

The Examined Life

CONFERENCE WRITING, HUMANITIES,
AND THE ART OF MEDICINE

APRIL 10-12, 2014
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, *Rad the Magic Dragon*, is by Dale Phelps, an orthopedic surgeon from Waterloo Iowa. He said of them: “This series of woodblock prints concerns visualization during meditation for the treatment of cancer. I have been living with prostate cancer since 1993 but it has recently increased its activity. Along with traditional medical treatments I have been utilizing guided imagery in meditation. I produced these images to help me with visualization during imaging. With this and other modalities I have brought my cancer under reasonable control.” In 2009 Dr. Phelps lost his battle with cancer.

The back cover image was photographed by UI medical student Sarah Estrin.

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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moved mountains,
he is phenomenal.”

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Writing, Humanities, and the Art of Medicine

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Put **#telctestify** in the subject line.

Watch for them on the screens!

THE EXAMINED LIFE: WRITING, HUMANITIES AND THE ART OF MEDICINE

Thursday, April 10, 2014

7:30 — 8:30	Registration, coffee and pastries	MERF Atrium
8:30 — 9:45	Welcome To kick off the 2014 conference we'll introduce the Spring 2014 issue of <i>The Examined Life Journal</i> , and hear readings from selected works	MERF 2117
10 — 11:15	<i>The Physician-Journalist [Discussion forum]</i>	MERF 2126
Session 1	Judy Polumbaum, PhD, University of Iowa Americans increasingly learn about medical issues via news media. This presentation examines the rise of the physician-journalist and his/her varied incarnations; offers a historic and contemporary inventory of physicians who contribute to forums for general audiences; and analyzes the varieties of physician-journalists today, from masters of the medical writing craft who remain medical practitioners to those who have become first and foremost media celebrities. Participants will learn about prospects and problems arising from combinations of two very different sorts of careers. They will also develop strategies for interpreting and assessing the work of physician journalists, past and present.	
10 — 11:15	<i>Stethos, a Medical Humanities Journal, as a Tool for Interprofessional Dialogue [Discussion forum]</i>	MERF 1117
Session 1	Janine Bernardo, BS, BA, Cleveland Clinic Lerner College of Medicine; Rachel Elkin, BS, Cleveland Clinic Lerner College of Medicine; Richard Prayson, MD, Cleveland Clinic Lerner College of Medicine There is growing evidence supporting the role of interprofessional education in improving the quality of patient care. Most health care professions' curricula have limited opportunities for interdisciplinary collaboration. In order to foster interprofessional collaboration, <i>Stethos</i> , the student-founded and run humanities journal of the Cleveland Clinic Lerner College of Medicine, expanded its 2013 edition to include works from physicians, nurses, nursing students, and patients. The present study seeks to evaluate the impact that <i>Stethos</i> had on individuals who contributed to the 2013 issue through an anonymized survey. Through qualitative thematic analysis, we will explore the motivations of participants for submitting pieces, as well as their perceived benefits from reading other submissions, particularly those from other disciplines. We hypothesize that a medical humanities journal such as <i>Stethos</i> can serve as an unique vehicle to facilitate the sharing of health care experiences and perspectives among health care workers and their patients. Participants will analyze and share in the lessons learned throughout the evolution of <i>Stethos</i> and gain greater understanding of its potential	

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uses in interprofessional education. We hope that participants will discuss ideas on expansion and evaluation of the journal as a means to promote the humanities among medical personnel and patients.

10 — 11:15

Session 1

Writing Our World: Creating Narratives for Social Justice [Workshop]

MERF 2166

Irène Mathieu, BA, Vanderbilt University; Michelle Munyikwa, BS, University of Pennsylvania

The written word is powerful. Carefully used, it may embolden us to action. As health care providers, we have the opportunity, even duty, to speak out about the effects of social injustice on human health and well-being. As witnesses to the physical and emotional effects of many forms of injustice, we are privileged not only to heal with compassion, but also to advocate passionately. During this session we will reflect upon successful advocacy writing. We will consider the impact of stories and how narrative and poetry can effect change. Together, we will explore what obligations we have towards those whose stories we tell and how we might ethically write about the experiences of others. We will practice writing for change through the use of short prompts and exercises.

Participants will identify components of successful advocacy writing and have the opportunity to practice using personal experiences to write about social issues. They will also be able to discuss the ethical issues surrounding writing for change.

10 — 11:15

Session 1

A New Concept for Finding Meaning in Medicine: Medical College of Wisconsin's Resident-Driven Initiative [Panel discussion]

MERF 2117

Brittany Bettendorf, MD, Medical College of Wisconsin; Kelly Curran, MD, MA, Medical College of Wisconsin; Nicholas Yared, MD, Medical College of Wisconsin; Laura, Nichols, MD, Medical College of Wisconsin

Residency is a chaotic time for doctors-in-training, as they are striving to keep up with the busy pace of the hospital while constantly sifting through complex clinical and emotional patient encounters. Despite this challenge, most residencies lack a forum for processing and reflecting on difficult situations. Finding Meaning in Medicine is a discussion group concept developed by Rachel Naomi Remen that can be launched anywhere using the resources available on the Institute for the Study of Health and Illness website. We founded a resident-driven initiative at the Medical College of Wisconsin to promote humanism and well-being amongst residents and adapted Remen's platform to fit our group's unique demands. The goal of this workshop is to present our interpretation of Finding Meaning in Medicine for residents, expose others to the concept of a resident-driven reflective forum, and to inspire participants to adapt similar programs at their institutions.

Participants will listen to and analyze a short, de-identified recording

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	selection from a Finding Meaning in Medicine session; simulate a brief dialogue similar to what might occur at a meeting; discuss the benefits and potential barriers of implementing such a group among residents at other institutions; and network with other professionals who share a similar passion for reflective medical practice.	
10 — 11:15 Session 1	<p><i>Critical Decisions: The Influence of Story on Health Policy [Discussion forum]</i></p> <p>Elizabeth Patton, MD, MPhil, University of Michigan, Robert Wood Johnson Foundation Clinical Scholars Program; Justin List, MD, MAR, University of Michigan, Robert Wood Johnson Foundation Clinical Scholars Program</p> <p>We live and work in a society where health care and policy are a constant presence throughout media. Yet unlike foreign or military policy, which may seem far removed from everyday experience, the manifestations of health policy affect us all intimately. All of us are patients and many of us here care for patients. The importance of narrative at the personal level of medicine for patients, families, and providers is well established. How different narratives play out and how much impact they have may be less clear. What narratives and stories can we point to that drive health policy at a larger scale? How do narratives influence critical health policy decisions? Whose narrative gets heard and why? Do narratives always influence policy “for the good”?</p> <p>Participants will explore the role of narratives in influencing health policy using examples drawn from various media. Participants will develop a framework to critically evaluate narratives relating to health policy topics. They will also discuss how health care professionals might contribute personal and patient narratives to educate and advance change in policy. Ultimately, participants will leave the discussion better prepared to use narrative to influence health policy at a variety of levels of administration and governance.</p>	MERF 5181
11:15 — 12:30	<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 — 12:30	<i>Lunch</i>	MERF Atrium
12:45 — 2	<p><i>Adventures in Storytelling: Using Stories to Improve Health and Health Care [Featured presentation]</i></p> <p>Louise Aronson, MD, UCSF</p> <p>50 minutes. 5 types of stories. 5 tips for telling medical stories. 1 call to action. In this multimedia presentation, we’ll consider how fiction,</p>	<p>MERF 2117</p> <p>This session is free and open to the general public.</p>

non-fiction, borrowed stories, personal stories, and patient stories can be used for narrative advocacy, bearing witness, learning, teaching, and improving health and health care.

Participants will discuss the roles of stories in changing hearts, minds, and behaviors. They will also be able to list 5 tools for telling stories that inspire, persuade, and move the public and general medical audiences.

