

The Examined Life

CONFERENCE WRITING, HUMANITIES,
AND THE ART OF MEDICINE

APRIL 11-13, 2013
UNIVERSITY OF IOWA ROY J. AND LUCILLE A. CARVER COLLEGE OF MEDICINE
IOWA CITY, IA
[HTTP://EXAMINEDLIFECONFERENCE.COM](http://examinedlifeconference.com)

Jason T. Lewis, *Conference Director*
David T. Etler, *Conference Coordinator*

The front cover image, *Truthful Recollection*, is by Jamie Cunningham, who goes by LastWords-1stMistake (<http://lastwords-1stmistake.deviantart.com>). It is based on the notion that “looking up and to the right (from the observer’s viewpoint) is usually a sign of truthful recollection.” While this has been largely disproven, the idea persists and has even become incorporated into the training of law enforcement officers. This cementing of myth-into-fact seems itself a commentary on what people remember and why—that a memory can become fixed not because it’s true but because it’s attractive.

The back cover image, a stained neuron, was provided by Tom Moninger, Assistant Director of the Central Microscopy Research Facility at the University of Iowa. We believe neuronal growth is representative of the creative process and its ultimate goal: to forge connections that change the way we understand the world, one link at a time.

The Examined Life: Writing, Humanities, and the Art of Medicine is a conference held annually at the Carver College of Medicine in Iowa City, Iowa. The program seeks to encourage healthcare professionals, medical educators, patients, and their family members to define methods for incorporating writing and humanities into medical education, patient care, and/or professional development schemes; identify the role that humanities activities can play in such activities; identify ways to improve their creative or reflective writing; and describe and utilize the mechanics of writing for publication. These objectives are intended to improve practice by giving healthcare professionals and medical educators tools to enhance their understanding of patients' needs; the ethical, emotional, and psychological requirements of their professions; methods that can be used to increase the well-being and communication skills of medical learners, healthcare providers, and patients; and knowledge of publication practices.

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Writing and Humanities Program
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The NPA works to improve health and well-being, and to ensure equitable, affordable, high quality health care for all. The NPA strictly refuses funding from the pharmaceutical and biomedical industries.

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Writing, Humanities, and the Art of Medicine

Thursday, April 11, 2013

7:30 AM ~ 8:30 AM	Registration	MERF Atrium
8:30 AM ~ 9:45 AM	Welcome To kick off the 2013 conference we'll introduce the Spring 2013 issue of <i>The Examined Life Journal</i> and hear readings from selected works.	MERF 2117
10 AM ~ 11:15 AM Session 1	<i>Creating a Narrative from Electronic Medical Records to Shape an HIV and Sexually Transmitted Diseases Prevention Program</i> [Panel discussion] Anne Lifflander, MD, MPH, New York City Department of Health and Mental Hygiene, Bureau of STD Control and Prevention; Tiffany Ciprian, MSW, New York City Department of Health and Mental Hygiene, Bureau of STD Control and Prevention; Louis Cuoco, DSW, New York City Department of Health and Mental Hygiene, Bureau of Alcohol & Drug Use Prevention, Care & Treatment The New York City Department of Health and Mental Hygiene operates nine sexually transmitted disease (STD) clinics. These clinics provide walk-in STD diagnosis and treatment, HIV testing and counseling, and social work services, free of charge. Visits are recorded in an electronic medical record (EMR). Patients at high risk for becoming HIV-infected through sexual contact who attend STD clinics are provided intensive risk-reduction counseling and expedited access to care through the VIP (Very Important Patient) Program, started in 2008. Patients eligibility for the program based on disease-specific criteria derived from routinely available data reported for STD in NYC. For example, there is a strong association between HIV and early syphilis infection, so all patients with early syphilis are eligible. A program evaluation conducted after three years found that there were many patients who became HIV positive after having visited the clinic on several occasions but who did not qualify for the VIP program on earlier visits, suggesting that the program was not reaching some patients in exceedingly high need of risk-reduction services. In order to better define our high-risk patients, we reviewed the EMRs of patients who had become HIV positive and constructed narratives based on their episodic visits. These narratives helped us to understand our patients and identify moments in their lives and in their contact with us when intervention might be effective. It also served to identify the quantitative data needed for program planning and served as a guide to add questions to the EMR that will capture more nuanced information. In this presentation, we will present the narratives and discuss how we have used them to re-shape the VIP program and other HIV prevention programs. There are broader implications for using this method to make EMR data less reductive. Participants will come to understand how electronic medical records, although more frequently used to gather quantitative data, can also be used to construct a narrative; become familiar with how narratives can be used in program planning and evaluation; and acquire an understanding of the life experiences and sexual health histories of people who become HIV positive.	CBRB 1289

10 AM ~
11:15 AM
Session 1

Medical Journaling and Narratives are Your Friends [Workshop]

MERF 1117

Jennifer Fisch-Ferguson, MFA, Michigan State University; Clinton Korneffel, Michigan State University

Memory plays a role in each of our lives, from our first crush to our first heartbreak to precious memories of events and moments that shape our personalities. Memory is a great keeper of delights as we fondly remember time spent with loved ones passed and milestones in our development. It is also the elusive gatekeeper of those events that remind of us of pain and evoke fears. Memory is also fallible. In this hands-on workshop, participants will be guided through a series of small exercises that highlight the absolute necessity for medical journaling and narrating medical concerns. Because our memories are so particular to circumstance and space, it is necessary to keep a medical journal of conditions—how easy is it to forget a fever that hangs on for more than three days or the fact that every other month you have crippling cramps? Keeping track of basic health conditions allows practitioners to see patterns and help make diagnoses. In addition, participants will gain insight and analysis techniques in our speed diagnosis portion of the workshop. Using cue cards, participants will take turns saying and hearing narratives and then come together for a comprehensive discussion on how the narrative voice and storytelling is used and can be interpreted by practitioners to aid in diagnoses for ailments. Overall memory can be a powerful tool; however, when it comes to discussing ailments that might be embarrassing or symptoms that are hard to describe, a bit of help is needed—and these workshops are designed to open up a space for conversation.

Participants will be able to discuss how journaling helps with conversation and diagnoses; learn how to listen for important pieces of medical conversations; and explore the importance of encouraging journaling as a technique for better health care.

10 AM ~
11:15 AM
Session 1

From the Page to the Bedside: The Role of Narrative Medicine in Improving Patient Care [Discussion forum]

MERF 2117

James Price, BS, The Ohio State University College of Medicine; M. Ross Mangum, BS, The Ohio State University College of Medicine; Elinor Brown, MS, The Ohio State University College of Medicine; John A., Vaughn, MD, The Ohio State University College of Medicine

Traditional medical school curriculum centers on providing students with a foundational knowledge of both basic science and clinical skills. Throughout the four years of medical school, countless hours are spent exploring the nuances of normal physiology and pathophysiology of the body's organ systems. Unfortunately, because of the intense focus on the science of medicine, medical students often miss out on one of the most important aspects of their education—the patient's story. As medicine continues to shift towards patient-centered care, it is crucial for physicians to hear, decipher, and understand patients' narratives. From the Page to the Bedside is a literature course created at The Ohio State University College of Medicine to help medical students gain a better appreciation of the human aspect of medicine through literary analysis and discussion. Students participating in the program are given specific reading assignments each month addressing different medically-related themes. A faculty member or community physician facilitates a group discussion of the texts, emphasizing how each reading assignment relates to that month's theme. Upon completion of the course, students apply narrative

medicine tools they have developed in a capstone project. Our objectives include incorporating literature into the medical training experience, demonstrating narrative medicine's effectiveness as a teaching tool, and defining empathy as a learnable skill to raise the standard of patient care. Ambiguity, paradox, perspective, and other aspects of literature are analyzed and applied to clinical practice. Students are trained to read and listen carefully, thoughtfully, and empathetically, which will translate to better interaction with patients and coworkers. The program provides students a forum in which to practice and apply critical reading and thinking skills based on the tenets of narrative medicine. Students are encouraged to see medicine as the setting for the patient's story, not as the story itself.

Participants will learn about the unique modality with which From the Page to the Bedside has been successful in helping students look beyond the basic sciences to discover narrative tools they can use to approach the practice of medicine, integrating topic-based group discussion of literature into the study and practice of medicine. Participants will be able to discuss the key aspects that make such a program function effectively and brainstorm which literary themes or topics make for excellent group discussion. Participants will also discuss similar ways such a program can be implemented at other institutions.

10 AM ~
11:15 AM

Moving Forward When Memories Are Left Behind [Discussion forum]

MERF 5181

Session 1

Tara Fall, MS, Finding Strength To Stand Again; David L. Gould, MA, The University of Iowa College of Liberal Arts & Sciences

I am grateful for the pursuit of knowledge regarding the study of memories. Yet it is imperative that patients' voices are not drowned out by statistics and theories provided throughout the medical community. Some people will never forget a face. I will never remember one. Amnesia and short-term memory issues resulted due to status epilepticus. Constant searching led to no information offering a connection to peers for guidance as a new mother having no recollection of her own children. As a stroke survivor at twenty-seven, I could not find healing information targeting a younger population. I knew my outcome would be different than that of an older patient. Now, I offer information about acquiring anterograde prosopagnosia. I share the coping techniques I've developed with this form of memory loss. I write a blog to offer first-hand knowledge to people everywhere. University classes, newspapers across the country, and television shows spanning the globe have sought out my story to help explain what happens when optimism meets adversity. My presentation will provide a voice to what occurs in a patient's mind when he or she is faced with memory loss. Scientists and physicians are having great success in gaining clues to our memory. I want to share with you success patients can find in overcoming loss of memory. Gratitude is extended to brilliant individuals who study and bring progress to our ability to form and retain memories. It will be a privilege to share my first-hand knowledge of the experiences of losing my memories. I am honored to share the thought process developed when seizures controlled my brain as a teenager, what it feels like when memories of significant life events are erased and what it feels like to face a world of strangers after acquiring prosopagnosia. Participants are encouraged to ask questions regarding the challenges I face daily.

Participants will hear a reading of a piece from my blog and upcoming

	<p>memoir written to provide a better understanding of the emotions epilepsy can produce throughout different stages of life. A second presenter will step in to discuss the journey taken by a life shaped through various memory loss issues. If time allows, participants will be encouraged to ask questions so as to gain an intimate view of how I dealt with these experiences and how I learned to truly, fully live by overcoming them.</p>	
11:15 AM ~ 12:30 PM	<p>Poster Session/Book and Information Fair</p> <p>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.)</p>	MERF Atrium
11:45 AM ~ 12:30 PM	<p>Lunch</p>	MERF Atrium
12:30 PM ~ 1 PM	<p>The Medical Student Theater Group [Performance piece] Jason T. Lewis, MFA, University of Iowa Carver College of Medicine The Medical Student Theater Group presents original work.</p>	MERF 2117
1 PM ~ 2:15 PM	<p>What Does Poetry Have to Tell Us in the Age of DSM-5? [Featured Presentation]</p> <p>This session is open to the public.</p> <p>Mark Bauer, MD, Harvard Medical School & the Department of Veterans Affairs Center for Organization, Leadership, and Management Research</p> <p>The construct that clinicians have come to call “mental illness” and that literary and cultural critics call “madness” has fascinated philosophers, writers, and clinicians for millennia. A particular focus of interest has been the intersection of creativity and mental health conditions. Unfortunately, much of the discussion of this relationship has been reductionistic, both from the clinical perspective and the perspective of literary and cultural criticism. Reading poetry from across seven centuries that in some way deals with mental anguish reveals distinct patterns that emerge across epochs from vastly different sociocultural settings and distinct poetic voices. Reading poetry for such remarkably enduring patterns enhances our understanding of the crux of mental health conditions and deepens our empathy for the lived experience of such conditions. Additionally, reading poetry from this perspective substantially enriches our understanding of the poems themselves. This presentation, based on the introduction to the anthology <i>A Mind Apart: Poems of Melancholy, Madness, & Addiction</i> (Oxford University Press, 2009), will briefly summarize a dimensional, rather than a categorical, approach to understanding mental health conditions. We will then use this approach to guide an informed reading of relevant poems. The pattern of “melancholy,” emerging from diverse poetic voices across centuries—yet consistent and distinct—will provide an in-depth example of how poetry can be read from an integrated clinical-critical perspective to enhance our understanding of such conditions and deepen our appreciation of such poetry. We will then discuss how reading such poetry can inform inquiry into the relationship of creativity to mental health conditions. Audience discussion, and reading of additional poems that exemplify other distinct patterns of interest to audience members will be integral aspects of this session.</p> <p>Participants will articulate an understanding of mental health conditions as dimensional rather than categorical constructs; recognize distinct</p>	MERF 2117

	patterns relevant to mental health conditions across poems from diverse epochs, sociocultural settings, and poetic voices; discuss the relevance of such an integrated clinical-critical approach to understanding other poems; and describe the presented model for understanding the interrelationship of creativity and mental health conditions.	
2:15 PM ~ 3:30 PM Session 2	<p><i>Self-Healing through the Written Word</i> [Workshop]</p> <p>Jeannine Acantilado Wolinsky, MSN, MBA, Elan Consulting Services; Anthony Perez, MHA, Return on Learning Coaching</p> <p>How many times have we heard, “We all make mistakes?” But acknowledging our human fallibility does not make it easier to overcome or withstand the emotional consequences of an error that results in more harm than good. The large majority of physician mistakes—even those with the most severe consequence—have little to do with the clinician’s skills or knowledge. Most corrective actions entail changes in policy, process, education, and structure. A few require peer review or even licensure restrictions. Almost all result in emotions that are personal and private, and that threaten our self-image and professional identity. They evoke self-doubt, guilt, humiliation, and shame. These feelings are often repressed or internalized but create our greatest suffering. We ask ourselves: “Should I have acted sooner?” “Did I miss something?” “Was there a better alternative?” As healthcare providers, we pride ourselves on upholding a standard of excellence. Yet our work is described as a professional practice with the implication of imperfection—a paradox that begs the question, “Can we accept being forever imperfect, especially after we have made a serious mistake?” In this workshop, we will use the simple tool of writing to examine and reflect upon our professional mistakes. We will address how we recover and—the best of us—grow from our mistakes. Our writing will focus on the impact of a mistake on the internal battle with professional perfection. These writing exercises will transform the healthcare professional we ultimately become with the goal to build resilience, confidence, and self-worth, so that we are able to provide the best care for our patients and families.</p> <p>Participants will examine their mistakes in a profound, thoughtful way, using the writing exercises presented, and understand how writing and reflection build resilience and improve the quality of care we provide to patients and families.</p>	MERF 1117
2:15 PM ~ 3:30 PM Session 2	<p><i>Memory Loss, a Pain-Filled Journey, the Patient Experience</i> [Discussion forum]</p> <p>Holly Houska, DMD, Houska Dental Center, LLC; Susan Baller-Shepard, MSW, MDiv, Heartland College</p> <p>Unique challenges present for healthcare providers, caregivers, and families in the management of patients struggling with memory loss. In addition to biomedical needs, patients experiencing memory dysfunction face psychosocial, emotional, professional, and familial distress. The patient experience in scenarios involving memory dysfunction with emphasis on brain trauma sequelae, including memory loss, depression, anxiety, emotional lability, and cognitive deficits will be examined with regard to patients’ feelings and perceptions. A deeper understanding of such, from the patient perspective, offers opportunity for improving comprehensive patient care and treatment outcomes. This presentation will provide participants the opportunity to step deeply into the patient experience via first-person account as well as multiple patient narratives.</p>	MERF 1110A

Dr. Holly Houska enjoyed a successful practice of cosmetic and restorative dentistry for twenty-five years prior to a diagnosis in 2011 of a 7.5 cm subfrontal meningioma. Following a 10 ½-hour neurosurgery at the Mayo Clinic, memory deficits left her unable resume dental practice. Dr. Houska will offer insight through her own personal experience as well as share the narrative experience of numerous other cerebral trauma patients regarding personal loss, identity issues, neuropsychological challenges, and the value of an empathetic doctor-patient relationship. Patients with memory deficit can be unforthcoming with necessary information for proper diagnostic evaluation. Written exercises may enhance communication of the patient condition. Sample exercises will be explored. Additionally, the significant benefits of self-expression via journaling and creative writing to enhance patients' overall well-being will be discussed.

