolescent Medicine*, *The Writer*, *Brain, Child, Literary Mama*, the *Chicken Soup for the Soul* series and others. Her clinical work and conference coverage has appeared in *Pediatrics*, *Pediatrics in Review*, the *American Medical Writers Association Journal* and others. Her fiction has appeared in *The Examined Life*, *The Charles River Review*, and *Hospital Drive* and won third place in the 2005 Writer's Digest Short Short Story Competition. She also writes book reviews, blogs, and teaches personal essay-writing. Her new memoir *CRASH!* is being published by Globe Pequot Press and is due out in October of 2012. She speaks to civic groups, colleges and businesses about under-age drinking and drunk-driving. She will be addressing the Annual Trauma Care Symposium at the Lahey Clinic this fall. She was the keynote speaker last fall at the Brain Injury of Massachusetts' Annual Conference.

### Bonnie Salomon, MD

Northwestern Lake Forest Hospital; Lake Forest College

Bonnie Salomon is an emergency physician in the Chicago area. A native Chicagoan, she graduated from Harvard, and attended medical school at the University of Illinois at Chicago. At UIC, she founded *Body Electric*, a literary journal devoted to the medical humanities. She served as chief resident at Northwestern, where she completed the four year emergency medicine residency. Further training was done at the University of Chicago, completing the fellowship in clinical medical ethics. Her prize-winning poetry has appeared in various medical journals and anthologies, including *Annals of Internal Medicine*, *Annals of Emergency Medicine*, *The Lancet*, and *The Pharos*. She founded the literary section, "Change of Shift," of the *Annals of Emergency Medicine*. She has published essays in the *Chicago Tribune*, as well as presented radio essays on Chicago Public Radio. In addition to the practice of emergency medicine, she also serves as a visiting assistant professor of philosophy at Lake Forest College, teaching medical ethics to undergraduates.

## Carol Schilling, PhD

University of Pennsylvania Center for Bioethics

Carol Schilling, associate fellow in the Penn Center for Bioethics, teaches courses in medical humanities, bioethics, and disability studies. Interested in first-person writing about medicine, she is editing a collection of essays tentatively entitled *A Way We Live Now: Family Caregiving and Academic Life*. Written by academics with affiliations in the arts and sciences, medicine, and law, the essays reflect on how the experience of providing long-term familial care is transforming the carers' understanding of their disciplines, their work as teachers and researchers, and the practice of medicine. After completing a PhD in literary studies at Penn, Schilling pursued a fellowship in medical ethics at Harvard Medical School. She has also taught literature and writing in Haverford College and Northwestern's Feinberg School of Medicine and currently serves on the editorial board of the Literature, Arts, and Medicine Database. Her essay "Feathers Rose from the Floor as I Walked through the Doors of the ER," which recounts a son's paralyzing injury, was recently published in *The Patient* from Bucknell UP.

## Emily Scibetta, MD

University of California, San Francisco

Emily Scibetta is an OB/GYN resident at the University of California, San Francisco. Originally from Virginia, she completed her undergraduate education at UCLA. Thereafter, Emily worked as program director for Global Health Access Program, bringing public health tools to internally displaced health workers in eastern Burma's conflict zones. She attended UCSF for medical school where she continued her work in Burma and worked with Dr. Louise Aronson to develop the pilot course in public medical writing.

## Carol Scott-Conner, MD, PhD

University of Iowa Carver College of Medicine

Carol Scott-Conner is professor and former head of the Department of Surgery at the University of Iowa Carver College of Medicine. She serves as fiction editor for *The Examined Life: A Literary Journal of the University of Iowa Carver College of Medicine*. After writing or editing nine textbooks of surgery with two conventional publishing houses, she chose to self-publish her tenth book, a short story collection entitled *A Few Small Moments*.

## Bryan Sisk, BS

Cleveland Clinic Lerner College of Medicine at Case Western Reserve University

Bryan Sisk is a medical student at the Cleveland Clinic Lerner College of Medicine (CCLCM), where he is pursuing a career in academic pediatric medicine. His undergraduate training was in biochemistry at the University of Missouri-Columbia, where he met his wife. He is an avid musician and writer, and is the author of the recently published book, *A Lasting Effect: Reflections on Music and Medicine*, which highlights his experiences playing guitar for sick children in the hospital. Additionally, he is the founder of *Stethos: Medical Humanities Journal of CCLCM*, and he continues to serve as editor for this journal. His prose and poetry has been published in several humanities journals, including *The Examined Life*, *Hektoen International*, *Yale Journal for the Humanities in Medicine*, *Burning Word*, *Texas Heart Institute Journal*—"Peabody's Corner," forthcoming—and *Stethos*. He is currently recording music for his solo acoustic album that is due out later this year.