2:15 — 3:30

Session 2

The Lived Experience of Mental Health Conditions: What's Verse Got to Do with It? [Discussion forum]

MERF 2189

Mark Bauer, MD, VA Boston Healthcare System and Harvard Medical School

The current epoch in mental health is one of tremendous advance in imaging, genetics, psychopharmacology, and nosologic research. In this tumultuous and highly complex time, does poetry have anything of import to contribute? How could the written and spoken word by nonprofessionals add anything substantive to our knowledge of mental health conditions? This session proposes that a vital understanding of mental health conditions is found across centuries of poetry and that in fact we cannot comprehend and effectively treat such conditions without the understanding that poetry, and related literary arts, can bring. Links are drawn between the study of poetry from this perspective and modern day tenets of recovery as articulated by SAMHSA and other policymaking bodies. Audience discussion is seeded by examples from the presenter's anthology, *A Mind Apart* (Oxford University Press), and participants will explore relevance to treatment, research, and training the next generation of mental health clinicians.

Participants will recognize themes in poetry from across several centuries that are relevant to a modern biopsychosocial understanding of mental health conditions. Participants will also actively discuss and even contribute favorite poems of their own or other's experience of mental health conditions. Come prepared to share!

2:15 — 3:30

Session 2

Transformations: Transcripts to Poetic Representations [Discussion forum]

MERF 5181

Margaret Simmons, PhD, Monash University

Faced with pages of interview transcripts, researchers are entitled to feel both excited by the potentialities of the data but daunted because the process of transforming that data into something 'readable' can seem challenging. This presentation shows how I transformed transcripts into poetic representations which helped me understand and analyze older women's stories of leaving home through British WWII evacuation and Australian postwar immigration. Analysis of the data begins with the transformative act itself because this mode of representing stories highlights salient points, illustrating repetitions, hesitations and emphases. Devising my own rules, I show how I produced poetic representations and commenced the analytical

process. Undertaking the construction of poems to analyze data might appeal to other qualitative researchers in the sociological, health, and aging fields who are feeling overwhelmed with the weight of their data or who might simply be seeking an attractive and alternative method of data representation.

Participants will understand the use of poetic representation as a tool of analysis and begin to apply it to their own analysis in the qualitative research field. They will achieve a sense of how memory works in terms of narrative and story-telling, how memory can shift, and how memories are constructed and reconstructed.

2:15 — 3:30

Session 2

(dis)ability: Exploring the Mind and Body Through Creative Narrative [Panel discussion]

MERF 2117

Caitlin Ray, BA, University of Nebraska at Omaha; Sam Chesters, BA, University of Nebraska at Omaha; Zach Jacobs, BA, University of Nebraska at Omaha; Meg, Marquardt, MA, University of Nebraska at Omaha

In this panel, three English graduate students will explore the thematic intersections of their work when writing about physical and mental disability. From divergent perspectives, participants will hear narratives regarding the relationship between patients, families, and healthcare providers. Through storytelling and thoughtful reflection, presenters will explore their different roles, each commenting on human experiences within the medical field. Moderated by Meg Marquardt, each presenter will give a short reading followed by a discussion between participants and panelists. Sam Chesters will examine her experience as a caregiver in the aftermath of her father's massive heart attack. Caitlin Ray will then detail her diagnosis with the autoimmune disorder dermatomyositis and the resulting fallout. Finally, Zach Jacobs will discuss mental disability and his ensuing struggle to find adequate treatment for his clinical depression.

Participants will discuss the three readings that comment on experiences with disability and the medical field. Presenters will challenge the participants to think about the intersections of age, ability, and society, allowing them to question their own assumptions.

2:15 — 3:30

Session 2

Writing as Laparotomy [Workshop]

MERF 1117

Rachel Hammer, MFA, Mayo Clinic; Linda Drozdowicz, BA, Mayo Clinic

Laparotomy as a state of mind is an asset in medical school. One of the most important decisions medical students will face in their four years of undergraduate medical training is which residency program to pursue. This session involves a careful dissection of the dreaded personal essay – the statement each medical student must write on their own behalf when they apply for residency - a fascinating (and sometimes literary) genre all its own. The personal statement, rather than a dreaded assignment, can be a fascinating opportunity for introspection and self-discovery. With surgical and psychiatric

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correlates, we shall provide instructional pearls on how to advise students to approach revision as professional laparotomy. In the practice of creative nonfiction, writers strive to capture personal experience and then experiment in the construction of narrative truth, from which, perhaps, a desired future can be imagined, and self as narrator can be known.

Participants will and are encouraged to bring personal statements, their own or otherwise, to the workshop. The session will involve a short presentation on the anatomy of a personal statement, including several examples. We shall discuss healthy anatomical variation of the personal statement and strategies for writing and revision from the perspective of a medical school dean of admissions and medical students in their third and fourth years of study.

2:15 — 3:30

Session 2

How to Survive and Thrive in Medical School, Residency and Beyond [Workshop]

MERF 2166

David Thoele, MD, Advocate Children's Hospital; Elizabeth Wollensak, DO, Advocate Children's Hospital

The medical profession, with its many rewards and challenges, is like a giant fraternity/sorority: tough to get into and involving a long, elaborate hazing process (medical school, residency, fellowship). Clinicians are taught to recognize, diagnose, and treat disease, but little time is devoted to understanding their own stress and taking care of themselves. In this interactive writing/movement workshop, participants will explore aspects of working in the medical profession, practice stress reduction techniques, and participate in creative writing exercises. We will learn to use writing and relaxation as tools to process stressful situations, and create health for ourselves and our patients. Participants will be invited to share their writing and will learn how to create and lead similar workshops for their own institution, with discussion of this and handouts provided.

Participants will learn how journaling, creative writing, and relaxation are important tools for creating wellness in the health care provider. Participants will fine tune their ability to reconnect with their own humanity, and that of their patients. By understanding their own feelings and experiences, participants will learn to survive and thrive in the medical arena, and ultimately be better care providers. Participants will learn how to lead a creative writing workshop in their own institutions or groups, which can be used with medical students, physicians, nurses, patients, and families.

3:45 — 5

Session 3

Art and Medicine: Partners through the Ages [Discussion forum]

Donna Hirst, MPH, MA, University of Iowa

“The activities of both physician and artist represent a best transcription of reality, the nearest approximation of the truth about a human being. Diagnosis and treatment, both artistic and medicinal, are bound to the thoughts and processes of a certain time

Hardin Library
John Martin
Rare Book
Room

Meet by the
registration
table. Group
will leave
at 3:50 pm.

and place...” —Richard S. Field. In the John Martin Rare Book Room twenty books published from 1493 to 1854 will be displayed highlighting the relationship between art and medicine over time. Artists, doctors, historians, etc. can look at and discuss the books and delve into the accuracies and questionable attributes of the illustrations. Andreas Vesalius’ *De Humani Corporis Fabrica* (1543), with its 171 plates, demonstrates beauty, accuracy, and lavish detail in its art. Govard Bidloo’s *Anatomica Humani Corporis* (1685) includes some of the finest illustrations of the Baroque period. Bernardino Genga’s *Anatomia per Uso et Intelligenza* (1691) contains magnificent full-page engraved plates intended primarily for painters and sculptors.

Participants will have first hand exposure to very rare medical books, analyze the illustrations, printing, and other bibliographic characteristics. Participants can participate in discussions across disciplines about the books on display.

3:45 — 5
Session 3

The Therapeutic Community as Skinner Box, Boys Town and Hogans' Heroes [Reading]

MERF 2189

Kevin Heldman, MA, The Big Roundtable

The Old School TC: shaved heads, digging your own grave outside, residents forced to wear diapers, donkey costumes, eating baby food, and sitting for weeks motionless on a wooden chair with no back. Entire generations of adolescent and adults went through these places (for decades) and the underlying philosophy is still in effect in some treatment facilities today. What really went on in these places has never been really told. I spent 2 years in these facilities as a teen. I tracked down my fellow residents, now adults, to see how they had fared and went back to the same facilities as a reporter. I published an in-depth piece on the subject. It's worth understanding the phenomenon and knowing what happened to so many when abuse (if it's called treatment) is justified, rationalized, allowed because staff, the industry, parents, educators would just tell themselves and everybody else that "we're helping them."