Participants will gain insight into mindsets and difficulties facing patients with memory loss. A template for introducing patients to creative expression through journaling, poetry and creative writing as an adjunct healing aid will be presented.

2:15 PM ~
3:30 PM
Session 2

Words & Music: Enhancing Emotional Intelligence through Creative Experiences [Workshop]

CBRB 1289

Jude Treder-Wolff, MSW, Lifestage, Inc

Emotional Intelligence (EI) is the expression of a rich interplay of conscious feelings, thought-action repertoires, and attitudes. EI specialist/researcher Michael Beck defines it as “the ability to engage our emotionality in effective ways in order to facilitate positive outcomes in our relationships.” It is an increasingly evidence-based approach to improved communication and patient safety as well as reduction of medical errors and caregiver burnout. Some of the core competencies associated with EI—respectful listening, self-and-other-awareness, self-regulation, creativity and sense of play—are developed through creative, expressive interactive experiences. Research supports the Broaden-and-Build theory of positive psychology, which maintains that cultivating joy, interest, contentment, and love have the effect of building an individuals physical, intellectual, and social resources. This workshop will explore the use of stories and songs—the experience of crafting, sharing, and listening to them—to foster emotional intelligence. The workshops are part of the facilitator’s contribution to a Health Is Wealth workplace wellness program at a large healthcare facility on Long Island and her monthly Emotional Intelligence Series of talks at Brookhaven National Laboratory.

Participants will identify five core competencies associated with Emotional Intelligence, identify research studies supporting the value of EI to medical outcomes, learn the 5-part story structure for crafting a spoken-word narrative, discuss applying the 5-part story structure to crafting song lyrics, and discuss the transfer of skills used in story-and-song creation to professional communication and relationships.

2:15 PM ~
3:30 PM

Session 2

Collected Poems on the Human Condition and My Experiences as a Student Nurse [Reading]

MERF 2117

Virginia Morrell, Luther College

“Professional Student Nurse.” Can those three words fit together? Even with all of the education prior to stepping foot inside a hospital, it can be difficult for student nurses to put on a “suit of professionalism,” especially when that suit feels more like a costume or mask. Despite this insecurity, patients see student nurses as another professional member of their healthcare team. Poetry can help humans make sense of, or bring meaning to, the seemingly absurd experiences that we face. While it is easy to see the implications of this for a patient, poetry is also a remarkable canvas on which to explore the growth and development of a nurse—whether she’s at the beginning of her career or near its finish. Nursing is one of the most intimate forms of human interaction. How do healthcare professionals balance the humanity of an individual with a scientifically-driven medical world? How do we wade through the ethical dilemmas that can surround the care of children? What is it about the patients we care for today will we be most apt to remember ten years from now? Through poetry, I have tried to capture the experience of nursing from the perspective of a student nurse among many populations—hospital patients, nursing home residents, summer camp kids, and even loved ones.

Participants will think about what it means to be a healthcare professional and how one handles such a role while also being a human who is constantly shaped by and growing from experiences. They will also gain a greater insight into how poetry can help one untangle the heart of healthcare from the factual walls that have build modern medicine.

3:45 PM ~
5 PM

Session 3

Using Narrative to Teach Loss and to Encourage Personal and Professional Formation: A Guided Experience and Values Clarification Exercise [Workshop]

MERF 2117

Tom McNalley, MD, University of Washington; Adam Possner, MD, The George Washington University

Healthcare practitioners work with patients who experience significant losses of independence, physical function, social interaction, and participation in activities. This workshop invites participants to enter a narrative of illness, treatment, and death as a way of exploring themes of loss, grief, and end-of-life beliefs. It also encourages an assessment of values and priorities in personal and professional life. Using poetry and music to foster a mood of contemplation and reflection, the exercise begins with the establishment of a “safe space.” Participants are then asked to write on slips of variously colored paper twenty values that matter to them. After generating these items, participants imagine themselves as the protagonist in a story recited by the workshop facilitators. During the story, the protagonist is diagnosed with cancer, undergoes treatment, and ultimately “dies.” Intermittently, participants choose slips of paper to give away, simulating loss. At one point, participants are also instructed to randomly choose slips from the person sitting next to them, simulating the ways the healthcare system (or an outside force) can accelerate loss. Throughout the session, the facilitators direct those present to write down what they think will sustain them through the experience; what hopes and fears they have related to disease, treatment, and death; and what reconciliations they would like with their

friends, family, and community. After the “death,” participants are invited to comment on the experience and their reactions. Facilitators will discuss the exercise as it applies to patient care and understanding about loss, and as a method of personal and professional formation. After the exercise concludes, the facilitators will discuss the benefits of instituting a similar program at one’s home institution, and review a template for developing individual scripts, suggestions for opening and closing rituals, and ways to help create a “safe space.”

Participants will name values and goals essential to them and simulate the loss of these values and goals, enter into a narrative that allows them to contemplate their own illness and death, learn how to construct an appropriate script to conduct similar sessions, learn ways to create “safe space” for participants to explore and experience the simulated loss, and utilize techniques for introducing and debriefing the experience.

3:45 PM ~ 5 PM ***Memory, Truth, and Healing in Fact, Fiction, and the Lyric Poem*** [Workshop] MERF 2189

Session 3

James Stubenrauch, MFA, Center for Health, Media & Policy, Hunter College; Joy Jacobson, MFA, Center for Health, Media & Policy, Hunter College

If writing reflective narratives about emotionally charged events can be an act of healing, in what sense must the stories we tell be true? If memory isn’t only a mechanical process of storage and retrieval of experience but a creative process in which memories and our corresponding sense of self are transformed in the act of recollection, how can crafting and shaping our stories enhance the act of self-invention? In what ways can fiction and the lyric poem expose truths that are inaccessible to memoir and reportage? In this workshop, we will cross and re-cross the often indistinct, sometimes highly contested borders between genres and explore the different ways in which reportage, memoir, fiction, and poetry can embody the truths of our lived experience. Ample time will be given to writing exercises that work with a significant memory to generate texts in a variety of genres, and exploring techniques for enlarging and transforming through narrative representation both our experience of past and present and our sense of self. We will discuss ways in which these techniques can be adapted for writing classes and workshops for various populations, including healthcare professionals, students, and patients.

Participants will write, read, and analyze texts in a variety of genres and discuss the ways in which genre shapes expectations about the truth value of narrative representations.

3:45 PM ~ 5 PM ***The AMSA Medical Humanities Institute: A Model for Medical Student Education*** [Discussion forum] MERF 1110A

Session 3

Aliye Runyan, MD, American Medical Student Association

The American Medical Student Association (AMSA) Medical Humanities Institute is designed for students who appreciate the power of using creative expression to bear witness to their patients’ and their own experiences in medicine. This institute incorporates narrative medicine, creative writing workshops, and the arts, as well as provides hands-on sessions that explore topics of student wellness and avoiding burnout. Sessions are led by guest faculty physicians, authors, and wellness experts. The Humanities Institute is an intensive experience with both didactic and experiential learning components. It combines student-led and field

expert-led sessions. Sample sessions may include: Narrative Medicine, Writing for Advocacy, Medical Journalism, Art, Perception, & Diagnosis, The Physician-Poet, Writing for Wellness, One-on-One writing feedback from guest faculty, Healers' Voices: Open Mic Night, and Well Student Workshops: Yoga, Nutrition, Managing Stress, and more. AMSA institutes are open to pre-medical, medical, resident, and allied health members. AMSA institutes are three-day workshops coordinated by medical student leaders and overseen by the Education and Research Director and Fellow in the national office. This presentation will discuss the AMSA institute model in general, and the benefits of teaching humanities in medicine using this model. We experienced success at the first AMSA Writers' Institute in July 2010, and are expanding on the content areas for the February 2013 Humanities Institute. We have developed a pre- and post-institute evaluation focusing on the growth and development of attitudes and behaviors toward humanities in medical education as a result of the experience. We hope to foster an enlightening discussion and exchange ideas on the utility of this model.

Participants will discuss the institute model in medical education, analyze the development of attitudes and behaviors towards humanities in medical education, describe AMSA's focus on unmet needs in medical education, and participate in a discussion on the utility of this model and ways to improve it.

3:45 PM ~
5 PM

Session 3

'Finding a Voice' at the Siena/Francis House Homeless Shelter and Treatment Center [Workshop]

CBRB 1289

Ruth Margalit, MD, University of Nebraska Medical Center, College of Public Health, Service Learning Academy; Rita Paskowitz, BA, Professional Storyteller; Christopher Leet, Student, Metro Community College—Omaha; Kyle McAndrews, Student, Metro Community College—Omaha; Nancy Farris, MSN, APRN-CNS, University of Nebraska Medical Center, College of Nursing, Omaha; Laura Vinson, MPH, University of Nebraska Medical Center, College of Public Health, Service Learning Academy, Omaha; Jeremiah Neal, Independent Artist, Omaha; Abbi Dawdy, Student at Metro Community College, Omaha, NE

Finding a Voice (FAV), developed in 2008, is a program that brings homeless guests and health professions students together in a partnership between the Service Learning Academy, University of Nebraska Medical Center, the College of Public Health, and Siena/Francis House. Our mission is to celebrate dignity, promote wellness, and create a safe community where all participants find their voices. We strive to enhance awareness about homelessness among students and the broader Omaha community. The Finding a Voice: Creative Workshop, one of the three FAV programs, brings together homeless guests, recovering addicts, and health professions students, and puts them on a level playing field where each person's creativity is welcomed, explored, and appreciated. Session attendees will participate in the classical orientation workshop that has opened the project each semester and has been an inspiring vehicle for authentic engagement.

Participants will describe the impact of storytelling on over 1,200 health professions students, homeless guests, individuals in addiction recovery, and other community members in a homeless shelter setting; recognize the benefits of the reciprocal method of engagement among various partners; and experience and analyze an engaging and inspiring workshop using storytelling as a vehicle for leveling the playing field and

	authentically engaging with diverse communities.	
7 PM ~ 10 PM	<i>Attendee Reading and Reception</i> Workshop attendees gather to read their work and enjoy food and drink. Reading by signup. Sign-up form was emailed to registered guests prior to the conference.	Hotel Vetro Conference Center, 201 S. Linn St., Downtown Iowa City

Friday, April 12, 2013

7:30 AM ~ 8:30 AM	Coffee	MERF Atrium
8:30 AM ~ 9:45 AM Session 4	<p><i>Narrative Palliative Care: Storytelling for Healing</i> [Panel discussion]</p> <p>Dana Gage, MD, Columbia University; Lynn Sara Lawrence, LCSW, Columbia University</p> <p>Memory serves as the scaffold of life. It both enslaves and emboldens us. Its absence renders us helpless. Its presence can be both blessing and curse. Much of it can be lost to aging, preoccupation, depression, or illness. Memory might well be considered the backbone of narrative medicine. We three, a physician, a psychotherapist, and a healthcare advocate will present a comprehensive and illustrative employment of narrative techniques in three unique settings of palliative care. We brought our work to a nursing home, a cancer center, and to the home of a man living with ALS. However dissimilar these situations may appear, each had as its goal accessing patient memories, often those that had not been revisited in many years or that had previously not been accessed with a particular situation in mind, or as an aide in identifying and crystallizing a current identity. All work was done with the use of clear and close reading or listening with a discussion point and prompts. This work was also approached through the mediums of speech, photography, tactile representation, and memoir building. Memory served as a repetitive and constant theme, whether it was consciously constructed by creating written memoir, through the use of prompts to elicit subconscious or elusive feelings, or by asking those with cognitive deficits to reconstruct memories by the use of simple phrases. This unlocking of previously untapped associations was accompanied by a positive affective shift. This will be illustrated by both example and instruction.</p> <p>Participants will better understand how narrative medicine techniques can be used to facilitate palliative care in a variety of settings, using a variety of techniques. They will also be able to assess when techniques need to be modified for better results and appreciate a variety of those techniques and their outcomes.</p>	CBRB 1289
8:30 AM ~ 9:45 AM Session 4	<p><i>As I Remember: Telling the Tales of Our Trials</i> [Discussion forum]</p> <p>Elaina Meier, MA, Columbia St. Mary's Regional Burn Unit SOAR Program</p> <p>We all have that one memory that sticks with us in the aftermath of a medical experience. Whether we are clinicians or clients, those snapshot memories go with us. The challenge becomes what we do with them. For some, telling the tale of that moment's memory is an important step on the road to healing. This workshop will provide participants with an opportunity to explore and experience the use of writing as a tool for finding and making meaning out of those profound memories we all have. Designed as an interactive workshop, the session will have participants explore the creative use of pen and voice to express significant memories of the medical recovery process after a significant illness or injury, with an emphasis on the healing power of story. While acknowledging the inherent struggles of illness and/or injury and the subsequent recovery process, participants will be encouraged to focus on</p>	MERF 1117

themes of compassion, hope, and resilience. During the workshop, participants will use the pen to step back and look at stories from a different perspective—that of writing the story rather than having it write them. Participants will be encouraged to explore the writing medium that best gives voice to the story pressing to be told; for example, participants may consider fiction, poetry, memoir, or journalistic style.

Participants will be able to describe the process of writing for healing, experience the creative writing process through the creation of original work, and employ the narrative power of words to make meaning out of the memories that stay with us in the aftermath of significant medical experiences.