## Matthew Spitzer, MD

Doctors Without Borders—USA; Columbia College of Physicians & Surgeons

Dr. Matthew Spitzer is a practicing family physician and president of Médecins Sans Frontières/Doctors Without Borders - USA. He has worked in Tibet, for asylum-seekers in INS detention, as field coordinator in Sierra Leone, and emergency coordinator in Cambodia. Spitzer was elected president in 2008, and since has gone to Uganda, Kenya, Afghanistan, and South Africa, given keynote and commencement speeches, and contributed writing on medical humanitarian issues. Dr. Spitzer graduated Yale with Distinction in Philosophy, and AOA from Cornell Med. He trained at the UCSF/SFGH family and community medicine residency, earned the Diploma in Tropical from the London School, and studied acupuncture with the UCLA/Helms Medical Institute. His work experience includes St. Anthony Free Clinic in San Francisco, rural/agricultural ERs, and San Quentin State Prison. Dr. Spitzer was a tutor in UC-Berkeley JMP's contextually-integrated case-based curriculum under Dr. Kevin Mack. He currently is faculty at Columbia P&S, where he has presented Narrative Medicine Grand Rounds and is a member of the interdisciplinary seminar Narrative, Health and Social Justice.

## Maria Rosaria Stabile, MD

IRCCS San Camillo Hospital

Maria Rosaria Stabile is a neurologist in the multiple sclerosis unit of the Department of Neuro-Rehabilitation, IRCCS San Camillo Hospital, in Lido di Venezia, Italy. She is a promoter of the MN program in San Camillo Hospital.

## Patricia Stanley, MA

Columbia University

Patricia Stanley has worked with Rita Charon in the Program in Narrative Medicine at Columbia University's College of Physicians and Surgeons since 2003. At Columbia University Medical Center, she conducts ongoing narrative writing workshops for oncology outpatients, clinicians and family caregivers. Stanley teaches in the Narrative Medicine workshops offered by the Program in Narrative Medicine for health and other professionals. She is adjunct faculty and clinical coordinator of the Masters in Narrative Medicine launched three years ago at Columbia. Stanley has 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). She also facilitates a narrative writing workshop with cancer patients and caregivers at the Dickstein Cancer Center. Her interest in narrative education has branched into a collaboration with colleagues at Pace University, Mt. Pleasant Blythedale school and Columbia University for the creation of a narrative education symposium this past June underwritten by Verizon.

## Jim Stubenrauch, MFA

Hunter-Bellevue School of Nursing

Jim Stubenrauch, a senior fellow at the Center for Health, Media, and Policy at Hunter College in New York City, teaches writing to nurses and nursing students and blogs at centerforhealthmediapolicy.org. He was an editor at the *American Journal of Nursing* for nine years, focusing on nursing research, health care policy, infectious diseases and other clinical topics, and global disaster relief. He received an MFA from the Writing Division at Columbia University.

### Jude Treder-Wolff, MSW

Lifestage, Inc

Jude Treder-Wolff, of Lifestage, Inc., is a psychotherapist/creative arts therapist and writer/performer who uses life writing, improvisation and storytelling as pathways to self-awareness, healing and to find strength in struggle. She performs solo shows at theaters and clubs in New York City and around the country, and is presently touring *CrAZyToWn*, an autobiographical show about experiences that shaped and changed her role as a psychotherapist. She performs at venues as diverse as The Charles B. Wang Center at Stonybrook University, New York Comedy Club, Stand-Up New York and the Laurie Beechman Theater in New York, ArtSpace in Santa Fe, NM and Ovation in Houston Texas. Recent presentations at national conferences include The Psychotherapy Networker Symposium, Association for Medical Education & Research in Substance Abuse, American Creativity Association, and Applied Improvisation Network. Her academic articles have been published in *The International Journal of Arts In Psychotherapy and Music Therapy Perspectives*. She has published numerous articles for newsletters and websites, and writes for Examiner.com.

### Stephen Matthew Tuytschaevers, MA

St. Cloud State University

Stephen Matthew Tuytschaevers earned a BA in art history from Purdue University in 2001. He has served nine years in the U.S. Army, intermittently across two decades, and was deployed to Iraq in 2004. After working in factories most of his civilian life, he decided to go back to school and earn an MA in English studies. His focus is currently on narrative non-fiction and the memoir. He has volunteered at the St. Cloud, MN, VA Hospital for two years now, working with many other veterans. His career goal is to become a narrative therapist to help others heal through the act and art of writing.

### Julia Uihlein, MA

Medical College of Wisconsin

Julia Uihlein is the associate director of the Program for Bioethics and Medical Humanities at the Medical College of Wisconsin and an assistant adjunct professor of bioethics and medical humanities at the Pediatrics Institute for Health and Society at the Medical College of Wisconsin in Milwaukee, USA.

### Joshua Unikel, BA

University of Iowa

Joshua Unikel's essay, "Staring Contest," will appear in the upcoming, Fall 2012 issue of *Disabilities Studies Quarterly*. His work has also been featured in literary journals, including *TriQuarterly Online*, *Drunken Boat*, *The Normal School*, *kill author*, and others. Currently, Unikel is an MFA candidate and 2009-2011 Iowa Arts Fellow in the University of Iowa's Nonfiction Writing Program. He also serves as the assistant editor of the *Seneca Review*.