Participants will discuss and analyze the evolution of drug treatment and analyze and discuss the benefits and drawbacks of various treatment models. My recently published article (simultaneously published in the magazine *The Week*, <http://www.thebigroundtable.com/stories/purgatory/>) has been widely read and generated considerable praise from academia, the treatment and reform community, the recovery community, and the journalism industry.

Patient-Centered Care: Peeling Back the Layers of the Patient Experience [Reading]

MERF 2189

Sonia Sarkar, MPH, Health Leads

As the healthcare system evolves beyond simply providing 'care' to actually being on the hook for delivering 'health,' how will we ensure

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that we don't lose track of the constantly-shifting, rapidly-diversifying perspectives of patients and their loved ones? Specifically, how do we give voice not just to their bedside experiences and their sterile hospital encounters, but to the life joys and travails that shape their worlds? Poetry enables us to see past the label of patient and envision them fully as an individual; enables us to see past the buzzword of 'population health' and through to the communities where individuals live, learn, work, and play. This reading will spotlight the unique elements of the patient as they move from exam room to living room, captured through the glimpses of the many—the physician, the social worker, the resource connector, the caregiver, and the grief counselor—who touch that patient's journey.

Participants will discuss what it means for all patients to inhabit a healthcare system that addresses their true health needs—for example, the mother who takes three buses to get to the clinic, is prescribed antibiotics, and then must determine how she can find transportation to the pharmacy to pick up that prescription. Participants will assess how poetry can help us envision this system—by showcasing and bridging across diverse patient experiences, by capturing the full scope of what health means for each of us, and by weaving together the common elements of human experience with medicine.

Disordered: A Lyric Essay on Acquired Epileptic Aphasia **[Reading]**

MERF 2189

Christine Stewart, PhD, South Dakota State University

This piece of creative nonfiction explores a mother's attempt to understand what her seven-year-old son experiences when he loses his ability to understand and produce verbal language after being diagnosed with Landau Kleffner Syndrome (Acquired Epileptic Aphasia). "Disordered" was recently named the winner of *The Lindenwood Review* Lyric Essay Contest and will be published in 2014.

Participants will discuss a variety of LKS symptoms; describe the behavioral challenges children with LKS face; analyze the mother's context for her exploration of her own experiences with language difficulties; appreciate the segmented structure of lyric essay to reflect the content of the piece; appreciate the writing process as a way of developing meaning-making/reflection.

3:45 — 5
Session 3

Recess for writers: Writing as an outlet for clinicians **[Workshop]**

MERF 2166

Anne Sauri, DNP, Alexian Brothers Medical Center

Leave your technical writing behind—there will be no peer-reviewed journals or grant writing here! Come to this fast-paced writing workshop and elevate writing from a task to be completed to an adventure to be enjoyed. Participants will write six-word memoirs, create newspaper poetry, and author clinical “war stories.” They will

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examine their own pre-writing and writing processes, using techniques such as sketch-noting and mind mapping. We will discuss the utility of writing to reduce stress and trauma in the clinical arena, and review recent research from the fields of developmental creative writing, expressive writing, and self-authoring. Finally, clinicians will create their own plan for fitting creative writing into everyday life.

Participants will state the benefits of writing for reducing stress after traumatic events; explore Pennebaker's method of expressive writing and Nicholls' developmental creative writing as outlets for traumatic events; develop their own pre-writing process using techniques such as outlining or mind-mapping; develop steps to a personal writing process, including factors that assist in allowing the clinician to write as an outlet for stressful events; write a short piece in response to a prompt; review the benefits of the workshop process; and participate, as desired.

6 – 7

Reception

Sheraton Iowa City Ballroom, Downtown Iowa City

7:30 – 8:30

Far From the Tree: Parents, Children and the Search for Identity [Featured presentation]

Andrew Solomon, PhD, Jesus College

From the National Book Award-winning author of *The Noonday Demon: An Atlas of Depression* comes a monumental new work, a decade in the writing, about family. In *Far from the Tree*, Andrew Solomon tells the stories of parents who not only learn to deal with their exceptional children but also find profound meaning in doing so. Solomon's startling proposition is that diversity is what unites us all. He writes about families coping with deafness, dwarfism, Down syndrome, autism, schizophrenia, multiple severe disabilities, with children who are prodigies, who are conceived in rape, who become criminals, who are transgender. While each of these characteristics is potentially isolating, the experience of difference within families is universal, as are the triumphs of love Solomon documents in every chapter.

Sheraton Iowa City Ballroom, Downtown Iowa City

Conference guests must be seated by 7:15 pm in reserved seating. Unclaimed seats will be filled after that time. This session is free and open to the general public.

Friday, April 11, 2014

7:30 – 8:30

Coffee and pastries

MERF Atrium

8:30 – 9:45

Session 4

Literature and Narrative in Professional and Pre-professional Healthcare Education [Panel discussion]

Patrick Dolan, PhD, University of Iowa Rhetoric Department; Sarah Houssayni, MD, Kansas University Medical School, Wichita; Kathleen Spencer, PhD, Oakland University

MERF 2117

Each panelist uses narrative and literature in courses to enhance the

undergraduate and medical educations of students aspiring to careers in healthcare. Professor Spencer, a nurse and a poet, devised a course, “Literature in Health and Illness” for the Honors College at Oakland University in Rochester, Michigan, and will discuss the design and execution of this course. Dr. Dolan devised a service-learning course for the Honors Program and the Rhetoric Department at the University of Iowa, “Rhetorical Issues in Healthcare: Writing, Narrative and Medicine,” and will discuss the design of the course and the recruitment of community partners for the students’ service. Several of his students may read from their reflective writing in the course of his presentation. Dr. Houssayni leads a University of Kansas-Wichita interest group for medical students that encourages students to write and share narratives, leading to the composition of a personal statement framed as a narrative.

Participants will share their methods and experiences in group discussions/debriefing and take home a wider view of narrative medicine in different settings, as well as ways to integrate it/suggest it at their home institutions. Instructors, mentors, and students of all levels will benefit from this session.

8:30 — 9:45
Session 4

Building Character-Writing fiction to explore health behavior [Workshop]

MERF 2156

Lise Saffran, MPH, MFA, University of Missouri, Columbia; Michelle Teti, DrPH, University of Missouri, Columbia

This workshop will ask participants to consider how writing fiction might influence attitudes and beliefs toward the social determinants of health. Literary fiction has been shown to enhance readers’ ability to imagine the circumstances and inner lives of people unlike themselves and to consider multiple points of view (Kidd, Castano 2013). Creative writing workshops have also been employed to enhance doctor-patient communication (Reisman, Hansen, Rastegar 2006, Hatam, Ferrara 2001). The effect of creative writing on cultural competence and the attitudes and beliefs of health professionals toward the social determinants of health have not been widely studied. Participants in this workshop will engage in exercises in which they construct a character and write a scene featuring that character. Training will focus on character development, vivid language, and establishing conflict. Discussions on attitudes toward patients’ vulnerable life circumstances and consequent health behavior decisions will be conducted both before and after the exercises.

Participants will understand the building blocks of character-based fiction and scene, identify the parallels between imaginative work and cultural competence, and increase their use of the “colloquial and emotionally compelling language” that the Robert Wood Johnson Foundation describes as necessary in addressing the policy changes suggested by health disparities in its report *A New Way to Talk About the Social Determinants of Health* (RWJ 2010).