8:30 AM ~
9:45 AM

Session 4

From Dried Prunes to Juicy Plums—How Stories Know the Way [Panel discussion]

MERF 2189

Hilton Koppe, Master of Family Medicine, North Coast GP Training; Susan Perrow, MEd, www.healingstories.com

Two panelists will host this session, Dr. Hilton Koppe, a family medicine physician and teacher, and Susan Perrow (M.Ed), a writer, therapeutic storyteller, and teacher. Hilton and Susan have two things in common—they are both from the same coastal village “down under” (Lennox Head, Australia), and they both have a passion for the use of imagination, creative writing, and storytelling in their work. Hilton has integrated the use of stories into his clinical work as a means of improving the patient-practitioner relationship. He has developed a series of creative writing workshops to help prevent burnout and compassion fatigue in health practitioners, and to deepen communication with young people living with chronic illness. He also uses stories and the arts to enhance the learning experience of his family medicine residents and medical students. Susan writes, collects, and documents stories that offer a therapeutic journey for both the storyteller and listener—a positive, imaginative way of helping transform difficult behavior and situations through the medium of story. She runs therapeutic storytelling workshops for teachers and health professionals from China to Africa, Europe to America, and across her own sun-drenched land of Australia. Her two books, *Healing Stories for Challenging Behaviour* and *Therapeutic Storytelling*, have been translated into many languages, including Chinese, Croatian, Korean, and Portuguese. In this interactive session, examples will be shared by both panelists of how imaginative approaches have helped people of all ages in both the clinical setting and in the teaching environment. The panelists will bring many life experiences and anecdotes to bear on this theme, then invite the audience to share their experiences.

Participants will experience ways in which working with metaphor and story can enhance clinical practice, experience ways in which working with metaphor and story can assist young people living with chronic illness or behavioural issues, participate in a simple fun creative writing exercise, and participate in a metaphor/mind map exercise.

8:30 AM ~
9:45 AM

Session 4

The Med Poets Society [Discussion forum]

MERF 2117

Rachel Hammer, MFA, Mayo Clinic College of Medicine

The Mayo Clinic College of Medicine and the University of Iowa School of Medicine presents an entertaining gathering in which medical students will read creative work they have authored while on the wards and from within their laboratories. The format will be open-mic, and pieces may

range from the macabre to the hilarious. Moth-style storytelling and musical performances are also encouraged.

Participants will witness the creative work of medical students and will be invited to reflect on how the pressures of medical education influence artistic expression. Participants will, hopefully, have fun and affiliate with one another.

10 AM ~
11:15 AM

Session 5

Brain in a Jar: A Daughter's Journey through Her Father's Memory [Reading]

MERF 1117

Nancy Bercaw, BA, University of Vermont

Brain in a Jar is a personal account of a daughter's journey through her father's memory and his lifelong obsession with Alzheimer's disease. Dr. Beaugard Lee Bercaw became a neurologist after watching his own father die of AD. Dr. Bercaw kept his father's brain in a jar on his office desk as a reminder of what he was fighting in his patients and in himself. When he hit middle age, Dr. Bercaw began to experiment with diet supplements. By age 56, he was taking 78 tablets a day. After retiring from his neurology practice, he spent hours a day doing math. Even when his daughter was visiting, he'd sit silently on his leather recliner with a calculator to verify the accuracy of calculations he did by memory. "What are you saving your mind for, Dad?" Nancy often wondered to herself. "I'm here now, waiting to talk with you." On one of these occasions, Dr. Bercaw suddenly looked up from his Sudoku game. "Promise me something, gal," he said. "Anything," she answered. "Swear that you will put a gun to my head if I wind up like my father." Nancy's brain was unable to reconcile his request. It wasn't fair or logical to ask a child to kill her own parent. "Swear to me," he repeated. "I swear," she said, but privately vowed to one day tell the story of a man she couldn't possibly kill—even if his mind betrayed them both. Dr. Bercaw died of complications from Alzheimer's disease in April 2012. Nancy kept her promise to their story of madness and memory. *Brain in a Jar* explores the ethics of genetic testing for incurable diseases and assisted suicide for Alzheimer's patients.

Participants will analyze the ethics of genetic testing for incurable disease and assisted suicide for Alzheimer's patients. Also, participants will be able to discuss storytelling as healing.

"Fierce with Reality": Writing with Bipolar [Reading]

Amy Nolan, PhD, Wartburg College

At forty, I did not set out to write a memoir about being diagnosed as having bipolar disorder (type II). I set out to write about, and hopefully make sense of, my experiences as a workplace murder witness when I was in my early twenties. But in the course of writing, I began to see my choices, along with the suffering I'd experienced for most of my life, at least in part as the result of brain chemistry with which I was born. Being bipolar complicated already-traumatic events by affecting my reactions to them. I was not diagnosed with bipolar until I was almost thirty-six. At first, as is common among the newly diagnosed, I denied it. As I have learned more about it—and the differences between bipolar I and II, as well as "regular" depression and anxiety—I have been humbled by the hold it has had on me for much of my life. In particular, I have been curious about its effect on my memory and relationships with others. While I am not happy about the diagnosis, I am relieved by the clarity it

has afforded me: the way it has helped me reframe events and perspectives I've experienced throughout my life. I am learning also to accept its gifts, which have also been with me since childhood: a vivid imagination, exquisite sensitivity in mind and body, the ability to feel deeply and fully. Now, even though I'm not about to wear a t-shirt emblazoned with the word "bipolar," I'm not afraid of it anymore. I am still learning about it, and as I do, I find new clarity and compassion for the girl and young woman I was.

Participants will discuss and reflect on the medical effects of being bipolar, in relation to creative writing, teaching, and understanding experiences that may have once seemed incomprehensible.

10 AM ~ 11:15 PM	<i>Soul Stories: Homeless Journeys Told through Feet</i> [Discussion forum]	MERF 2117
Session 5	Josephine Ensign, DrPH, University of Washington	

Soul Stories is a writing and photography project resulting in a collection of essays, poems, and photographs of the stories feet can tell about homelessness—the memories written on feet. Part of my work at the University of Washington involves being a faculty preceptor for foot clinics at area homeless shelters. These are service-learning projects for students in nursing, medicine (pre-clinical), public health, and dental schools. Groups of students provide basic foot care to Seattle's most marginalized, most traumatized homeless people. For *Soul Stories*, I work with homeless foot clinic patients who tell me the stories of their feet through poetry or prose. I also write my own responses from the perspective of being a healthcare provider with the lived experience of homelessness. These "alternative" patient and provider narratives accompany photographs of foot care. They are used to help train future healthcare providers in how to listen closely for things that matter to patients. The overall goal is to aid in the development of compassionate healthcare providers, as well as to help students make connections between individual patient care and larger social and health policy issues. For the conference attendees, I will present examples of the short essays, poems, and photographs, along with concrete suggestions for using similar projects in the education of health care professionals.

Participants will learn how to develop an interprofessional service-learning project incorporating narrative medicine techniques.

10 AM ~ 11:15 PM	<i>The History of Present Illness</i> [Discussion forum]	CBRB 1289
Session 5	Margaret Nolan, MD, Mayo Clinic Rochester	

The greatest novels, the ones that follow us so intimately through life that we find our own memories blurring with those of the protagonist, shape and form who we are. We assimilate the experience of these characters into our own, and it forever colors our interpretation of the world. As Professor Jeff Nunokawa, a Victorian literature professor at Princeton, writes of the novel, "If we are able to find our way amongst the weights of the world, that is because of those central characters who have had their way through us." What the novelist accomplishes so richly through text, the patient accomplishes in the narrative of the "history of present illness." The "HPI," as it is referred to, is not the whole novel, but a vignette. And yet the vignette that we as doctors are privileged to hear can be so much more intense and concentrated, with beginning and end covered in a few sentences, that it can have the same effect as reading the

	<p>entire novel. These patient histories become intertwined with our own memories so intimately that they, too, shape and form the doctor and the person we become. They help us to navigate the weight of the world, which can feel especially heavy and onerous in the world of medicine. I have been collecting vignettes drawn from patient HPIs during my intern year in Family Medicine at the Mayo Clinic in Minnesota. I will read some of these vignettes to begin discussion, and then open the floor for others to share their own vignettes. In the act of telling these stories, we perpetuate the insight and power they contain, and we honor the patients who have inspired and challenged us, both personally and professionally.</p> <p>Participants will hear some of the patient vignettes from my first year at the Mayo Clinic that have particularly shaped and influenced me as a person and as a new physician, and share some of their own vignettes that have stayed with them and shaped their view of the world or the way they practice medicine.</p>	
10 AM ~ 11:15 AM Session 5	<p><i>The Methods We Use: What Works and Why?</i> [Workshop]</p> <p>Nellie Hermann, MFA, Program in Narrative Medicine, Columbia University; Maura Spiegel, PhD, Program in Narrative Medicine, Columbia University</p> <p>Scholars, writers, clinicians, and all those engaged in work in the humanities in and around medicine bring their own set of tools to the growth of the field and to its practice. So where can and do we all meet? Perhaps it can or should be in our methods, in the ways that we engage interested parties in the work. In this workshop, participants will join in a demonstration, as a jumping off point, of the traditional methods used by The Program in Narrative Medicine: close reading of a text and writing to a prompt given in its shadow. After experiencing the methods, we will invite participants to bring forward brief texts (e.g., a paragraph of prose or a short poem) that they might use to facilitate a similar workshop. We will fishbowl in order to give some participants the opportunity to use these methods with feedback from the group. Focus will be on appropriateness of texts, techniques for leading discussion, and writing prompts. Participants: please choose a brief published text that you would use to facilitate a workshop and bring it with you. Also please bring a writing prompt you would use to accompany the text.</p> <p>Participants will experience the traditional methods of narrative medicine, and discuss and analyze specific phases of the process of facilitating workshops.</p>	MERF 2189
11:15 AM ~ 12:30 PM	<p><i>Poster Session/Book and Information Fair</i></p> <p>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.)</p>	MERF Atrium
11:45 AM ~ 12:30 PM	<p><i>Lunch</i></p>	MERF Atrium
12:45 PM ~ 2 PM This session is open to the	<p><i>Uselessness</i> [Featured presentation]</p> <p>Chris Adrian, MD, Columbia College of Physicians and Surgeons Program in Narrative Medicine</p> <p>If artists and writers are sometimes, or even very often, anxious about the</p>	MERF 2117

public. possibility of any practical good coming out of their work, what does that mean for people in the medical humanities who hope that narratively competent care and creatively inflected medical training will make a positive difference in the experience of illness shared by patients and caregivers? This talk will explore the speaker's anxiety of artistic and clinical uselessness and hopefully suggest that the same reassurances that might comfort the artist against despair of ever doing useful good might be tonic as well for medical providers and their patients.

Participants will reflect, perhaps usefully, on their own anxieties about uselessness as artists, medical providers, humanists, and scholars.

2:15 PM ~
3:30 PM
Session 6

Still Life and the Ethic of Long Habitation [Workshop]

MERF 1117

Rachel Hammer, MFA, Mayo Clinic College of Medicine

The best gestures art can make in the face of death, Mark Doty writes, are tenderness and style. The unparaphrasability of a poem, the wordlessness and timelessness of a painting, the eternal sublimity of Matisse odalisques are all emergent properties made manifest through long acts of seeing—long habitation, akin to mindfulness and meditation—skills every writer must come to live by. Doty renders gorgeous scenes without the aid of verbs. A reader's imagination fills in the action denied by the omission of a verb, and similarly, the improvisational exercise of tableau reveals a related phenomenon: how our minds quickly seek out and make stories where there is only posture. Of still life, Doty says, "The secret subject of these paintings is what they resist. What they deny is also the underlying force." Still life points to the human by leaving the human out, which is the particular strength and the challenging art of still life. The human drive to story our world permeates even its objects, so that even fruit on a plate becomes an intimate totem. This session will combine meditation and mindfulness techniques with narrative medicine methodologies of close reading and writing in the shadow of an excerpt from Doty's *Still Life with Oysters and Lemon* with a tableau theater exercise utilized in an acting course, "Telling the Patient's Story," taught at Mayo Clinic College of Medicine.

Participants will experience narrative medicine methodologies, practice mindfulness techniques with 17th-century Dutch still life paintings, complete one improvisational theater exercise in tableau-formation, and discuss how the impulse to story affects work within the healthcare profession.

2:15 PM ~
3:30 PM
Session 6

The Life Stories Project: Connecting College Students and Older Adults for Collaborative Writing [Discussion forum]

MERF 2117

Shelby Myers-Verhage, MAT, Kirkwood Community College

Words shape our lives in the stories we share with others. Conversation takes on an important role as a way to bridge the divides between generations. It is through these conversations that we learn from others and ourselves, in the words we use to build our arguments, tell the stories of our lives, and shape our futures. Students in a composition classroom at a community college were paired with older adults in the community to create a collaborative project. Through interviews and research, students compiled a Life Stories Project, culminating in a book and set of interview CDs given to their senior partner. Students had to grapple with the words of others alongside their own reflections as they wove together these interviews and narrative experiences, as well as negotiate the

	<p>generational gaps between college students and older adults. By adding an authentic audience, the students had to do writing that is real and valued beyond their instructor's assessment, which makes the stakes that much higher for doing quality work. Over the years, the project has become a way for caregivers and families to connect with older adults as their memories fade. This session will present the Life Stories Project from the perspectives of the instructor, student, and older adult participants.</p> <p>Participants will collect tools for creating their own Life Stories Project with students, families, and caregivers in an older adult community on a beginning or on-going basis. We'll discuss how to get to the stories that matter and begin some of our own story collecting during the session.</p>	
2:15 PM ~ 3:30 PM Session 6	<p><i>Facing Our Mornings</i> [Discussion forum]</p> <p>Nicholas Gregory, BA, University of Iowa</p> <p>Five years ago I had the vague idea that I wanted to write a novel. So, without qualification or even a story to speak of, I started writing. The process has been humbling. After struggling to find a voice, switching genres, and starting over (a few times), I finally have something I'm proud of. This session will address the missteps and obstacles that threaten to shut down the creative impulses of medical and graduate students, and provide suggestions for staying productive (and, more importantly, happy). Further, the session will include early (embarrassing) writing samples as well as more polished work, with corresponding discussion on how my approach to writing has evolved.</p> <p>Participants will be able to automate creativity using forced morphological connections, analyze their writing with basic readability software, and identify and take steps to address some common blocks to writing. They will also hear a selection of poetry and fiction written by the presenter.</p>	MERF 2189
2:15 PM ~ 3:30 PM Session 6	<p><i>Pipebird: a Collection of Poems and Short Stories Regarding Grief</i> [Reading]</p> <p>David Shaha, BA, University of Iowa Carver College of Medicine</p> <p>Grief is a universal human experience. Poetry and prose are powerful tools to convey aspects of this shared condition. I have written various pieces on the subject using these two mediums during my years in medical school. At this reading, I will share some of my compositions with the hope that they will increase understanding and empathy for those who grieve and inspire others to undertake similar efforts to describe the grief they suffer and/or witness.</p> <p>Participants will listen to several of my compositions and ask questions if they would like.</p>	CBRB 1289
3:45 PM ~ 5 PM Session 7	<p><i>Remembering and Imagining: Reading in Community</i> [Discussion forum]</p> <p>Nancy Gross, MA, MMH, Overlook Medical Center/Atlantic Health</p> <p>Reading, and especially reading in community, engenders multiple ways of knowing. By close reading of text, we remember, in relationship to those we are reading about and to those we are reading with. We remember what has happened to us, and we imagine what may happen to us. Overlook Medical Center in Summit, New Jersey has participated in the national Literature & Medicine [Humanities at the Heart of</p>	MERF 2189

Healthcare™] program since 2005. Since that time, over 100 healthcare professionals have read together. Not every literary selection is explicitly focused on a medical encounter. However, each text is chosen for the way it illuminates the human condition. As we remember personal events or imagine those to come, we connect across disciplines and experiences to express our human needs, desires, and fears. We talk of life, illness, and death. This successful program has spawned additional programs that bring together various readers to reflect in community: a group of community members reading about serious illness and end of life; hospital chaplains reading about illness in light of personalized spirituality; medical residents reading and reflecting about practice; people living with stroke and Parkinson's, and their care partners reading about and reflecting on the illness experience; people living with Alzheimer's reading and remembering with clarity; clinicians and staff participating in a poetry/prose slam and poetry workshops; staff in long-term care facilities reading to foster community and enhance communication. This session will engage participants in a literature and medicine experience and will present the nuts and bolts of designing, implementing, and sustaining these programs in the medical milieu. Curricula and reading lists will be distributed.