### Francesca Vannini, PhD

IRCCS San Camillo Hospital

Francesca Vannini is a music-art therapist at the IRCCS San Camillo Hospital in the Department of Neuro-Rehabilitation, Lido di Venezia, Italy. She is a promoter of the MN program at San Camillo Hospital.

### Rex Veeder, PhD

St. Cloud State University

Rex Veeder is a professor of writing and rhetoric. He has taught since 1971. He is a PhD with an MFA and has always been engaged in art, music, writing, and theater, considering them integral to both his life and teaching. In 2007, he suffered a sudden cardiac arrest at home and was one of the lucky 5% to survive the event. Since then, he has “reinvented” himself as a scholar/poet/teacher and is dedicated to the arts in medicine and the community. He is currently working with Take Heart America and St. Cloud State University to hold a conference in May: Heart Health and Medical Technology. His main memorandum to survivors of trauma through illness or injury is “survive and thrive.”

### Sunali Wadehra, MS

Wayne State University School of Medicine

Sunali Wadehra is a second-year medical student at Wayne State University School of Medicine. A bookworm at heart, she studied literature and anthropology in college at the University of Michigan and is now a member of her medical college’s Writing Workshop, a group of medical students who meet monthly to write and discuss literature. She has a strong interest in entering the field of psychiatry and aspires to weave her love of the humanities into her future career as a physician.

### Terry Wahls, MD

University of Iowa Carver College of Medicine

Terry Wahls is a clinical professor of Medicine at the University of Iowa Carver College of Medicine. She is nonfiction editor for *The Examined Life: A Literary Journal of the University of Iowa Carver College of Medicine*. She chose to found her own publishing company. Through this company she began publishing nonfiction work in both print and audio format, and lectures in audio and video format.

### Wendy Williams, MFA

College of Alameda

Wendy Patrice Williams, writer, teacher, public speaker, and workshop facilitator, has recently completed a medical memoir manuscript entitled *The Autobiography of a Sea Creature*. An accomplished poet, she has published two chapbooks, *Some New Forgetting* and *Bayley House Bard*. Her blog, *Living in the Aftermath of Infant Surgery* at [myincision.wordpress.com](http://myincision.wordpress.com), features inspiring words of healing, highlighted with original artwork, and articles introducing resources that help readers understand and cope with early trauma. She has been chosen to be an editor for the upcoming *Fearless Books Poetry Series Volume Three, Turning the Page: Poems of Trauma, Healing and Transcendence*. She earned an MFA in creative writing from Mills College and currently teaches English at the College of Alameda in California.

## S.L. Wisenberg, MFA

### Northwestern University

S.L. Wisenberg is a former keynote speaker of the Examined Life conference. She's the author of a nonfiction chronicle, *The Adventures of Cancer Bitch*; an essay collection, *Holocaust Girls: History, Memory & Other Obsessions*; and a short story collection, *The Sweetheart Is In*. She's received a Pushcart Prize and fellowships from the National Endowment for the Humanities, Fine Arts Work Center in Provincetown, Illinois Arts Council, the Ragdale Foundation, Millay Colony for the Arts, and other places. She co-directs the MA/MFA in Creative Writing program at Northwestern University in Evanston and Chicago, where she has received a Distinguished Teaching Award.

## Marron Wong, BS

### University of California, San Francisco

Marron Wong is a fourth year medical student at the University of California, San Francisco. A native of Davis, California, she completed her undergraduate degree at Duke University. After college, she joined Americorps as a teaching fellow at Citizen Schools, a national non-profit that serves at-risk middle schoolers. Currently, she coordinates the Public Medical Writing course for third year medical students at UCSF. She will be starting her OB/GYN residency later this year.

## Genevieve Yates, MBBS(Hons) FRACGP

### North Coast General Practice Training

Genevieve Yates is a small town family physician and medical educator from Australia. She's heavily involved in vocational training for family physicians, is on two national medical education committees and conducts teaching sessions for doctors all over Australia. In 2010 she was awarded the Arts and Health Australia Awards for Excellence: Medical Humanities and Education Award and nominated for National Medical Educator of the Year. When she's not healing the sick or teaching the healers, she likes to indulge in a range of creative pursuits. Genevieve's a regular columnist for a major national medical newspaper (*Australian Doctor*), has had several short stories and a play published, a short film produced and four plays staged. Her first novel, *Silver Linings*, was published in 2011. She's also worked in film and TV, and performed on stage in plays, musicals and stand-up comedy. Genevieve teaches violin, plays piano, sings and plays in two orchestras. Genevieve is passionate about putting creativity into medicine, and medicine into creativity. Her website is [www.genevieveyates.com](http://www.genevieveyates.com)