8:30 — 9:45	<i>Full-Spectrum Doula Support and Narrative Medicine [Discussion forum]</i>	MERF 2166
Session 4	<p>Annie Robinson, BA, Columbia University; Lauren Mitchell, MS, Columbia University</p> <p>Doulas - people who provide non-judgmental, non-medical support - are becoming more well known for their work on the fringes of medical care, providing emotional, physical, and informational support, most often during birth or death. The Doula Project in New York City is the first organization to normalize doula support throughout the spectrum of pregnancy, whether the outcome is birth, adoption, abortion, stillbirth, miscarriage, or perinatal loss. We currently work with providers in three different clinics in New York City, and have collectively worked with over 15,000 clients. We will discuss how narrative practice has influenced our trainings for activists and medical students in order to increase awareness and empathy, and as a means of supporting self-care in the face of emotionally draining work. We can answer questions about what it means to build or connect with an organization that uses our model of patient care and support.</p> <p>Participants will describe the broadening scope of doula practice; consider the support needed at the fringes of medical care; analyze the value of emotional, physical, and informational support from non-medical people during a medicalized experience; contemplate the need encourage adequate support for caregivers; join the full-spectrum doula movement happening nationwide rooted in the doula model of care.</p>	
8:30 — 9:45	<i>Poetry for Professionalism: Using Poetry Workshops as a Vehicle to Foster ACGME-mandated Competencies in Medical Resident Education [Discussion forum]</i>	MERF 5181
Session 4	<p>Doug Hester, MD, Vanderbilt University Medical Center; Stephen Harvey, MD, Vanderbilt University Medical Center</p> <p>The average anesthesiologist will spend more time with her anesthesia machine than with her family. During training, long hours in acute settings develop technical skills and sound judgment. However, in this clinical environment, little time remains for artistic endeavor. The OR, it appears, is yet another unwelcoming arena for the poet. Some medical educators, who achieved admission to medical school as "well-rounded" applicants, now recognize the imbalance medical training requires. To compensate, medical schools have begun incorporating the humanities into their undergraduate curricula. Extending this trend to graduate medical education, Vanderbilt University's Department of Anesthesiology developed a voluntary pilot program that uses the discussion of published poetry and subsequent brief writing exercises to foster professionalism via the literary interests of our junior colleagues. This forum will review our experience, but invite feedback, critique, and advice for using creative writing to teach professionalism at the resident level.</p> <p>Participants will review and discuss the Vanderbilt Anesthesiology</p>	

Program as a starting point, but will primarily discuss the use of creative writing as a developmental tool in the ACGME's competency requirements. Participants will explore the possibilities for the humanities in general to inform, educate, and mature physicians.

8:30 — 9:45
Session 4

The Challenge of Medical Humanities in Medical Education: Is It Essential in the Curriculum? [Discussion forum]

MERF 1117

Arthur Derse, MD, JD, Medical College of Wisconsin

The field of medical humanities has been an integral part of medical education in US and Canadian medical schools for many years. Yet, many medical schools still lack any formal medical humanities teaching in their curricula. In contrast, all medical schools must teach professionalism as a core competency and all medical schools teach medical ethics as a formal part of the curriculum. Can medical humanities be as essential to medical education as professionalism and medical ethics? This interactive discussion will relate the goals of medical humanities programs in medical schools to curricular requirements of professionalism and medical ethics. It will also analyze whether medical humanities can be an essential element of the medical school curriculum. The discussion leader will offer insight and experience from establishing and developing a medical humanities program in a free-standing medical school.

Participants will describe the goals of curricula in medical humanities and articulate reasons that would support medical humanities as an essential element of medical education; explain the interrelationship of professionalism and medical ethics with medical humanities; and describe the challenges of establishing medical humanities programs and curricular initiatives in the medical school.

10 — 11:15
Session 5

Tools of Engagement: The Use of The Creative Arts in Enhancing Community-Based Intervention and Translating Global Health Ideas Among Youth [Discussion forum]

MERF 2117

Leonard Moore, MS, University of Iowa

Community-based approaches to intervention are becoming increasingly popular within the field of public health. Research goals have shifted in an effort to empower community groups who have traditionally been marginalized. Active participation by community members is now encouraged in an attempt to help generate solutions to problems they may face. Both empowerment and involvement are essential when discussing community issues that are of importance to youth. When considering its role in the expression of ideas and dominant presence in the lives of today's youth, can the creative arts be utilized as a tool of engagement in community-based interventions aimed at incorporating this group? Whether through a collage of photographs chronicling teen pregnancy in urban America or an interpretative dance performance promoting HIV awareness in rural

Tanzania, this presentation shows how the arts can be used by youth as a powerful medium for translating global health topics within their communities.

Participants will understand the importance of addressing community health issues by incorporating youth in community-based intervention; discuss the role of creative arts as a means of engaging youth to participate in community-based research; and develop an awareness of how creative arts can be used to communicate health ideas.

10 — 11:15

Session 5

***The Art and Craft of Op-Eds and Narrative Essays
[Workshop]***

MERF 2156

Louise Aronson, MD, UCSF

Many of the key issues facing society today involve health and health care. Although op-eds and opinion essays are among the most effective ways of disseminating our knowledge and experience, only a tiny fraction of such articles are written by physicians. Moreover, medical and lay journals are increasingly publishing opinion essays and medical narratives, and these are among the most read sections of those publications. Health care providers have a unique perspective to advocate for patients and the medical profession, and doing so can increase their professional satisfaction and impact. After a brief didactic on narrative advocacy, we will read a newspaper op-ed, a perspectives essay from a medical journal, and a policy narrative highlighting secrets for success, the balance of story and data, and how to capitalize on your expertise. Participants will then pick a story/ topic and draft a lede/hook with volunteers sharing and getting feedback.

Participants will list options for narrative advocacy by health professionals in the lay press, medical press, and blogosphere; dissect an op-ed, policy, or perspectives article to identify key craft tools; and describe 5 strategies for success in health advocacy narratives.

10 — 11:15

Session 5

Engaging Your Audiences with Story: The Art and the Science [Workshop]

MERF 2166

Margaret Cary, MD, MBA, MPH, The Cary Institute

Why do we remember the story of the fox and the grapes, with its lesson, better than “envious disparagement of others”? Our brains are wired to listen to stories. Effective presentation skills are critical to effective storytelling. Learn how to connect with your audience with story and public speaking skills. Speakers will deliver their pre-selected five-minute presentation, receive critiques from participants and instructor, revise and re-present. Participants should prepare a three to five-minute presentation, a story that illustrates your message. Optional reading — *Don’t Be Such a Scientist* by Randy Olson; *The Story Factor: Inspiration, Influence and Persuasion through the Art of Storytelling* by Annette Simmons. If you’re really into storytelling — *Story: Style, Structure, Substance and the Principles of*

THE EXAMINED LIFE: WRITING, HUMANITIES AND THE ART OF MEDICINE

Screenwriting by Robert McKee.

Participants will learn the neuroscience of the value of storytelling in learning; analyze an effective presentation; develop an outline for an effective presentation; deliver, get feedback on, and “own” a five-minute story for presentation.

10 — 11:15

Session 5

Chronicling Childhood Cancer: Illuminating the Illness Experience through Narrative [Discussion forum]

MERF 5181

Trisha Paul, BS Candidate, University of Michigan

Illness narratives, especially those about cancer, have become increasingly prevalent. The experiences of childhood cancer in particular have mostly been written through another set of eyes such as by a physician or a parent, but rarely from a child’s own viewpoint. While some works confront childhood cancer retroactively, hardly any are written in the present; there seems to be a void of published narratives written by youth with cancer. At the University of Michigan C.S. Mott Children’s Hospital, this research enables pediatric oncology patients ages 8-21 to explore the mediums of writing, drawing, and/or speaking to express their individual experience with cancer. By participating in a book compilation of these narratives, patients have the chance to publish and share their stories with health professionals, loved ones, and other youth with cancer. This session will illuminate the intricacies of childhood cancer and explore how its invisible symptoms become apparent through narrative.