Participants will interpret text for unique and universal elements; identify strategies to design, implement, and sustain literature and medicine experiences at medical institutions; utilize specific pedagogy to effectively manage group discussions and writing experiences; and tailor curricula for specific groups, goals, and needs.

3:45 PM ~ 5 PM	<i>Narrative Medicine: Undergraduate Perspectives</i> [Panel discussion]	MERF 2117
Session 7	Joshua Dolezal, PhD, Central College	

Students on this panel will present papers from Illness and Health in Literature, a course at Central College in Pella, Iowa. Papers will integrate scholarship with personal narrative to address issues in narrative medicine such as the doctor-patient relationship, grief and illness, cancer, and mental illness.

Participants will discuss the paper topics with the panelists and other attendees during a Q&A session to follow the presentations. Helpful suggestions to students about presentation or research are also encouraged.

3:45 PM ~ 5 PM	<i>Medicine, Memory, Mnemosyne: The Found Poem</i> [Workshop]	MERF 1117
Session 7	Serena Fox, MD, Beth Israel Medical Center	

Mnemosyne, Titan goddess of memory and remembrance, is the inventor of language and words. She is the mother of the Muses, the original patron goddess of poets from the oral tradition, and, early on, presides over a minor, underground oracle at Trophonios in Boitia. How all-encompassing are the Greeks' endowments to their Muses! This workshop uses the writing of a "found" poem to explore how elements of poetry can trigger and enhance memory, or remember its loss and, in so doing, keep memory alive. A "found" poem consists of existing texts that are structured and ordered by the poet. It can be thought of as the literary equivalent to a collage. Much can be learned by noticing the choices and omissions we make during the process of writing a "found" poem. Attention will be given to carving out protected time and space for writers

and lovers of poetry who enjoy the physicality of the form. We will spend a short time defining the “found” poem and then concentrate on writing, reciting, and reacting. As scientists, we probe the pathology of the brain, molecule by molecule, to define and defy its losses. As clinicians, we try to mitigate symptoms. We have just begun to cultivate the arts, perhaps as a physiology of perception, to bypass disintegration and trigger memory. Music and movement increasingly contribute to our “treatment” of diseases such as dementia. Poetry engages the interface of memory effaced and memory, again, invoked. Reminder: If possible, bring in materials for your “collage”.

Participants will write and share a “found” poem. During the process, participants will learn the characteristics of a “found” poem and explore how elements of poetry trigger and transcend memory. Note: Before arriving, please put the word “memory” into your awareness. Write down individual lines (not paragraphs) that resonate with you. These can be overheard comments, observations, lines from conference presentations, moods, reactions, facts, sentences from newspapers, bits of conversation, an image, a sound. Choose 8 to 14 lines that stand out to you to use for your poem, but bring all of them in.

7:30 PM

This session is open to the public.

The Broken Chord [Featured presentation]

Working Group Theatre

How do we remember? Why do we forget? What happens when we can no longer pull from the well of memory that lies within us? *The Broken Chord*, a full-length play weaving direct testimony and interviews with storytelling and poetry, will be the culmination of a year-long collaboration between Working Group Theatre and The University of Iowa Hancher Auditorium. Designed to collect, archive, and present the personal stories of those working on the front lines of memory and aging research and patient care, as well as those who are suffering from memory-related diseases, the show features an interactive set design and uses professional actors and community members to tell the story of how we understand memory and cope with its loss.

Englert Theatre, 221 E Washington St, Downtown Iowa City

Saturday, April 13, 2013

8 AM ~ 9 AM	Coffee	MERF Atrium
9 AM ~ 10:15 AM	<i>Swimming in the Murky Waters of Social Media—Don't Let Your White Coat Get Dirty: A Workshop</i> [Workshop]	MERF 5181
Session 8	<p>Bryan Sisk, BS, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University; Neil Mehta, MBBS, MS, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University; Ehsan Balagamwala, BA, Cleveland Clinic Lerner College of Medicine of Case Western Reserve University</p> <p>Social media (SoMe) has become increasingly popular as an outlet for creative writing and other works. The increasing popularity of SoMe has raised many concerns regarding professionalism and posting about patients online. Occasional lapses in professionalism can have serious consequences, such as compromising patient confidentiality or adversely impacting a trainee's career prospects. Although multiple guidelines have been published, they fail to address many nuances of professionalism in the digital age, leaving many gray areas unexplored. At the Cleveland Clinic Lerner College of Medicine, we designed and implemented a workshop for third-year medical students to initiate a deeper discussion about professionalism and the use of SoMe. We utilized a real-world case of a lapse in professionalism by a physician-in-training who posted about a patient on Twitter. This case generated a tremendous amount of controversy in the blogosphere and raised several questions relating to professionalism and SoMe. Students were split into small groups to discuss the case in depth, with each group focusing on a specific question to guide the discussion. At the end of the session, one student from each group summarized their discussions. We learned that students in the workshop developed a deeper understanding of the controversies in this area, but they still had great uncertainty as to what constitutes acceptable use of SoMe by medical professionals. Our results show that a richer and more widespread discussion is needed in this area in order to provide greater support to medical professionals who are utilizing SoMe. We propose to recreate this workshop at the Examined Life Conference in order to draw the participants into a deeper discussion of the professionalism of posting about patients in SoMe. Additionally, we will review the findings from our pilot study with third-year medical students.</p> <p>Participants will discuss some of the controversies related to social media use by medical professionals, especially regarding writing about patients online. Additionally, this group will review and analyze data from a pilot of this workshop with third-year medical students at the Cleveland Clinic Lerner College of Medicine.</p>	
9 AM ~ 10:15 AM	<i>Doctoring the Past: Difficult Souvenirs and Literary Memoir</i> [Panel discussion]	CBRB 1289
Session 8	<p>Ralph Savarese, PhD, Duke University; Stephen Kuusisto, MFA, Syracuse University</p> <p>Stephen Kuusisto and Ralph James Savarese, two writers prominent in the interdisciplinary fields of disability studies and medical humanities, will read from their creative work and discuss the art of memoir as it relates to</p>	

medicine and disability. Of particular concern will be the challenge of arranging what Kuusisto calls “difficult souvenirs,” “redolent images that recall us to our acquired feelings about a medical past.” Drawing on examples from personal essay, memoir, and poetry, Kuusisto, author of the critically acclaimed *Planet of the Blind* and *Eavesdropping*, will show how the souvenirs of imagination can be reconstructed to reveal the barbed inadequacies of cultural and medical understandings of significant visual impairment. Savarese will draw from *Reasonable People*, his award-winning memoir of adopting a badly abused, nonspeaking six-year-old boy with autism, a boy said to be profoundly retarded but who is now a freshman at Oberlin College, to show not only how PTSD can be ameliorated through literary reading and writing but also how it can be presented on the page in a faithfully compelling and complex way. Together they will speak to the importance of arranging the past in a way that makes the future possible.

Participants will see examples of literary arrangements of difficult medical pasts through readings of the presenters’ work, and will be engaged in a discussion of these examples. Participants will be encouraged to ask questions and to make connections to the work of other writers and to whatever medical writing projects they are currently undertaking.

9 AM ~
10:15 AM
Session 8

Falconing [Discussion forum]

MERF 1117

Samyukta Mullangi, Harvard Medical School

“Faconing” is an essay that serializes little moments in the author’s life when the world seemed to come to a standstill, to comment on how life can at times feel repetitive, ordinary, and unmemorable. The author spent her childhood in India and took to writing as a young adult and recent immigrant as a way to make sense of the changes in her world. As Marilynne Robinson writes in her celebrated novel *Gilead*, a moment can be such a passing glance that to be able to dwell on it is a lasting reprieve. At the end of the essay, the author remarks that reflection can be a good thing, for it gives her actions meaning and perspective. The things that stay with her, the forces that have shaped her, the people who have impressed her—these she finds important to keep close to the heart. But at the same time, she notes that to fully live in the present, we’ve got to grumble and exhort, take what we can, move to fix things, and carry on.

Participants will be able to discuss experiences in their personal lives as students, physician trainees, and lifelong learners, when they were struck by the paradoxical nature of medical training—how it can be characterized by both long periods of tedium and constant newness, high emotion, and slipperiness. Some have said that perhaps the novelty and adrenaline of medical training is so constant that it can tedious. Participants can comment on this idea and discuss how they use reflection as a way to synthesize the whole experience.

9 AM ~
10:15 AM
Session 8

The Writer’s Dilemma: What to do with Hospital Delirium?
[Workshop]

MERF 2135

Maggie Conroy, MFA, University of Iowa

When my husband came out of surgery, he experienced a frightening bout of “hospital delirium.” When he recovered, he wrote down what he remembered. As I witnessed his delirium, I wrote in a journal. His doctors and nurses were adding notes to his chart. Later, a therapist listened and took extensive notes. With all this writing from different points of view

what can be created to inform and educate people about this condition? The medical community takes hospital delirium seriously, but there are ways to improve things. Frightened patients and caregivers are often too embarrassed to talk about it.

Participants will bring in their stories about hospital delirium, from any point of view, and share them. We will actively discuss the process of creativity by exploring the essay "Cancer and War" by Frank Conroy, the play *Wit* by Margaret Edson, and the television drama *The Singing Detective* by Dennis Potter.

10:30 AM ~ 12 PM	"I remember...": memory as creative fire and clinical light [Workshop]	MERF 1117
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Session 9 Hilton Koppe, Master of Family Practice, North Coast GP Training, Australia

"I remember..." In the medical realm, these two simple words can take on a host of meanings: a patient trying to describe the onset of illness while sitting in the doctor's office; a physician scrolling in her brain through all the information she's learned to apply in any given moment; years later, both patients and physicians using the phrase to recall—to family, to friends, to colleagues—the stories of what it means to be sick, to become well, to become sicker, to strive to make others well, or to fail in this attempt. In this writing workshop, we will explore a series of creative writing exercises about memory. As writers, these exercises will illuminate ways we can access memory, in all its complexity, to strengthen our creative work. As health practitioners, these exercises will shed light on how memory exercises can be used with patients to better elicit their narratives which, in turn, can strengthen the patient/practitioner relationship, improve diagnosis, and reduce the risk of practitioner burn out.

Participants will explore writing exercises specific to memory, and discuss how they can be implemented in both creative and clinical realms.

10:30 AM ~ 12 PM	Memory and Creating Memories in Undergraduate Composition: Rhetoric, Composition, and Narrative Medicine [Workshop]	MERF 5181
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Session 9 Rex Veeder, PhD, St. Cloud State University

Participants will (1) practice writing designed for a freshman writing course and dedicated to narrative medicine through the rhetorical art of memory and autoethnography and (2) explore and record plans that integrate narrative medicine composition courses in such way as to be convincing to colleagues and administrators. MFA programs and graduate programs are natural homes for narrative medicine. Composition, which is a mainstay in the undergraduate academic world, has not always been ready to accept narrative medicine or medical humanities. This session explores why this is the case, focusing on the history of composition and its current practices, and then shares processes for the analysis and creation of pedagogy, courses, and programs in composition that participate in the mission of narrative medicine and MFA programs. The workshop explores how to facilitate student participation in narrative medicine through composition in order to prepare students to consider the vocation and careers available.