Participants will experience narratives created by children and adolescents living with cancer. We will discuss the methodology and the ethics involved in promoting life writing, especially amongst youth with illness. Participants will also consider the impact and importance of unheard illness narratives such as these, from the effects that reading and writing these narratives may have on patients to the interdisciplinary implications these narratives have for the fields of literature and medicine.

11:15 — 12:30

Poster Session/Book and Information Fair

MERF Atrium

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

11:45 — 12:30

Lunch

MERF Atrium

12:45 — 2	<i>Reflection, Resiliency, Humanism: Interactive Reflective Writing and Professional Identity Formation [Featured presentation]</i>	MERF 2117 This session is free and open to the general public.
	<p>Hedy S. Wald, PhD, Brown University</p> <p>An expanded perspective of health professions education focuses on the “being,” as well as “doing the work of” a health care professional. Reflection is key to promoting and enriching humanistic professional identity formation (PIF) in health professions education. Interactive reflective writing (IRW) can foster reflective skills necessary for PIF, guiding development of a mindful, compassionate, and competent practitioner. Within a PIF lifelong process, narrative reflection can contribute to well-being and resiliency and cultivate leadership qualities in faculty and students. Narrative reflective transformation...we’ll consider this and engage in a student’s exemplar reflective narrative as emerging skilled readers/responders, sharing the experience of co-creating stories of professional becoming.</p> <p>Participants will identify and value reflective capacity as a core component in health professions education and practice; and become knowledgeable about the role of IRW-enhanced reflective skills in supporting PIF with promoting learning from experience, emotional awareness, and meaning-making for students, teachers, and clinicians as lifelong learners.</p>	
2:15 — 3:30 Session 6	<i>How to Write with a Little Help from Your Friends [Discussion forum]</i>	MERF 5181
	<p>Alicia Demetropolis, MES, MS, LifeBridge Wellness Services, Inc.</p> <p>Our brains all work differently. I am a published writer and have a knack for the written word. I have written short stories that would make you laugh, cry, or yell at the ending, but can’t speak what is in my brain before I type the words. My eleven year old nephew, who is terminally bored in his private school for gifted children, is the opposite; he can expound verbally on any topic, but can’t put two sentences together on paper to start an essay. After I helped him write an assignment recently, my mind began to churn. Why should we limit ourselves with the belief that if we can’t translate our thoughts to words, we will never be a good writer? Many of us in the medical and health professions have stories to tell, and with a little help from our friends, we can get our words onto paper.</p> <p>Participants will discuss the process of finding the right writing partner, co-author or ghost writer, and how to develop a successful relationship with the right writer so that your stories may find an avenue to be heard and appreciated. Participants will be able to share their ideas and how finding a writing partner, co-author, or ghost writer, might help them give a voice to their stories. I will also provide some resource links to help people get started on the process.</p>	

THE EXAMINED LIFE: WRITING, HUMANITIES AND THE ART OF MEDICINE

2:15 — 3:30	<i>Writing for Literary Journals [Panel discussion]</i>	MERF 2117
Session 6	<p>Carol Scott-Conner, MD, PhD, University of Iowa Carver College of Medicine; Bruce Brown, MD, University of Iowa Hospitals and Clinics; Hugh Ferrer, MFA, University of Iowa; Gordon, Mennenga, MFA, Coe College; Jason T. Lewis, MFA, University of Iowa Carver College of Medicine</p> <p>Ever wonder how journal editors look at your work? Experienced writers/editors will share their perspectives on topics ranging from how they evaluate fiction and non-fiction manuscripts to how they put each issue together. Perspectives on starting a new literary journal will also be discussed. Ample time will be allowed for questions and discussion among panelists and with the audience. Bring your questions!</p> <p>Participants will discuss the difference between fiction and non-fiction in the context of the medical humanities; describe several factors that may influence editors in decision-making; and understand how new journals are started.</p>	
2:15 — 3:30	<i>Extreme Measures: Reproductive Technology and the “Closeted” World of Fertility Challenges. [Discussion forum]</i>	MERF 2189
Session 6	<p>Yuka Polovina, MPH, University of Hawaii at Manoa</p> <p><i>Extreme Measures</i> is a personal account of a woman’s complicated effort in trying to make a baby through in-vitro fertilization. Yuka, in her early thirties, is forced to grapple with the idea that the misogynistically phrased “biological clock” is running out faster for her than she had anticipated. As a trained public health professional, she tries to approach her fertility challenges with some degree of intellectual and clinical distance. But with each IVF needle she injects into her body, Yuka finds it harder to sustain her professional levelheaded demeanor, and anxieties about her self worth start to surface. While Yuka is cautiously optimistic about becoming a mom after years of trying, she starts reflecting on her own mother who died from breast cancer at age 54. She becomes painfully aware that bringing a baby into this world risks her own health and she must contend with that decision.</p> <p>Participants will explore the silences and stigmas surrounding fertility issues, which disproportionately burden women. Also, participants will examine the possible intersections of reproductive technology, reproductive cancer, and motherhood. Moreover, participants will engage in a conversation analyzing how a woman’s feelings of self worth are often hinged on (overtly and covertly) prescribed narratives about female reproduction.</p>	

2:15 — 3:30 Session 6	<p><i>Reimagining Language: A Workshop on Poetry and Aphasia [Workshop]</i></p> <p>Alok Sachdeva, MD, University Hospitals Case Medical Center; Jessica Heselschwerdt, MD, University of Texas Southwestern, Austin</p> <p>In our tightly networked brains, loss is a process of discovery. As old networks give way to new, we are forced to reimagine reality. When diseases of the brain affect language function, they have a profound impact on our interaction with the world and with ourselves, they make us involuntarily unusual. In so doing, they evoke poetry's task of challenging expected sound and sense, dressing the literal with the symbolic. We will begin with a reading and discussion of poems about aphasia. We will then apply inspiration from these works to a writing exercise that calls our attention to limitations of language caused by different diseases of the brain. The workshop will conclude with an examination of the writing of patients with aphasia, as well as a multimedia discussion on the use of poetry as therapy for people with disorders of language.</p> <p>Participants will discuss poetry and prose pertaining to disorders of language, engage in a writing exercise, share work with colleagues, discuss the use of writing/poetry as therapy, and share ideas for new projects in this field.</p>	MERF 2166
2:15 — 3:30 Session 6	<p><i>Poetry and the Idea of Medical Humanities [Discussion forum]</i></p> <p>Martin Dyar, PhD, Trinity College Dublin</p> <p>In this presentation the Irish poet and medical humanities lecturer Martin Dyar, who is currently a visiting fellow at the International Writing Program, will present a reflection on his experiences teaching in the field of medical humanities. The presentation will include discussion of the identity of medical humanities as it relates to medical education, the task of designing tailored medical humanities syllabi and curricula, in addition to a discussion of supplementary roles for the study and writing of poetry in relation to the professional development of medical trainees.</p> <p>Participants will discuss the role of poetry and creative writing in medical education and medical humanities generally, and be conversant with concepts and narratives derived both from the academic literature and the experiences of the presenter; discuss an overview of an individual medical education creative writing syllabus; understand a number of philosophical and practical dimensions of medical humanities instruction; and possess a familiarity with a selection of poems with thematic significance to medical education.</p>	MERF 1117
3:45 — 5 Session 7	<p><i>Up the River: Narrative Medicine Finds a Home in a Maximum Security Prison [Discussion forum]</i></p> <p>Dana Gage, MD, Sing Sing Correctional Facility</p> <p>Maximum security prison comes with all sorts of restrictions, both for</p>	MERF 5181

the inmates as well as the staff. Medical staff are fairly isolated. Tools of the trade are often locked away on a tool count necessitating someone with a key to procure a reflex hammer! Improvisation is sometimes necessary. It can be a deadening type of employment. Shortly after joining the Sing Sing team early in 2013, I began to explore what it would be like to use Narrative as a way to get to know my staff better and to see them operate in a new way with one another as they practice what is a difficult subspecialty, one fraught with excitement, and occasionally with fear and sometimes drudgery. I began to also use Narrative with a group of "lifers" whose goal was to somehow find a way to affect and effect a change in young people at risk.