	Participants will use a set of writing prompts that are memory rich and that encourage research, create and develop a plan for integrating narrative medicine into the undergraduate curriculum, understand the roots of institutional and disciplinary objections to narrative medicine in the undergraduate curriculum, and identify ways of working with narrative medicine that will encourage partnerships with people in the liberal arts and sciences.	
10:30 AM ~ 12 PM Session 9	<i>Unintentional Art: Becoming “The Ukulele Girl”</i> [Discussion forum] Linda Drozdowicz, BS, Mayo Medical School When I purchased a “decorative” ukulele to hang on my wall during a pre-medical-school family vacation to Hawaii, I never imagined that it would shape my medical school experience so significantly. In an unexpected 2.5-year-long (and counting) fit of procrastination, I taught myself to play the flamboyant little instrument and became a well-known, artistic, and quirky presence around Mayo Clinic and the surrounding city as a result of frequent musical performances. Many positive ukulele-tinged patient encounters inspired me not only to keep performing, but also to begin writing about my experiences. Today’s presentation will begin with a reading of “Chicken Fried,” an essay that I wrote for Alpha Omega Alpha’s literary journal <i>The Pharos</i> . The reading will be followed by a performance of some songs as well as discussion regarding experiences with music in medicine. Participants will read a story that touches on the interface between music and medicine. They will be able to listen to some music and then discuss experiences involving music and medicine.	CBRB 1289
10:30 AM ~ 12 PM Session 9	<i>The Broken Chord: Stories and Reflections</i> [Discussion forum] Martin Andrews, MFA, MEd, Working Group Theatre; Sean Christopher Lewis, MFA, Working Group Theatre; Jennifer Fawcett, MFA, Working Group Theatre Working Group Theatre spent a year interviewing Alzheimer’s caregivers, patients, doctors, and researchers to gather material to create <i>The Broken Chord</i> , a new play commissioned by Hancher and the University of Iowa. In this presentation and discussion, the playwright, director, and actors will describe the play creation process, examine specific parts of the play, and take questions from the audience regarding their work.	MERF 2135
12 PM ~ 1 PM	<i>Lunch</i>	MERF Atrium
1 PM ~ 2:15 PM This session is open to the public.	<i>From Little Things, Big Things Grow—the Improbable Journey of a Medical Maverick</i> [Featured presentation] Hilton Koppe, Master of Family Medicine, North Coast GP Training, Australia How is it that a brash, over-confident emergency medicine trainee ends up working as a family medicine practitioner in a small coastal village? How is it that a medical student who thought the compulsory arts subjects in medical school a complete waste of time ends up traveling the world, teaching doctors how to write poems about their challenging patients? And how is it that an arrogant resident who once prided himself on his ability	MERF 1110A

to “meet them [his patients], treat them, then street them” in the shortest possible time now implores his family medicine residents to “don’t just do something, sit there!”? As a naïve, young medical student, did he see signs of the path ahead? Where were the turning points on this journey? Who were the guides who had the most influence? What can be learned from this journey? How can others benefit from these reflections? These are the questions I have been pondering as I reflect on 30 years of medical practice. The turning points were often seemingly insignificant moments. The people who have had the greatest influence were often simple, humble folk. The best decisions were often made on a whim. The common thread has been being awake to the possibilities as they have arisen. I invite you to come and sit by the fire with me as I offer you the story of this journey. The story of how the wisdom of the arts and humanities has enriched my medical life in a way I could never have imagined all those years ago. My wish is that this story can be an antidote to the seriousness of medicine, and that perhaps it can be a small but significant turning point in the life of at least one member of the audience—hopefully you!

Participants will reflect on important turning points and influences in their life journeys, use these reflections to help shape future decisions in life, and be inspired by the positive role that the arts and humanities can play in a medical life.

2:30 PM ~
3:45 PM
Session 10

A Day’s Work: Poetic Reflections on the Third Year of Medical School [Reading]

MERF 2135

Irène Mathieu, BA, Vanderbilt University School of Medicine

This collection of five poems is a glimpse into a day in the life of a third-year medical student. Written at various times since the beginning of rotations in July, the poems, taken together, provide insight into the effect of rotations on a student writer and her reactions to patients and experiences on the wards. The series begins with a poem evoking the vision and optimism the student brings to clinical encounters in the literal and metaphorical morning. This is followed by two poems about more challenging aspects of medicine, as the student is immersed in her work on the wards. The last two poems are reactions to the emotional challenges of the day’s work in the form of solitary reflection and healing through a relationship. Writing can bridge the gap between lived experience and remembered experience. In this sense, then, poetic reflection provides insight into the emotional repercussions of medical experiences. As the student moves on to the next rotation or phase of training, poems and other forms of written reflection can serve as a record of experience and a map of the healer’s growth.

Participants will discuss emotional issues raised during the course of clinical education. Participants will be able to discuss reflective writing as a means of comprehending the complexities presented throughout medical education.

Musings on Personal Experiences with Memory Loss: Readings from the University of Michigan Health System Anthology, 2013 [Reading]

Nan Barbas, MD, University of Michigan Health System; Laura Rice-Oeschger, MSW, University of Michigan Health System; Cassie, Starback, LMSW, University of Michigan Health System

In the fall of 2012, our group began soliciting submissions of poetry, short fiction, creative essay, and memoir to be published in an anthology of creative writing on the theme of living with memory loss, entitled *The Shapes of Memory Loss: Stories, Poems, and Essays from the University of Michigan Medical School and Health System*. We represent the Department of Neurology and the Michigan Alzheimer's Disease Center at the University of Michigan Health System in Ann Arbor. We invited patients—most of whom have degenerative neurological conditions such as Alzheimer's disease—their families, care providers, clinic staff, and treating professionals to contribute to this venture. We invite participants to this session to listen to a selection of these works. We hope participants will gain from the experience of hearing the creative expression of living with memory loss.

Participants will better understand the experiences of patients, families, and care providers related to living with memory loss and cognitive impairment. Participants will gain insight into the use of creative writing as a means of expression for those living with dementia.

2:30 PM ~
3:45 PM

Writing, Remembering, Healing: A Discussion of the Writer's Craft [Discussion forum]

MERF 5181

Session 10

Jessica Handler, MFA, author; Kathryn Rhett, MFA, Gettysburg College; Meghan MacNamara, MFA, Lancaster General College of Nursing and Health Sciences

In this discussion forum, three writer-teachers who specialize in grief, illness, and trauma writing will talk about the uses of memory in the creative process of articulating difficult subjects. Writing well about grief, illness, or trauma—or assisting others in that effort—requires mining positive and negative memories for narrative value. Writing about what we remember is transformative. The Latin word *memor* is the root of *memorial*, *remembrance*, and *memory*—the resonance that writers of any genre aspire to. But for a writer or clinician dealing with trauma or grief on the page, memory can also be treacherous, bringing a potential for psychic or physical re-injury. To remember is to relive. However, what we don't want to remember and don't want to write about is often what we must write about. At its best, articulating memories and connecting them to the present can be wondrously clarifying. Writing about trauma moves the experience outward from our bodies and minds into the larger world. Writing about grief, illness, and trauma allows us to reconcile what we remember with the lives we're living today. Through writing, we connect past to present, creating coherent narratives and a lasting sense of identity and selfhood. This discussion forum will present craft techniques and therapeutic rationales for expressing memory through writing as a tool for creating wholeness in the present.

Participants will become cognizant of the ways in which writing and memory coincide, and, in particular, the ways in which memories of grief, illness, and trauma find their expression in writing; recognize literary properties of memories and apply them to writing projects of varying lengths and genres, as well as utilize writing prompts and exercises to assist in generating and demystifying memories; and learn techniques for emotional and physical care while working with difficult memories. Participants will leave with concrete ideas for pursuing their own writing projects and for working with other writers.

2:30 PM ~ 3:45 PM Session 10	Good to Get It Out [Performance piece]	MERF 1117
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Lisa McKhann, MA, Project Lulu; Colleen Baggs, BSN, Essentia Health, Caring Ways Cancer Resource Center; Charles Gessert, MD, MPH, Essentia Institute of Rural Health

After treatment, cancer patients enter a waiting period, that can hold deep anxiety. For some, expressing the full range of emotions at this time is difficult. Culture, geography, relationships—all can get in the way. This performance is based on the first-person journal writings of nearly 100 women with breast cancer who were given an anonymous place to write, share, and read together. Using local actors, this staged reading features selected excerpts scripted to reveal the major themes that surfaced in these women's writings. The writings are part of the study "After Breast Cancer: A Study of an Online Reflective Writing Group." Using reflective writing as a six-week intervention, the study sought to determine the direction, magnitude, and characteristics of the impact of writing on patient well-being, using standardized tools (FACT-B, Mini-MAC and PTGI). The women posted their writing on a custom website (JOMMA: Journal of My Medical Associations), which provided a private place for anonymous expression and self-examination, and a place to share and selectively read among a group of similarly situated patients. The shared reading room filled with journal entries exploring body image, guilt, God, exhaustion, fear, avoidance. Some wrote about the JOMMA experience itself, as in this passage titled "It has been good to get it out": "Journaling. I have done it before, but not like this. . . . I have found this rather 'freeing,' and it has been good to read what others 'in the same boat' are going through and how they are handling it..... how it makes them feel. I AM NOT ALONE. I knew that, but this is almost as good as having someone to talk to. It is not that I don't have friends or family that care, but it is just different when you have 'the diagnosis.'" Discussion with study team members will follow.

Participants will hear first-hand survivorship concerns, through theater arts and discussion; learn about the types of support needed by breast cancer patients; receive preliminary quantitative data on changes in psychosocial well-being after online reflective writing and reading; explore alternate populations that might benefit from this type of intervention; discuss challenges for future research; and examine our own role in reinforcing personal, professional, and cultural barriers to honest self-expression.

2:30 PM ~ 3:45 PM Session 10	After the Flames: How Creative Writing Can Be Used as a Tool for Healing and Understanding in Veteran and Civilian Populations [Panel discussion]	CBRB 1289
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Colin Halloran, MFA; Lauren Johnson, BA; Dario DiBattista, MA

One of the most common questions veterans ask is, *How could they possibly understand?* The answer is that civilians can't begin to understand the war experience until veterans do. This panel of vets will discuss the role both writing and reading play in the difficult transition veterans face when reentering the civilian world, and how writing can help intellectualize the war experience while increasing awareness among veterans and civilians alike. We merge the disciplines of writing, education, and healthcare to address a growing population of veterans, bringing together three established writers from diverse military backgrounds who use their craft to emphasize that war is a human experience, not just a string of policies and

numbers. All three have used writing to help make sense of their wars, whether through formal cognitive processing therapy that uses writing as a form of memory exposure, or in less formal creative settings. Through their writing, they have accessed repressed memories and overcome their traumas, and now work with civilians and veterans to share the insights they've gained. By (briefly) looking at more than 2,000 years' of war poetry, this panel will illuminate the consistent thread of war trauma in poetry and address how reading the writing of others can help a veteran access the emotional landscape of his or her war, even if the piece being read does not inhabit the same physical landscape. Equipped with this understanding, veterans, doctors, and teachers can help recently returned vets heal and reintegrate more smoothly. By reading the writing of recently returned vets, doctors and researchers can, in turn, fill out collected data with personal stories and gain a more complete insight into the impact of war.

Participants will better understand the traumatic effects of war by analyzing texts and interacting with veteran writers. They will be able to discuss the benefits of writing for trauma victims in both creative and therapeutic memory retrieval settings, as well as describe the bridge and relationship between the two forms. Participants will be able to discuss the difference between physical and emotional spaces accessed by writing and recognize the ability of words, both written and read, to promote healing and understanding.

3:45 PM

Adjourn

About the Presenters

Jeannine Acantilado Wolinsky, MSN, MBA

ELAN CONSULTING SERVICES

Jeannine is a healthcare leader with more than 20 years of nursing management and consulting experience. She delivers effective leadership in women's and children's healthcare, with expertise in resource and policy analysis, clinical quality program development, and teamwork and leadership development. Jeannine is a certified nurse practitioner in pediatrics with an MS in nursing, pediatric critical care, clinical nurse specialist track from the University of Pennsylvania. She recently completed an MBA at the University of New Mexico. Jeannine currently provides interim management and/or leadership development in hospitals around the country. She is enrolled in the coaching certification program at the Hudson Institute of Coaching in Santa Barbara, California. She has incorporated the writing of clinical exemplars as part of the development of professional portfolios for nurses. She effectively uses narrative writing to help nurses gain insight into their decision-making processes, problem-solving, and communication. She guides the sharing of these writings to build team cohesiveness.

Chris Adrian, MD

COLUMBIA COLLEGE OF PHYSICIANS AND SURGEONS PROGRAM IN NARRATIVE MEDICINE

Chris Adrian is the author of three novels, *Gob's Grief*, *The Children's Hospital*, and *The Great Night*, as well as a collection of stories, *A Better Angel*. His short fiction has appeared in the *Paris Review*, the *New Yorker*, and *Best American Short Stories*, among other publications and anthologies. He trained in Pediatric Hematology-Oncology at the University of California–San Francisco, holds a Master of Divinity degree from Harvard Divinity School, and has held fellowships from the National Endowment for the Arts, the John Simon Guggenheim Memorial Foundation, and the Cullman Center for Scholars and Writers at the New York Public Library. He lives in New York and is currently the Writer in Residence for the Program in Narrative Medicine at Columbia University College of Physicians and Surgeons.

Martin Andrews, MFA

WORKING GROUP THEATRE

Martin Andrews is an actor, director, voice teacher, and theater facilitator. In 2009 he cofounded Working Group Theatre where he has helped to create new plays that have been published in the *New York Times Magazine* and called "... some of the most important political theater of the decade" by the *Huffington Post*. He was the core creator and creative director of *The Broken Chord* Project, a year-long examination of Alzheimer's disease. He is the creator and director of *Was the Word*, a monthly spoken word, storytelling, and music series that raises money for human service organizations. In 2010 he created Make it Better, Iowa, a Theatre of the Oppressed training series for LGBT youth dealing with harassment. His work has received support from The Association of Performing Arts Presenters/ Met Life Foundation All-In: Re-imagining Community Participation Program, The National Endowment for the Humanities, The Iowa Arts Council, The University of Iowa, and The United States Department of Justice.

Colleen Baggs, BSN

ESSENTIA HEALTH, CARING WAYS CANCER RESOURCE CENTER

As program manager for the Caring Ways Cancer Resource Center, Colleen Baggs has the privilege of talking with survivors of all ages at many points in their cancer journey. These experiences have led her to develop programs that meet a wide variety of cancer patients' and caregivers' needs. Her work has

strengthened her commitment to assuring that well informed survivors are better able to manage challenges and to become active partners in their healthcare. Her role is to build a future for healthy survivorship.

Ehsan Balagamwalam, BA

CLEVELAND CLINIC LERNER COLLEGE OF MEDICINE OF CASE WESTERN RESERVE UNIVERSITY

Ehsan H. Balagamwala (<http://about.me/ehb>) is a medical student in his final year at the Cleveland Clinic Lerner College of Medicine and is pursuing a career in radiation oncology. In addition to radiation oncology outcomes research, he has interests in medical education, education technology, professionalism in the digital age, and communication with cancer patients. He has been instrumental in developing and implementing a novel educational extracurricular activity for medical students (for which he was awarded the Case Western Reserve University Scholarship in Teaching Award) as well as a unique online method for teaching the physical exam to medical students. In his spare time, he enjoys spending time with his wife, traveling, and landscape photography.

Susan Baller-Shepard, MSW, MDiv

HEARTLAND COLLEGE

Susan Baller-Shepard is an award-winning author and poet whose works have appeared in the *Chicago Tribune*, the *Washington Post*, the *Huffington Post*, *Spirituality & Health Magazine*, *Writer's Digest*, *Patheos*, and numerous other publications. Author of the children's book *Matching Yu*, Susan was showcased on the PBS program *Thirty Good Minutes* following its publication. Her poetry has been showcased at Chicago's Printer's Row Lit Fest, where she has repeatedly been featured in public readings. Susan was the keynote speaker at the World Spirit Forum in Aroza, Switzerland 2005 and 2008; keynote speaker at Leadership Illinois, 2011; keynote speaker at AAUW International Women's Day, 2007 and 2011; keynote speaker at the State of Illinois Lincoln Academy; and speaker at the 2010 Global Interfaith Meeting. In addition to a prolific writing career, Susan teaches at Heartland College in Bloomington-Normal, Illinois.