Participants will select readings with appropriate prompts for specialized groups in various settings; recognize how the groups can formulate goals for themselves; use narrative exercises to combat burn-out in medical staff; and utilize tactile, verbal and photography as a source of narrative.

3:45 — 5

Session 7

Encouraging Insight at a Time of Stress: Helping Students Create Meaningful Residency Application Personal Statements [Panel discussion]

MERF 2117

Bruce Campbell, MD, Medical College of Wisconsin; Jason Lewis, MFA, University of Iowa Carver College of Medicine; Nancy Havas, MD, Medical College of Wisconsin; Lauris, Kaldjian, MD, PhD, University of Iowa Carver College of Medicine

For many medical students, creating the personal statement is one of the most dreaded and time-consuming components of the residency application process; one which they face alone with unreliable and conflicting resources. Students understand that there is disagreement on what constitutes a “good” personal statement. They struggle to create something that is unique yet not too unique. The challenge is inherently stressful and, therefore, creates a neglected teaching and learning opportunity for the Humanities. This session will review (and marvel at) some of the internet resources students consult as they create their statements. Panelists will review alternate strategies including a writer's workshop approach which was developed to help students experience moments of insight and creativity as they work on their personal statements. Participants will brainstorm ways to make this unique opportunity a time of growth, creativity, and insight.

Participants will describe the conflicts and stressors students face when preparing personal statements; find resources for creating an alternative approach to creating personal statements; and share with others their insights on how to improve the medical students' experience of creating personal statements.

THE EXAMINED LIFE: WRITING, HUMANITIES AND THE ART OF MEDICINE

3:45 — 5 Session 7	<p><i>The Face of The Other: Doing Narrative Medicine in the International Humanitarian Context [Discussion forum]</i></p> <p>Elizabeth Barone, MS, Columbia University</p> <p>"Narrative knowledge, by looking closely at individual human beings grappling with the conditions of life, attempts to illuminate the universals of the human condition by revealing the particular," according to Dr. Rita Charon. When in a situation of extreme difference and urgent need, how is it challenging to see the individual suffering to reveal the universal condition, such as in a humanitarian crisis? And how can those working in global humanitarian situations, often deployed to remote locations, isolated from their home and professional communities, find their place within a shared, if not universal, condition? This will be a discussion about adapting Narrative Medicine to meet the unique needs of international health workers. Narrative Medicine provides tools to create cohesive community and foster continuity between divergent home and field experiences with the objective to address global health worker self-care and enhancing their ability to engage with a very different other.</p> <p>Participants will discuss how Narrative Medicine could foster cohesion and identification among isolating, and at times chaotic, experiences for humanitarian workers. We will analyze a specifically adapted curriculum to address the needs of this population, and consider modalities for implementing these tools. Participants will actively engage in a reflection of the curriculum and tools to assess viability, provide constructive feedback, and analyze challenges and opportunities in the curriculum presented in order to capitalize on the diverse breadth of knowledge and experience among conference attendees and incorporate this feedback into the ongoing development and implementation of these tools.</p>	MERF 1117
3:45 — 5 Session 7	<p><i>Re-Learning to See: Visual Arts as an Aid to Writing [Workshop]</i></p> <p>Joyce Turner, MFA, The University of Iowa</p> <p>Writers in the medical field may find that they have lost the ability to see what is present in a scene without the imposition of various forms of narrative judgement. In this workshop/presentation, participants will use pen or pencil and paper to begin to draw the world around them, with the goal of adding solidity to scenes and increasing the writer's motivation to create.</p> <p>Participants will write more vivid scenes.</p>	MERF 2166
3:45 — 5 Session 7	<p><i>Personal Values and Careers in Medicine: Perspectives from First-Year Medical Students [Panel discussion]</i></p> <p>David De Mik, University of Iowa Carver College of Medicine; John Pienta, University of Iowa Carver College of Medicine; Todd Dylan, University of Iowa Carver College of Medicine; Matthew Maves, University of Iowa Carver College of Medicine; Rajalakshmi</p>	MERF 2189

THE EXAMINED LIFE: WRITING, HUMANITIES AND THE ART OF MEDICINE

Arunachalam, University of Iowa Carver College of Medicine

First year medical students enrolled in the Personal Professional Compass elective program participate in a panel discussion and examination of personal values, interests, and passions. Insight from critical reflection will be correlated with their desires to pursue a career in medicine. Simply put, the program aims to appraise how what one cares about leads to their choosing the profession.

7 — 10

Attendee Reading and Reception

Workshop attendees gather to read their work and enjoy food and drink. Visit trumpetblossom.com to see their full dinner menu.

Trumpet Blossom Café
310 E Prentiss St, Downtown Iowa City

Reading by sign-up. Sign-up form was emailed to registered guests one week prior to the conference.

Saturday, April 12, 2014

8 — 9

Coffee and pastries

MERF Atrium

9 — 10:15

Confidentiality Workshop: Navigating Patient Privacy within Narrative Medicine [Panel discussion]

MERF 2117

Session 8

Douglas Hester, MD, Vanderbilt University Medical Center; Joy Jacobson, MFA, Hunter-Bellevue School of Nursing; Joseph Livingston, MD, MPH, University of Arizona

Narrative medical expressions have been shown to benefit provider-patient relationships by fostering empathy, humanity, diversity, and compassion. However, basing such reflective work—whether poetry, blog posts, scholarly papers, creative nonfiction or social media—on privileged clinical encounters poses ethical challenges in areas such as patient privacy, exploitation, and paternalism. How can clinicians fully engage in their own narrative process while protecting the patients who provide their content? De-identifying patients is an option, but some say it's not enough. And obtaining informed consent from patients isn't always possible. How should we think and act upon these challenges? This workshop consists of three phases: first, a brief didactic introduction that provides a historical context to our discussion and reviews the range of contemporary voices within this debate; second, a case-based small-group discussion of the difficult decisions in this area; finally, a large-group discussion to summarize and dialogue about the small-group activities.

Participants will describe, discuss, and analyze the ethical considerations that arise in narrative writing by health care

	professionals. Using real-life case studies, participants will debate the boundaries of creative expression in various forms, and will make context-specific decisions when creating, editing, or publishing clinical stories. By the conclusion, participants will be able to articulate the ethical issues involved, and hopefully find tools for protecting patients and themselves as they craft narrative expressions about their medical lives.	
9 — 10:15 Session 8	<p><i>Nine Discomforts of Survivors of Illness, Injury, and Trauma as Prompts for Narrative as Medicine [Workshop]</i></p> <p>Rex Veeder, PhD, MFA, MA, St. Cloud State University</p> <p>The Nine Discomforts are: Heightened Discomfort, Obligations, Sharper Pain, Loss of Memories, A Start-Up Experience, Being a Ghost or Exile, Guilt and Shame, Panic/Heaviness, and Personality Change. Initially a response to the need for survivors of Sudden Cardiac Death and their families to begin authentic conversations about their experiences, the nine discomforts have become useful in initiating and sustaining conversations based on narratives of survival and moving from survival to thriving for those who experience illness, injury, and trauma. This session will focus on the development of the nine discomforts and illustrate their use, especially in regard to the <i>Survive and Thrive: It Starts With The Heart</i> conference and arts festival last October where artists and survivors worked together to tell survivor stories in a process that created an environment where narrative is medicine for those who suffer.</p> <p>Participants will be introduced to the Nine Discomforts, see and hear demonstrations of their usefulness in authentic communication, and practice a story telling and listening process that allows them to experience authentic, whole, and empathetic dialogue, as well as work with the Nine Discomforts and Narrative as Medicine in the future.</p>	MERF 2166
9 — 10:15 Session 8	<p><i>Full Moon at Noontide: A Daughter's Last Goodbye [Reading]</i></p> <p>Ann Putnam, PhD, University of Puget Sound</p> <p>My father is dying and I can do nothing to stop it. This is the story of how I tried. It's also the story of my mother and my father's identical twin brother, and how they lived together with their courage and their stumblings, as they made their way into old age and then into death. It takes the reader through the gauntlet of the health care system with all its attendant comedies and sorrows, joys and terrors. Finally it asks: What consolation is there in growing old, in such loss? What abides beyond the telling of my own tale? Turned to the light just so, the beauty and laughter of the telling transcend the darkness of the tale. What I know so far is this: how pure love becomes when it is distilled through such suffering and loss—a blue flame that flickers and pulses in the deepest heart.</p> <p>Participants will share stories from their own journeys with loved ones who are facing the end of life. I have given many readings from</p>	MERF 2165