Nan Barbas, MD

UNIVERSITY OF MICHIGAN HEALTH SYSTEM

Nan Barbas, MD, MSW, is a neurologist and clinical researcher and director of the Cognitive Disorder Clinical Program at the University of Michigan Health System. She is an enthusiastic student and teacher of narrative medicine.

Mark Bauer, MD

HARVARD MEDICAL SCHOOL & THE DEPARTMENT OF VETERANS AFFAIRS CENTER FOR ORGANIZATION, LEADERSHIP, AND MANAGEMENT RESEARCH

Dr. Bauer works as Professor of Psychiatry at Harvard Medical School and Associate Director of the VA Health Services Research Center for Organization, Leadership, and Management Research. He also founded and directs the VA's National Bipolar Disorders TeleHealth Program and is on medical staff at the VA Boston Healthcare System. Dr. Bauer's poetry has appeared in over 20 literary magazines, and he has authored over 200 scientific publications and six books, including the anthology *A Mind Apart: Poems of Melancholy, Madness, & Addiction* (Oxford University Press, 2009).

Nancy Bercaw, BA

UNIVERSITY OF VERMONT

Nancy Stearns Bercaw has written for newspapers from the *Korea Herald* to the *New York Times*. One of her articles, “When All Isn’t Enough to Foil Alzheimer’s,” about her neurologist father’s lifelong battle with the disease, appeared in the “Cases” section of the *New York Times* on January 17, 2011. The story was picked up by 30 other news publications in the United States, Canada, South America, and Europe. Bercaw’s book, *Brain in a Jar: A Daughter’s Journey Through Her Father’s Memory*, featuring a special introduction by Senator Bob Kerrey and former Speaker Newt Gingrich, will be published by Broadstone Books in April 2013.

Elinor Brown, MS

THE OHIO STATE UNIVERSITY COLLEGE OF MEDICINE

Elinor Brown is a third-year medical student at The Ohio State University College of Medicine. She received bachelor of arts degrees in economics and French and a master of urban planning degree from the University of Kansas. With Dr. John Vaughn from The Ohio State University Student Health Services, she proposed and developed From the Page to the Bedside, a literature course designed for medical students. The course aims to improve patient care by teaching students how to critically read, evaluate, and reflect upon a variety of narratives, then to apply these techniques in clinical education and practice.

Tiffany Ciprian, MSW

NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE, BUREAU OF STD CONTROL AND PREVENTION

Tiffany Ciprian attended Columbia University’s graduate school of social work, where she studied clinical social work. In her current role, she serves as the clinical social work supervisor of the behavioral health team for the NYC DOH Bureau of STD Control.

Maggie Conroy, MFA

UNIVERSITY OF IOWA

Maggie Conroy is a playwright and performer. She received her MFA from the University of Iowa Playwrights Workshop and has taught at the University of Iowa. Her one-woman shows include *Sailing into Iowa* and *The Short History of a Colonial Dame*. Recently, her play *The Tag Sale Project* was produced at Riverside Theatre in Iowa City. Maggie is the dramaturg for Global Express, a yearly theatrical event featuring writers from the International Writing Program at the University of Iowa.

Louis Cuoco, DSW

NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE, BUREAU OF ALCOHOL & DRUG USE PREVENTION, CARE & TREATMENT

Dr. Cuoco is the director of program initiatives and community liaison for the Bureau of Alcohol and Drug Use Prevention, Care and Treatment and serves as the director of behavioral health and social services for the SAMHSA-funded SBIRT initiatives. Dr. Cuoco is a graduate of the CUNY Graduate Center’s doctoral program in social welfare and adjunct faculty at the Silberman School of Social Work at Hunter College. Dr. Cuoco has over 30 years of professional experience in clinical and leadership roles at Bellevue Hospital Center, the Bridge Incorporated, and University Behavioral Associates at Montefiore Medical Center, where he was also an assistant professor of behavioral health and psychiatry at AECOM.

Abbi Dawdy

METRO COMMUNITY COLLEGE, OMAHA

Abbi Dawdy first encountered the Finding a Voice program in 2011 as a resident of the Siena/Francis House. Over the past year, she has borne witness to the healing power of the creative workshops for the homeless population and health profession students alike. 'Finding a Voice' helped transform one of the most shameful periods in Abbi's life into one of salvation. Today, she is living independently and has enrolled in college, majoring in general studies. She is writing a blog about her experience and, as a member of the 'Finding a Voice' team, is honored to be able to touch people's lives as hers was touched.

Dario Dibattista, MA

Dario DiBattista, an Iraq War veteran, holds an MA in creative writing from Johns Hopkins. His work has appeared in *The Washingtonian*, *The New York Times*, *The Washington Post*, and others. He teaches writing for The Veterans Writing Project at The George Washington University and at the Community College of Baltimore County. He is nonfiction editor at *JMWW* and a regular contributor at *notalone.com*. He has spoken extensively on the subject of veterans and writing, including multiple public radio appearances throughout the country.

Joshua Dolezal, PhD

CENTRAL COLLEGE

Joshua Dolezal is associate professor of English at Central College, where he teaches American literature, creative writing, and the medical humanities. His scholarship has recently appeared in *Medical Humanities*, *Literature and Medicine*, *Cather Studies*, and *Interdisciplinary Studies in Literature and Environment*.

Linda Drozdowicz, BS

MAYO MEDICAL SCHOOL

Linda Drozdowicz is a third-year medical student at Mayo Medical School in Rochester, Minnesota. Before she moved to the land of "You betcha!" and fried cheese curds, she graduated from the University of Connecticut with a degree in molecular and cell biology. She has been singing professionally since age ten, and she has made her mark at Mayo by dropping her books to play the ukulele and sing for patients in the Mayo Clinic lobby every week. She plans to pursue child and adolescent psychiatry.

Josephine Ensign, DrPH

UNIVERSITY OF WASHINGTON

Josephine Ensign teaches health policy at the University of Washington in Seattle. Her literary non-fiction essays have appeared in *The Sun*, the *Oberlin Alumni Magazine*, *Silk Road*, the *Examined Life Journal*, and *I Wasn't Strong Like This When I Started Out: True Stories of Becoming a Nurse*, edited by Lee Gutkind (In Fact Books, 2013). She is writing a book entitled "Catching Homelessness," a narrative nonfiction account of her work as a nurse practitioner providing healthcare to homeless people while navigating her own passage through homelessness. She writes a blog *Medical Margins* on health policy and nursing (josephineensign.com).

Tara Fall, MS

FINDING STRENGTH TO STAND AGAIN

Tara Fall's seizures escalated for fourteen years. At twenty-seven, status epilepticus caused her to lose over eighteen months of memories. Brain surgery successfully removed the scar tissue that had caused the epilepsy; however, she experienced a stroke during the procedure. This created frustrating struggles and unexpected joys. She was remembering how to walk the same week her youngest daughter was learning this skill. This daughter whom Tara had forgotten she had was now by her side, as together they learned to put one foot in front of the other. Weakness remains in the left half of Tara's body. Homonymous hemianopia completely took away her left peripheral sight. Acquired anterograde prosopagnosia left her with no memory of her own face. Every face she sees is now a stranger. These limitations offer greater appreciation for holding on to memories and working to develop ways to remember those that are left behind. Her experience has been highlighted on *The Today Show* (http://today.msnbc.msn.com/id/42888371/ns/today-today_health/t/face-blindness-leaves-mom-unable-recognize-her-own-children/#.ULwUMWdvBwk), *Australian Nine News*, *The Jeff Probst Show* and in various newspapers across the country.

Nancy Farris, MSN, APRN-CNS

UNIVERSITY OF NEBRASKA MEDICAL CENTER, COLLEGE OF NURSING, OMAHA, NE

Nancy Farris, a University of Nebraska Medical Center College of Nursing professor, received her MSN in community health nursing. She has over 20 years of health promotion and disease management experience through opportunities such as home visits. In 2011, Nancy received the UNMC Physicians Leadership in Medicine Award for her hard work educating students and engaging with the community. Nancy has been involved with serving the homeless and addressing health concerns of residents at the Siena/Francis House homeless shelter for four years. Nancy is the nursing student coordinator for the 'Finding a Voice' program, and helps provide health education, screenings, and treatment for homeless guests.

Jennifer Fawcett, MFA

WORKING GROUP THEATRE

Jennifer Fawcett is a playwright/actor/director and associate artistic director of Working Group Theatre. She is completing a commission by Hancher/University of Iowa for *The Broken Chord*, which explores Alzheimer's and care giving. The first play in her trilogy, *The Birth Witches*, will be co-produced by Cornell College and Riverside Theatre (Iowa City) in October 2013. Jennifer is the winner of the National Science Playwriting Award from the Kennedy Center (*Atlas of Mud*) and was National New Play Network Playwright-in-Residence at Curious Theatre Company (2008-09). Her plays have been produced throughout the US and Canada. She has directed two original shows—*Telling: Iowa City*, and *Telling: Des Moines*—working with veterans to tell their stories to their communities. Jennifer was commissioned by the International Theatre and Literacy Project to create a piece in Rwanda with teens orphaned by genocide, which premiered at the Centre X Centre International Theatre Festival. This summer will be Jennifer's third visit to Africa as a teaching artist and director.

Jennifer Fisch-Ferguson, MFA

MICHIGAN STATE UNIVERSITY

Jennifer Fisch-Ferguson is a second-year PhD program student studying digital and cultural rhetorics at Michigan State University. With previous experience in teaching English composition, Jennifer now engages students in the Tier 1 writing program as a teaching assistant. Jennifer's research interests include the shift of first-year writing programs' use of social media as a tool for keeping cultural verbal traditions valid while moving students toward more academically based writing. Her previous research surveyed African American female doctorate holders about the journey to obtain the degree and discussed the trend

of more women getting a higher education degree. She also interviewed four African American female science fiction authors to research how this community of writers stays successful in a genre that is fairly exclusive. Jennifer continues research and other projects that intersect the digital and cultural humanities area.

Serena Fox, MD

BETH ISRAEL MEDICAL CENTER

Serena J. Fox is an intensive care physician at Beth Israel Medical Center in NYC. She has also served as a consultant in bedside medical ethics and as a human rights advocate. She believes deeply that poetry and the humanities have essential roles in the teaching of medicine and caregiving. 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*, was the basis for a series of poetry and medicine seminars that she facilitated in the NYU School of Medicine Master Scholars Program for Humanities in Medicine.

Dana Gage, MD

COLUMBIA UNIVERSITY, MS CANDIDATE

Dana Gage has been a physician for 30 years and a writer since she was ten. Her career includes ER medicine, primary care, and a variety of other venues. She has a special interest in the intersection between storytelling and caregiving. She joined the Narrative Medicine Program in its inaugural years and uses her principles in her work to share the use of narrative with the world. Her play, *Tandem Journey*, was performed in early October in NYC at the Performing the World Conference. Her writing has appeared in *Reflexions*, *Intima*, and the *Daily Palette*. She won second prize in the ALS Ontario writing contest for her essay “A Lawyer’s Scribe.”

Charles Gessert, MD, MPH

ESSENTIA INSTITUTE OF RURAL HEALTH

Charles Gessert is a senior research scientist at the Essentia Institute of Rural Health. His principal research interests include end-of-life decision-making with a special interest in rural-urban differences in end-of-life care preferences, the use of feeding tubes in advanced dementia, and improving our understanding of the normal lifespan. His current research includes an examination of breast cancer survivorship, rural-urban differences in health beliefs and health behaviors, and an examination of regional variations in dialysis decision-making.

David L. Gould, MA

THE UNIVERSITY OF IOWA COLLEGE OF LIBERAL ARTS & SCIENCES

David Gould is an associate director of professional student development in the College of Liberal Arts & Sciences, and lecturer in the Department of Health and Human Physiology, at the University of Iowa. His courses explore higher education’s role in helping students find meaning and purpose. In 2012 he was presented the College of Liberal Arts & Sciences’ Star Volunteer Award and the Iowa Outstanding Staff Award. In 2007 he won an award for outstanding teaching at the University. He was also a nominee for the 2009-2010, and 2010-2011, Lola Lopes Award for Undergraduate Student Advocacy, and the 2008 President and Provost Award for Teaching Excellence. In 2009, Mr. Gould was profiled in the University of Iowa’s Be Remarkable Campaign, and in 2010, 2011, and 2012 graduating seniors at the University of Iowa recognized him as one of the top faculty and staff members who had a positive effect on their lives.

Nicholas Gregory, BA

UNIVERSITY OF IOWA

Nicholas Gregory is a sixth year MD/PhD student at the University of Iowa. As a member of the Neuroscience Program, he studies the role of exercise in chronic muscle pain and participates in the Carver College of Medicine Humanities Distinction Track. He graduated from Wabash College in 2007 with a degree in Biology and English.

Nancy Gross, MA, MMH

OVERLOOK MEDICAL CENTER/ATLANTIC HEALTH

Nancy was a longtime full-time faculty member at the City University of New York, teaching academic writing to non-native English speakers. She also has many years of experience of being with people at the end of life. Nancy received a masters of medical humanities degree in 2007. She has studied at Columbia University's Narrative Medicine Program. Since 2005, Nancy has been at Overlook Medical Center as the palliative care community liaison and humanities educator. In her role as a humanities educator, she works with resident physicians, hospital professional and support staff, community members, and patients, bringing humanities activities to support reflection and to evoke stories of illness and insight about the illness experience. The goal of her sustained work is to illuminate the voices of patients, families, and clinicians as they intersect at the time of illness. Nancy has developed many programs that support this work at the hospital. She works with people in helping them tell their stories.

Colin Halloran, MFA

Colin D. Halloran is an Afghanistan combat veteran, English teacher, and poet who leads student and teacher workshops on understanding war and its effects through poetry. He earned an MFA at Fairfield University and is an associate editor at Copaiba.org. His book of poetry on his war experiences, *Shortly Thereafter*, won the 2012 Main Street Rag Poetry Book Award, and his writing on and photographs of the war in Afghanistan have been published internationally in journals, magazines, and anthologies. He has spoken at conferences at the state and national levels, including at the 2010 Connecticut Council for the Social Studies Conference and the 2012 Association of Writers and Writing Programs (AWP) Conference and Boston Book Festival, and has appeared on WBUR's *Radio Boston*.

Rachel Hammer, MFA

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 at 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.