Full Moon at Noontide: A Daughter's Last Goodbye and the discussions which followed have often turned revelatory and transforming—for me and for them. There is healing in recognizing a journey shared. Before I read, I tell the audience that it's all right to laugh—and they do! When you are lost in the funhouse, sometimes the best thing you can do is see the ironies, dark though they may be, and laugh.

Ghostbelly (Memoir of a Stillbirth) [Reading]

MERF 2165

Elizabeth Heineman, PhD, University of Iowa

My memoir of my stillbirth *Ghostbelly* tells the story of a pregnancy gone catastrophically wrong and a mother's extraordinary relationship with her stillborn baby. *Ghostbelly* is a deeply personal book about grief, and it is a political book about medical battles over pregnancy and childbirth. It takes place in an unconventional family and describes ways of birth and death that are unusual in contemporary America. But its central themes – grief, love, making choices, and living with the consequences of those choices – speak to universal human experiences. The session will begin with a reading from *Ghostbelly*. Following the reading, I will welcome questions and discussion from the audience.

Participants will describe one mother's subjective experience of stillbirth; appreciate the value of writing for patients in instances where medical events intersect with grief; and consider the consequences of political battles over midwifery for patients.

9 – 10:15

Prozac is a Trochee: Teaching Pharmacology with Poetic Meter [Discussion forum]

MERF 5181

Session 8

Tony Guerra, PharmD, Des Moines Area Community College

Prozac is a trochee. Aleve is an iamb. Ambien is a dactyl. Brand name medication names are the most expensive one-word poems, letter for letter, in the world. They must convey confidence and effectiveness, while not directly stating what the medication does. Generic pharmacologic drug names, specifically their United States Adopted Names Council stems, also have a poetic meter. However, students, especially those without an organic chemistry background, often make mistakes in identifying the USAN stem properly, leading to possible medication errors. This presentation will outline the common mistakes students make, and the metrical patterns to those mistakes, i.e., a student would much more likely convert an amphibrach to a trochee or a trochee to a monometric than a trochee to an iamb or amphibrach. Teaching prosody to health practitioners might just save a patient's life.

Participants will describe common metrical forms in prosody; discuss the value of learning prosody in relation to pharmacologic brand and generic drug names; and analyze multimodal student-made pharmacology materials to determine metrical error patterns.

9 — 10:15 Session 8	<p><i>Re(writing) Conflict: a narrative approach to promoting shared decision-making in clinical life [Workshop]</i></p> <p>Karen Gold, PhD, Women's College Hospital/University of Toronto</p> <p>Conflict and communication difficulties are endemic in professional life. Despite calls for shared decision-making and patient-centred care, finding common ground can be difficult. In this workshop we tap narrative methods of reading and writing to explore communication breakdowns between health care practitioners and patients. Our aim is to move beyond conflict to create space for more collaborative practices. The premise of this approach is that for every story of conflict, there are alternative and more productive resolutions. The workshop involves introduction to narrative approaches, including emerging understanding of conflict; a reading and writing exercise; a group discussion of the role of narrative methods for promoting collaborative practices and shared decision-making.</p> <p>Participants will identify two narrative medicine approaches for exploring conflict in clinical life; describe two narrative concepts related to conflict resolution; demonstrate a writing strategy to promote shared decision-making; and reflect on the use of narrative writing to generate alternative responses to conflict.</p>	MERF 2126
10:30 — 11:45 Session 9	<p><i>Medicine and Poetry: Lines as Lures [Discussion forum]</i></p> <p>Serena Fox, MD, Mount Sinai Beth Israel Medical Center</p> <p>When I had no roof I made/ Audacity my roof. (Pinsky-‘Samurai Song’). Poems and individual lines in poems can turn you inside out and leave you a little less sure-footed. That this can be done tersely is a testament to the writer’s skill and vision. It also reminds us that short speeches can have profound emotional impact. This workshop concentrates on such lines and poems. We will share the physical attributes of reading and reacting to selected work, with attention to the impact of words in the medical setting. The workshop is intended to offer protected time and space for poetry lovers and the poetry curious. We will not be writing (see pre-conference offering), but poets are encouraged to bring in short works of their own or favorite lines and short poems of others to share. (Note: title derives from Hirshfield-‘If Truth is the Lure, Humans are Fishes’).</p> <p>Participants will share the physical reading of poems; identify and react to strong lines of poetry and short poems; and consider the impact of words in the medical setting.</p>	MERF 5181
10:30 — 11:45 Session 9	<p><i>Crossed Domains: Emerging Medical Minds and Creativity [Panel discussion]</i></p> <p>Christine Stewart, PhD, South Dakota State University; Tyler Hanson, South Dakota State University; Mara Obbink, South Dakota State University; Jerrica Huber, South Dakota State University; Clara Ford, South Dakota State University.</p>	MERF 2117

What happens when pre-professionals develop creative projects that cross the domains of science and art? They acquire an appreciation of diverse perspectives, push the boundaries of their intellectual skills and creative abilities, and discover their potential to be creative in their professional and personal lives. The first presentation-project displays the life of a human cadaver from a first-person perspective; the second uses animation and music to shift audience ideas of the human heart; the third combines anatomy atlas overlays with modern photography to elicit interest in the human body; the fourth turns the body “inside-out” by painting muscles on a model’s skin; and the fifth explores cultural beliefs about the heart, such as courage and love, through multi-media visual art. The corresponding presenter, who facilitated the development of these projects, will discuss the course context and moderate the panel.

Participants will discuss interdisciplinary creative projects; analyze the role of creativity in the lives of health-care professionals; describe the benefits of open-ended projects and independent thinking; and gain inspiration for incorporating creativity into their own professional and personal lives.

10:30 — 11:45
Session 9

Teach, Write, Listen, Learn: Lessons from 14 years of teaching writing to medical students [Discussion forum]

MERF 2165

Emily Transue, MD, University of Washington, Seattle

In 2000, I helped two medical students create a creative writing elective at the University of Washington in Seattle. For 14 years, I have served as the course’s faculty, facilitating writing and discussion on multiple topics (empathy and revulsion; death, loss, and suffering; etc.) in a weekly two-hour evening course. During this session we will discuss lessons learned from the course, read excerpts from student writings, tell stories from the class experience, as well as discuss how the course and student experience have evolved over time. The group will be encouraged to share their own experiences of teaching writing and of writing in groups. We will discuss common challenges and their possible solutions, and share effective techniques for facilitating participation and encouraging depth of inquiry and insight.

Participants will improve a creative writing course for medical students, or describe a structure for creating such a course; analyze and respond to common challenges that arise in teaching writing to medical students or other medical audiences (students who have difficulty participating or excessively dominate discussion; highly emotional situations that arise from discussing difficult personal topics; etc.); describe and utilize techniques for increasing participation and meaningful engagement; and recognize the personal growth and healing, as well as pleasure, that such a course can bring to both students and faculty.