Jessica Handler, MFA

Jessica Handler is the author of the forthcoming *Braving the Fire: A Guide to Writing Through Grief* (St. Martins Press, 2013). Her first book, *Invisible Sisters: A Memoir* (Public Affairs, 2009), is one of the "Twenty-Five Books All Georgians Should Read." Her nonfiction has appeared on NPR, in *Tin House*, *Drunken Boat*, *Brevity*, *Newsweek*, the *Washington Post*, and *More Magazine*. Honors include residencies at the Josef and Anni Albers Foundation, a 2010 Emerging Writer Fellowship from The Writers Center, the 2009 Peter Taylor Nonfiction Fellowship, and special mention for a 2008 Pushcart Prize. She teaches creative writing and screenwriting at Oglethorpe University in Atlanta. www.jessicahandler.com

Nellie Hermann, MFA

PROGRAM IN NARRATIVE MEDICINE, COLUMBIA UNIVERSITY

Nellie Hermann, Creative Director of the Program in Narrative Medicine at Columbia University, is a graduate of Brown University and the MFA program at Columbia University. Her first novel, *The Cure for Grief* (Scribner, 2008), received national acclaim in such publications as *Time Magazine*, *Elle*, *The Washington Post*, the *Boston Globe*, and others, and was chosen as a Target “Breakout” book. Her nonfiction has appeared in an anthology about siblings, *Freud’s Blind Spot* (Free Press, 2010), as well as in *Academic Medicine*. Over the last eight years, she has taught fiction and narrative medicine to undergraduates, medical students, graduate students, and clinicians of all sorts.

Holly Houska, DMD

HOUSKA DENTAL CENTER, LLC

Holly Houska, DMD, is a dentist and COO of a large group dental center. Dr. Houska has taught classes for the Illinois State Dental Society and overseen certification curriculum for dental auxiliaries on behalf of the Illinois State Dental Society. A featured speaker at national dental meetings on behalf of the Pride Institute and an international leader in dental practice management, Dr. Houska is widely recognized for her expertise in dental practice management. Her practice has been featured in the *Illinois State Dental Society Journal*, the *McLean County Dental Society Magazine*, and numerous other industry publications. Dr. Houska is the recipient of many professional awards, including the Colgate Oral Health Award, Women of Distinction Award for Professions, Leadership Illinois certification, and Illinois State Dental Society Mission of Mercy recognition. Dr. Houska has served as the editor of the *Journal of the McLean County Dental Society* and is a member of state and national associations for dental editors. She has been recognized by the Chicago Dental Society for her editorial contributions.

Joy Jacobson, MFA

CENTER FOR HEALTH, MEDIA & POLICY, HUNTER COLLEGE

Joy Jacobson is poet-in-residence at the Center for Health, Media & Policy at Hunter College. She is a co-founder of the Narratives of Caregiving program, through which she teaches writing to healthcare professionals. An editor for many years, she holds an MFA in poetry from the New School in New York.

Lauren Johnson, BA

Lauren K. Johnson, an Afghanistan veteran and former military public affairs officer, has won regional and national-level Department of Defense journalism awards. She is pursuing an MFA in nonfiction writing at Emerson College, where she is completing a memoir about the experience of female soldiers during and after war. Her blog, *UNcamouflaged* (uncamouflaged.blogspot.com), is read by military personnel around the world, and her nonfiction has been published in *Mason’s Road* and *Proud To Be: Writing by American Warriors*. She serves on the editorial board of the literary journal *Redivider*, and is a Graduate Reading Series curator at Emerson College.

Hilton Koppe, Master of Family Medicine

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 Traveling Barefoot Doctor, which involved a year-long camping trip around Australia with his wife Sharon. During that time, Hilton traveled for 48 weeks, and did four weeks’ work, 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 of work, he is a keen cook, gardener and proud member of Lennox Head's over-35 premierships-winning soccer team.

Clinton Korneffel

MICHIGAN STATE UNIVERSITY

Clinton Korneffel is a sophomore at Michigan State University majoring in human biology and specializing in bioethics, humanities, and society. His research interests include epidemiology, autoimmune disorders, and genetic disorders. Clinton also believes in the importance of medical narratives. His interest in medical narratives stems from his personal experiences with the medical field and his understanding of the importance of the written and oral communication of one's medical narrative.

Stephen Kuusisto, MFA

SYRACUSE UNIVERSITY

Stephen Kuusisto is a graduate of the Iowa Writers' Workshop at the University of Iowa. He directs the Renée Crown University Honors Program at Syracuse University, where he holds a professorship in the Center on Human Policy, Law, and Disability Studies. He speaks widely on literature, diversity, disability, education, and public policy. He is the author of *Eavesdropping: A Memoir of Blindness*, *Listening*, and the acclaimed memoir *Planet of the Blind*, a New York Times Notable Book of the Year. Steve has made numerous appearances on programs, including *The Oprah Winfrey Show*, *Dateline NBC*, National Public Radio, and the BBC.

Lynn Sara Lawrence, LCSW

COLUMBIA UNIVERSITY MS CANDIDATE

Lynn Lawrence is a psychotherapist practicing in New York City. She has had years of experience in hospital-based social work with cancer and heart patients, as well as in outpatient adult psychotherapy. She is the author of numerous psychoanalytic articles, books, and movie reviews. A poet, she has read her work at the 92nd Street Y. Currently, she is completing her masters degree in the Program of Narrative Medicine at Columbia University. She hopes to merge both worlds.

Christopher Leet

METRO COMMUNITY COLLEGE OMAHA

Christopher Leet was first introduced to the Finding a Voice project (FAV) in the fall of 2009, while living at the Siena/Francis House homeless shelter. He had attended a meeting that involved students from UNMC and SFH homeless guests. At that point in his life, he had hit rock bottom and was a homeless alcoholic and addict in treatment. He remembers leaving the meeting full of hope. This hopefulness was hard to put into words, as he had felt hopeless for so long. Over the course of the program, he found his voice, through art and engaging with the students. Now, Chris has the privilege and honor of being part of the project as a program coordinator of Artists in Recovery workshops at the homeless shelter. For Chris, being a volunteer has been another cornerstone in the foundation of a new life filled with hope, faith and courage.

Jason T. Lewis, MFA

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

Jason T. Lewis is the director of the Writing and Humanities Program at the University of Iowa Carver College of Medicine and a graduate of the fiction program at the Iowa Writers' Workshop. His first novel, *The Fourteenth Colony: a novel with music*, was released in 2011, along with a companion LP of songs written and performed by Lewis. Visit www.sadironpress.com for details, samples, and to order.

Sean Christopher Lewis, MFA

WORKING GROUP THEATRE

Sean Christopher Lewis can be heard as a commentator on NPR'S *This American Life*. As a playwright/performer he has been awarded the NEA Voices in Community Award, the National New Play Network's Smith Prize, the Kennedy Center's Rosa Parks Award, National Performance Network Creation Fund Grant, Barrymore Award from the Theatre Alliance of Greater Philadelphia, two Central Ohio Critic Circle Awards, two National Performance Network Residencies, the William Inge Playwriting Residency and an NNPN Emerging Playwright Residency. Internationally, Lewis has collaborated with Iman Aoun and the Ashtar Theatre of Palestine (*Majnoon Saitara*). He was commissioned by the International Theatre and Literacy Project to create a piece in Rwanda with teens orphaned by genocide, which went on to premiere at the Centre X Centre International Theatre Festival, KINA Festival of Youth Theatre, and the University of Rwanda. He is the Artistic Director of Working Group Theatre and has directed and collaborated on *Mayberry*, *Toymakers War*, *Atlas Of Mud*, *Denali*, *Drinks By The Pool*, *Rust*, and *The Broken Chord*.

Anne Lifflander, MD, MPH

NEW YORK CITY DEPARTMENT OF HEALTH AND MENTAL HYGIENE, BUREAU OF STD CONTROL AND PREVENTION

Anne Lifflander is the medical director of the NYC Department of Health, Bureau of STD Control and Prevention. She directs the medical services at the Bureau's nine STD clinics. She is a primary care internist and received an MPH in behavioral sciences and health education in 2003 from the Rollins School of Public Health at Emory University.

Meghan MacNamara, MFA

LANCASTER GENERAL COLLEGE OF NURSING AND HEALTH SCIENCES

Meghan MacNamara earned her Master of Fine Arts from Vermont College. Her work has appeared *Fourth Genre*, *Spittoon* and *Mindsprocket Magazine*. Her memoir, *Never Thought of Losing*, is currently making its rounds to agents. Meghan teaches composition and medical humanities at Lancaster General College of Nursing and Health Sciences in Lancaster, Pennsylvania, where she also volunteers with a hospice organization and co-directs a dog rescue.

M. Ross Mangum, BS

THE OHIO STATE UNIVERSITY COLLEGE OF MEDICINE

Ross Mangum is a third-year medical student at The Ohio State University College of Medicine. He received a bachelor of science in neuroscience from Brigham Young University. His research interests include the development of novel therapeutic techniques that target the cancer stem cell population in malignant tumors such as glioblastoma multiforme. He is a proponent of the incorporation of literature and the humanities into the more scientifically and medically focused fields. As an undergraduate student, he worked as a tutor helping students from scientific disciplines develop their writing skills. While in

medical school, he has actively participated in a group employing narrative medicine techniques to further understand the role of the modern physician and to improve the quality of patient care.

Ruth Margalit, MD

UNIVERSITY OF NEBRASKA MEDICAL CENTER, COLLEGE OF PUBLIC HEALTH, SERVICE LEARNING ACADEMY

Dr. Ruth Margalit is a family physician, an associate professor in the Department of Health Promotion Social and Behavioral Science at the University of Nebraska Medical Center, and founding director of the Inter-Professional Service Learning Academy (IPSLA). The IPSLA provides guidance and responsibility for a whole array of service learning projects in the Omaha community and the surrounding areas, including individual projects, class projects, student-run legacy projects (e.g. Finding a Voice—art with the homeless, Bridge to Care—refugee health, EMPOWER—care for domestic violence victims, Do JuSTIce—Jail—STI project), as well as short-term community engagement activities. Students engaged with these projects develop community engagement skills and awareness for social justice. Dr. Margalit's research interests include physician-patient relationships, care for the underserved, and reduction of health disparities. Her current clinical service is at the Siena/Francis House homeless shelter clinic and the OneWorld Community Health Center.

Irène Mathieu, BA

VANDERBILT UNIVERSITY SCHOOL OF MEDICINE

Irène Mathieu is a writer and third-year medical student currently living in Nashville, TN, where she attends Vanderbilt University. Irène studied international relations at the College of William & Mary and graduated in 2009. She spent a year in the Dominican Republic as a Fulbright Fellow before beginning her medical education. She is interested in the impact of structural and social environments on health behavior in underserved communities, particularly in the context of migration/urbanization and chronic disease prevention. At Vanderbilt, she co-founded the student organization Health Justice Council, reflecting her interest in social justice activism in medical education. Irène's previous publications include poems, essays, painting, and photography in *Tabula Rasa*, the *Lindenwood Review*, the *Caribbean Writer*, *Muzzle Magazine*, *Damselfly Press*, *Sole Literary Journal*, *Protest Poems*, *Magnapoets*, *34th Parallel*, *Hinchas de Poesia*, *OVS Magazine*, the *Meadowland Review*, *Extract(s)*, *qarrtsiluni*, and *Haven Magazine*, among others. In 2011, she was nominated for a Pushcart Prize, and she has been a finalist in several literary contests.

Kyle McAndrews

METRO COMMUNITY COLLEGE OMAHA, NE

Kyle McAndrews serves as the Finding a Voice Creative Workshop coordinator and believes that one of the most amazing things that he has seen during his time with Finding a Voice is the potential for ideas to become reality through hard work and dedication. Chris Leet and Jerry Neal had the idea to offer guests at the Siena/Francis House an opportunity to express themselves in a safe environment through the arts. This idea now comes to life every Saturday night at the shelter during the Artists in Recovery workshop. At the workshop, people from all walks of life come together with the sole purpose of creating art and relaxing. Kyle reflects that witnessing such an idea come to life has been amazing. Seeing this workshop make a difference in the lives of those who are at the shelter makes it even more meaningful.

Lisa McKhann, MA

PROJECT LULU

Lisa McKhann is a writer and artist whose experience with ovarian cancer prompted her to design an online journaling site. She serves as founding director of the nonprofit Project Lulu, which offers "reflecting pools" to individuals and groups wishing to process issues through first-person writings and

optional participatory arts events. McKhann's publications, performances, and teaching often cross media, using different art forms.

Tom McNalley, MD

UNIVERSITY OF WASHINGTON

As director of the Chronic Care Clerkship for fourth-year medical students at the University of Washington, Dr. McNalley develops and implements curricula to teach about disabling and life-limiting conditions and supervises faculty development in rehabilitation medicine, chronic pain, geriatrics, and palliative care. Dr. McNalley earned his medical degree from the University of Iowa in 2004. He has also published poetry and nonfiction.

Neil Mehta, MBBS, MS

CLEVELAND CLINIC LERNER COLLEGE OF MEDICINE OF CASE WESTERN RESERVE UNIVERSITY

Dr. Mehta is a staff physician in the Medicine Institute at the Cleveland Clinic, where he practices internal medicine and serves as a primary care provider and a clinical preceptor for medical students and residents. His main area of interest is the application of technology in pedagogy, especially in the education of students, residents, and physicians. He is exploring the use of social media in medical education and is the project lead for teaching IBM Watson medicine at the Cleveland Clinic Lerner College of Medicine. He directs online training at the Cleveland Clinic and also serves as web editor for the *Journal of General Internal Medicine*.

Elaina Meier, MA

COLUMBIA ST. MARY'S REGIONAL BURN UNIT SOAR PROGRAM

Elaina Meier is a trained peer support counselor for the burn unit at Columbia St. Mary's and a moderator for the Phoenix Society for Burn Survivors' national online peer support group. Meier is a high school social studies and journalism teacher in the metro Milwaukee area. She has an MA in English with a writing concentration and is finishing coursework in clinical mental health studies in pursuit of an LPC. She is active in advocacy work for a number of at-risk populations and has pursued the use of writing for healing and writing for advocacy for those recovering from trauma.

Virginia Morrell

LUTHER COLLEGE

Virginia Morrell is a senior at Luther College with majors in nursing and English. She is currently a student nurse at the Mayo Clinic. While volunteering for several years at a hospital sparked her interest in a healthcare-related field, Virginia is still exploring career options upon completion of her undergraduate degree. When not at school, Virginia works as a student nurse at a summer camp.

Samyukta Mullangi

HARVARD MEDICAL SCHOOL

Samyukta Mullangi is a third-year student at Harvard Medical School and a graduate of Emory University, where she studied biology and creative writing. A recent immigrant from India, she has interests in fiction and narrative medicine, and freelances for the *Scientific American* online magazine.

Shelby Myers-Verhage, MAT

KIRKWOOD COMMUNITY COLLEGE

Shelby Myers-Verhage teaches composition courses and developmental reading and writing at Kirkwood Community College's Iowa City campus. She earned her MAT in English education from the University of Iowa and is pursuing a second MA in developmental reading. After over a decade of teaching language arts in public schools and a few years of teaching pre-service teachers at the university level, she joined the Kirkwood faculty full-time in 2005. She was awarded the NISOD Excellence in Teaching Award in 2008, the Kirkwood Difference Award in 2011, the University of Iowa Teaching and Learning Accomplishment Award in 2011, and the Kirkwood Endowed Chair Research Award in 2012. Her teaching interests include the use of portfolios as learning tools, the power of story in writing and reading, learning beyond the classroom, and helping novice writers find their voices through writing.

Jeremiah Neal

INDEPENDENT ARTIST

Jerry has had a passion for art from a very early age. As an adult, Jerry found himself in the throes of addiction and ended up being homeless for a number of years. Jerry has had an opportunity to rekindle his drive—in art as well as life—and is now working hard to share this newfound joy. Jerry works with a number of people through the Finding a Voice program who have had similar life experiences and is able to be an example of what you can do once you set your mind to it.

Amy Nolan, PhD

WARTBURG COLLEGE

Born, raised, and educated in Michigan, Amy Nolan is currently an associate professor of English at Wartburg College in Waverly, Iowa, where she teaches creative writing, composition, literature, the graphic novel, and film. She has published both creative nonfiction and scholarly essays, including "Seeing is Digesting: Labyrinths of Historical Ruin in Stanley Kubrick's *The Shining*," which appears in the peer-reviewed journal *Cultural Critique* (Issue 77, 2011). Her most recent publication, a creative nonfiction essay titled "Working for the Devil," is in the *Examined Life Journal* of the University of Iowa Carver College of Medicine (Fall 2012). "A New Myth to Live By: The Graphic World of Kathy Acker" appears in the peer-reviewed journal *Critique: Studies in Contemporary Fiction* (May 2012). Her essay, "The Anorexic Logic of *American Psycho*," was published in *Bright Lights Film Journal* in 2007. In 2009, her personal essay, "Close to the Bones," was published in the *Bellevue Literary Review* and was awarded an honorable mention in the Carter V. Cooper Prize contest.

Margaret Nolan, MD

MAYO CLINIC ROCHESTER

Maggie is a first-year family medicine resident at the Mayo Clinic in Rochester. She has focused on the humanities in medicine, specifically poetry, during her clinical training thus far and hopes to develop a career that combines public health and medical journalism.

Rita Paskowitz, BA

PROFESSIONAL STORYTELLER

Rita Paskowitz, a professional storyteller, received her bachelor of arts degree from the University of Nebraska at Omaha. Rita has a variety of experiences in program design and teaching across Nebraska and Iowa. Her facilitation and training expertise has been featured at the Great Plains Public Health Leadership

Institute, the Certified Public Managers Institute, Creative Healing, and the Ted E. Bear Hollow/Center for Grieving Children and Teens. In addition, Rita is the Finding a Voice Creative Workshop facilitator and works to engage both homeless guests and health profession students through creative expression.

Anthony Perez, MHA

RETURN ON LEARNING COACHING

Anthony “Tony” Perez, CEO and President, Return on Learning Coaching®, is a certified coach and consultant focusing on executive leadership and professional development, change management, and organizational development. Tony’s business experience resonates with his clients because he connects and understands the challenge of transitioning organizations through complex changes. His experience includes being CEO of Safety Syringes, Inc., where he raised venture capital, designed, patented, manufactured, and marketed an FDA-approved product line from original concept. Tony has over 30 years of private industry experience, including working with Ford Aerospace, Mattel Electronics, Imagic, Fujitsu Microelectronics, and Smith Barney. Working with boards of directors, CEOs, and key employees, Tony coaches and consults with clients individually or in groups as they face major transitions. He is certified in several professional tools: Emotional Intelligence by Learning in Action Technologies, Inc.; Zenger-Folkman 360Assessment; Shame-Resilience Training by Connections; and iOpener’s People and Performance Measurement.

Susan Perrow, MEd

WWW.HEALINGSTORIES.COM

Susan Perrow (M.Ed) has 30 years of experience (nationally and internationally) in teaching, teacher training, storytelling, and parent education and 12 years experience (nationally and internationally) running workshops for health professionals, including psychologists, therapists, school counselors, doctors, and social workers. In 2000, she developed the first storytelling course for an Australian University at Southern Cross, Lismore, NSW, and in 2001 she completed a Masters Research on storytelling in african teacher training in post-apartheid South Africa. She has been funded by the Australian government to pilot creative courses and resources for children (0-12 yrs.) with challenging behavior. In 2008, she wrote a resource book, *Healing Stories for Challenging Behaviour*, published by Hawthorn Press (UK), now translated into several languages, including Chinese, Korean, Portuguese, and Croatian. She is the author of *Therapeutic Storytelling:: 101 Healing Stories for Children*, published by Hawthorn Press (UK, 2012), an authoritative guide to an emerging new field of therapeutic storytelling for children and adults.

Adam Possner, MD

THE GEORGE WASHINGTON UNIVERSITY

Dr. Possner directs the Clinical Apprenticeship Program (CAP) at GW, which matches first-year medical students with clinicians so that they can practice their nascent clinical skills. He also serves as faculty advisor for a house staff-run humanities magazine, and he writes medicine-oriented poetry, with pieces published in *JAMA*, *Neurology*, *Blood*, and several other journals.

James Price, BS

THE OHIO STATE UNIVERSITY COLLEGE OF MEDICINE

James Price is a third-year medical student at The Ohio State University College of Medicine. Originally from Utah, he received a bachelor of science in medical laboratory sciences from Weber State University. He has been involved in a variety of research endeavors, including a recent publication evaluating injuries to workers with disabilities. Although most of his educational pursuits have focused on the biological sciences, he has recently gained more interest in the interaction between literature and medicine by being

an active participant in the new program From the Page to the Bedside. He will easily admit that his background in the arts and humanities is somewhat limited, but even as a student focused on the sciences, he has come to realize that the human aspect of medicine must not be neglected.

Kathryn Rhett, MFA

GETTYSBURG COLLEGE

Kathryn Rhett is the author of *Near Breathing*, a memoir, and editor of *Survival Stories: Memoirs of Crisis*. Her poems and essays appear in *Harvard Review*, *Michigan Quarterly Review*, the *New York Times*, and elsewhere; and her essays have been selected three times as Notable Essays for the series Best American Essays. She teaches creative writing as an associate professor at Gettysburg College and as a faculty member of the MFA program at Queens University of Charlotte.

Laura Rice-Oeschger, MSW

UNIVERSITY OF MICHIGAN HEALTH SYSTEM

Laura Rice-Oeschger has served the memory loss community since 1997 as a clinical social worker and dementia specialist in a variety of capacities. She develops wellness programs for adults living with memory loss and their care partners at the University of Michigan Alzheimer's Disease Center and the University of Michigan Geriatrics Center Silver Club Programs.

Marcy Rosenbaum, PhD

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

Marcy Rosenbaum is an associate professor of family medicine and faculty development consultant in the Office of Consultation and Research in Medical Education at the University of Iowa Carver College of Medicine. She teaches, conducts research and publishes in the areas of clinician-patient communication and medical education in the US and in Europe. She also directs several comprehensive faculty development programs and serves as one of the primary faculty members for the UI Masters in Medical Education Degree Program. She has been a mentor for students in the Humanities Distinction Track at the University of Iowa. She has also produced creative works, including a play and documentary film, focusing on patients' experiences with cancer.

Aliye Runyan, MD

AMERICAN MEDICAL STUDENT ASSOCIATION

Aliye Runyan is a 2012 graduate of the University of Miami Miller School of Medicine. She hails from St. Petersburg, Florida, and now lives in Sterling, VA, where she works as the Education and Research Fellow for the American Medical Student Association (AMSA). Aliye has held national AMSA coordinator positions within the Humanistic Medicine, Wellness and Student Life, Medical Professionalism, and Medical Education action committees, and was the most recent national chair of the Medical Education team. She is the founder, and director from 2008-2011, of the AMSA Medical Humanities Scholars Program. With guidance and inspiration from her leadership roles, she successfully implemented the Ethics and Humanities Pathway at the University of Miami with students and faculty and coordinated the first-ever Florida medical school-wide ethics and humanities student conference this past May at the University of South Florida, in partnership with USF and UM-Miller faculty.

Ralph Savarese, PhD

DUKE UNIVERSITY

Ralph James Savarese is the author of *Reasonable People: A Memoir of Autism and Adoption*, which *Newsweek* called “a real life love story and a passionate manifesto for the rights of people with neurological disabilities.” It was featured on CNN, ABC, and NPR. Savarese teaches literature, creative writing, and disability studies at Grinnell College, although this year he is on fellowship at the Institute for Brain Sciences at Duke University, where he has joined the neurohumanities research group. The winner of a National Endowment for the Humanities fellowship, he has published creative work in *Fourth Genre*, *Ploughshares*, *New England Review*, *Southwest Review*, *Sewanee Review*, the *L.A. Times*, the *Houston Chronicle*, the *Atlanta Journal Constitution*, and other venues. He has also co-edited a special issue of *Seneca Review* entitled “The Lyrical Body,” and two collections of essays, *Papa, PhD* and *Autism and the Concept of Neurodiversity*.

David Shaha, BA

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

I am a fourth year medical student at the University of Iowa Carver College of Medicine completing the Humanities Distinction Track. Writing has always been a way for me to process my experiences and never more so than as a medical student. I majored in English at Brigham Young University where I met my wife. We have a daughter who is almost 2 years old. I'll begin a residency program in Family Medicine with the US Army at Fort Belvoir, Virginia beginning in July.

Bryan Sisk, BS

CLEVELAND CLINIC LERNER COLLEGE OF MEDICINE OF CASE WESTERN RESERVE UNIVERSITY

Bryan Sisk is a medical student at the Cleveland Clinic Lerner College of Medicine at Case Western Reserve University (CCLCM), where he is pursuing a career in academic pediatric medicine. His undergraduate training was in biochemistry at the University of Missouri–Columbia. He is an avid musician and writer, and is the author of the book *A Lasting Effect: Reflections on Music and Medicine*, which highlights his experiences playing guitar for sick children in the hospital during medical school. Additionally, he was the founder and editor of *Stethos: Medical Humanities Journal of CCLCM* and is the associate editor of the *Journal of General Internal Medicine's* internet humanities section, “The Living Hand” (in progress). His prose and poetry have been published in several humanities journals, including the *Examined Life Journal*, *Hektoen International*, *Yale Journal for the Humanities in Medicine*, *Burning Word*, *Texas Heart Institute Journal*—“Peabody's Corner,” *Journal of General Internal Medicine*, *Miser Magazine* (forthcoming), and *Stethos*.

Maura Spiegel, PhD

PROGRAM IN NARRATIVE MEDICINE, COLUMBIA UNIVERSITY

Maura Spiegel has a joint appointment at Columbia University and Barnard College where she teaches literature, film and American Studies. As Associate director of the Program for Narrative Medicine at Columbia College of Physicians and Surgeons, she teaches film to second-year medical students as well as graduate students in the Master of Science Program in Narrative Medicine at Columbia. She co-authored *The Grim Reader: Writings on Death, Dying and Living On* (Anchor/Doubleday), *The Breast Book: An Intimate and Curious History* (Workman), which was a Book-of-the-Month Club-Quality Paperbacks selection; she has recently edited and introduced new editions of Upton Sinclair's *The Jungle* and Edgar Rice Burroughs' *Tarzan of the Apes* for the Barnes & Noble Classics Series. With Rita Charon, MD, PhD, she co-edited the journal *Literature and Medicine* (Johns Hopkins University Press) for seven years. She

has written for *The New York Times* and *Newsday*, and has published articles and essays on many topics. She is currently writing a book on the life of Sidney Lumet (St. Martin's Press).

Cassie Starback, LMSW

UNIVERSITY OF MICHIGAN HEALTH SYSTEM

Cassie Starback, LMSW, is the administrator for the Michigan Alzheimer's Disease Center at the University of Michigan Health System. She is an advocate for enhancing wellness for people affected by memory loss or dementia through creative expression.

James Stubenrauch, MFA

CENTER FOR HEALTH, MEDIA & POLICY, HUNTER COLLEGE

James Stubenrauch teaches writing at the Hunter-Bellevue School of Nursing and is the co-founder of the Narratives of Caregiving program at the Hunter College Center for Health, Media & Policy, where he is a senior fellow. He holds an MFA from the Writing Division at Columbia University.

Working Group Theatre

WORKING GROUP THEATRE

Iowa City-based Working Group Theatre's original plays, events, and educational programs are created in collaboration with artists and community partners to engage a diverse audience and present the untold stories in the world around us. They seek to involve their audience in the stories as commentators and collaborators and reach out to new audiences by eliminating the social and economic barriers to theatre attendance.

Jude Treder-Wolff, MSW

LIFESTAGE, INC.

Jude Treder-Wolff is a writer, performer, trainer, and psychotherapist who designs and facilitates professional and personal development workshops for corporate, not-for-profit, and educational organizations. She is currently performing *Crazytown: My First Psychopath*, her comedy/storytelling show with original songs, at the Actors Workshop Theater in New York.

John A. Vaughn, MD

THE OHIO STATE UNIVERSITY COLLEGE OF MEDICINE

John A. Vaughn, MD, is the senior manager of academic engagement, Student Health Services, and a clinical assistant professor in the Department of Family Medicine at The Ohio State University. In addition to his clinical work, he has implemented various story-based outreach and engagement initiatives designed to better integrate Student Health Services into the academic life of the university. He is building a narrative medicine curriculum at The Ohio State University, including courses at both the undergraduate and medical school level. His award-winning writing on the doctor-patient relationship has been published in multiple national media outlets and anthologized in a college composition and rhetoric textbook. He has developed and manages a social media platform for The Ohio State University Student Health Services and serves as executive editor of the *Journal of American College Health*.

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 these pursuits integral to both his life and teaching. In 2007, he suffered a sudden cardiac arrest at home and was one of the lucky five percent 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 October, Survive and Thrive: Start with the Heart. His main memorandum to survivors of trauma through illness or injury is “survive and thrive.”

Laura Vinson, MPH

UNIVERSITY OF NEBRASKA MEDICAL CENTER, COLLEGE OF PUBLIC HEALTH, SERVICE LEARNING ACADEMY

Laura Vinson is the Inter-Professional Service Learning Academy Coordinator at the University of Nebraska Medical Center. She helps coordinate service learning activities for health profession students, including development of service learning/capstone experiences, ongoing legacy projects with underserved populations, and partnerships within the community. Laura previously engaged homeless guests and addicts at the Siena/Francis House while assessing their health needs and barriers to the utilization of health care services. Through those opportunities, Laura joined the Finding a Voice program, now assisting with program needs and development.



The Obermann Center for Advanced Studies
is dedicated to advancing the research mission
of the University of Iowa by encouraging innovation,
crossdisciplinary exchange of ideas, imaginative
collaborations, and engagement with our
local and global communities.