THE EXAMINED LIFE: WRITING, HUMANITIES AND THE ART OF MEDICINE

10:30 — 11:45 Session 9	<i>Crafting a Medical Narrative: Two Editors' Perspectives [Workshop]</i> Paul Gross, MD, <i>Pulse—voices from the heart of medicine</i> and Albert Einstein College of Medicine; Diane Guernsey, MM, <i>Pulse—voices from the heart of medicine</i> and Manhattanville College A finely tuned medical narrative—clear, personal and compelling—delights the reader and touches the soul. But crafting such a delicacy can be an elusive challenge. We know: for nearly six years we've been reviewing first-person medical stories for the online publication <i>Pulse—voices from the heart of medicine</i> (pulsevoices.org), and working with authors to make their stories more vivid and engaging. In this workshop we'd like to share what we've learned from this experience: what elements (in our opinion) make for a strong medical narrative, where good tales sometimes miss the mark, and what are the most helpful pointers we can offer aspiring writers. We'll use this discussion as a springboard for practice—inviting participants to participate in a group writing exercise where participants can put their own stories to paper. Participants will have a clear sense of what editors might be looking for when they review a medical narrative. We will provide participants with tools that they can use to shape and revise their own stories, particularly when preparing these stories for submission to publications. When we invite participants to write and share, our objective is to create a warm, open and encouraging atmosphere so that participants will feel emboldened to write honestly and to share their efforts with each another.	MERF 2166
12 — 1	<i>Lunch</i>	MERF Atrium
1:15 — 2:30 Session 10	<i>MD/MFA - Why and How to Do It [Discussion forum]</i> Maureen Hirthler, MD, University of Missouri-Kansas City Physicians bring a unique perspective to writing, but often lack the tools to become both proficient and publishable. MFA programs are one way to obtain that training, especially if one comes to writing later in one's medical career. This presentation will focus on options for the practicing physician who would like to consider formal writing education. My own experience will serve as a backdrop for discussion. Topics will include types of programs available, how to choose programs to meet individual goals, the application requirements and process, creating a portfolio of writing, and tips for success. There will be a generous amount of time set aside for questions from participants. Participants will explore their interest in MFA programs, describe the differences in programs, access information about specific programs, create a writing portfolio and understand the admission process, and discuss how an MFA might benefit their writing and teaching.	MERF 2117

THE EXAMINED LIFE: WRITING, HUMANITIES AND THE ART OF MEDICINE

1:15 — 2:30 Session 10	<p><i>hai[clin]: using poetry to make sense of practice</i> <i>[Workshop]</i></p> <p>Chase McMurren, MD, University of Toronto</p> <p>“The primary purpose of reading and writing haiku is sharing moments of our lives that have moved us, pieces of experience and perception that we offer or receive as gifts.” - William J. Higginson. I was curious about whether haiku would allow clinicians to capture ideas often invisible in the buzz of clinical work and offer a way to explore clinical life using a different lens. In this workshop we will explore the results of a phenomenological study I conducted with primary care nurses, physicians and trainees in Spring 2013. This will serve as a springboard for getting better acquainted with haiku through active reading, writing and reflection. We will also touch upon the challenges related to creative writing in a health education context.</p> <p>Participants will identify the key features of haiku through focused exploration; compose haikus in response to various prompts; examine challenges related to formalized creative writing programs; and describe the benefits of haiku in health education and clinical work.</p>	MERF 2126
1:15 — 2:30 Session 10	<p><i>Making Room for More: Daily Creative Writing.</i> <i>[Discussion forum]</i></p> <p>Margaret Nowaczyk, MD, McMaster University</p> <p>What is creative writing? Getting to the page every day? Releasing emotions? Getting published? Daily practice? Rewriting, revising, writing the final draft? All of the above? None of the above? Some of the above on alternate Thursdays? Should everybody write? Participants will be able to answer these questions after a presentation of several techniques that foster creativity on a daily basis. The presenter’s journey into creative writing (life-long desire, timid beginnings, medical and non-medical publications, and current immersion in creative writing) and discovery of how it aids in coping and in the practice of medicine will be followed by exercises and prompts that show how to fit writing into a busy clinical practice.</p> <p>Participants will answer these questions for themselves after a presentation of several techniques that foster creativity on a daily basis. Participants will be provided with tools to protect and enhance their daily writing practice and with the means to appreciate its value and power in their lives. A list of books and resources will be provided together with an on-line resource <i>Story is a State of Mind</i> with daily prompts, semimonthly letters, online courses and a – yes! a writing contest.</p>	MERF 5181
1:15 — 2:30 Session 10	<p><i>Creating and using images to facilitate reflection on the human side of medicine</i> <i>[Discussion forum]</i></p> <p>Jacek Mostwin, MD, PhD, Johns Hopkins Medical Institutions</p> <p>Doctors and nurses are privileged participant observers in the world</p>	MERF 2165

of the sick, with unique impressions and experiences of their own. When working with a camera, sensitive and considerate professionals can create images that provide a powerful record to stimulate reflection and discussion, and that also deepen their own meaning of the participant-observer experience. This presentation will show how visual work encourages reflection on the depth of medical work and the illness experience; explore the relationship of word and image, showing personal and student examples; show how visually oriented workshops can encourage individuals to expand their skills as observers in a clinical setting; show how individuals from clinical and artistic backgrounds can collaborate; and show how still and moving images can support the examined life, providing examples from personal and student work from an ongoing workshop setting (The Human Side of Medicine | Maine Media).

Participants will explore how visual methods might enhance personal examinations of their own work or educational programs. Participants will have a broader understanding of the potential of artistic interaction of word and image to enhance reflection and communication of complex experiences from the human side of medicine, encouraging them to try some of the insights and methods covered in this presentation to advance their own goals.

2:30

Adjourn

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ABOUT THE FEATURED SPEAKERS

Louise Aronson, MD

UCSF

Louise Aronson is a geriatrician, medical educator, and Associate Professor of Medicine at the University of California San Francisco where she directs the Northern California Geriatrics Education Center, the UCSF reflective learning curriculum, and UCSF Medical Humanities. Louise's greatest passion is the intersection of medicine and writing. She is the recipient of awards for clinical care, teaching, mentorship, scholarship, and writing. Her work has appeared in literary and medical journals and in the lay press, including the *New York Times*, *Narrative Magazine*, *The New England Journal of Medicine*, and she is the author of *A History of the Present Illness*.

Hedy S. Wald, PhD

BROWN UNIVERSITY

Hedy S. Wald, PhD is a Clinical Associate Professor of Family Medicine at the Warren Alpert Medical School of Brown University where she oversees the reflective writing curriculum in the family medicine clerkship. Dr. Wald has co-authored chapters on fostering reflection in interprofessional education, using abstract art and narrative in health professional education, and on Holocaust and Medicine as a medical education agenda. Her writing has appeared in *Newsweek*, *The Lancet*, *Family Medicine*, *Ars Medica*, *Chest*, and *JAMA*. A mother of four and grandmother of two, she enjoys long-distance bicycling, swimming, and creative writing.

Andrew Solomon, PhD

JESUS COLLEGE

Andrew Solomon is a writer and lecturer on politics, culture and psychology. Solomon's newest book *Far From the Tree: Parents, Children, and the Search for Identity* won the National Book Critics Circle award for nonfiction; the J. Anthony Lukas award; the Anisfield-Wolf Award; the Books for a Better Life Award; Yale University's Research Advocacy Award; the GRASP Friend and Benefactor award; the Fountain House Humanitarian Award; the Mike Wallace Award of the University of Michigan; the Columbia Gray Matters Award; and the Distinguished Achievement Award in Nonfiction of the National Council on Crime and Delinquency. More information at www.tuesdayagency.com.

ABOUT THE CONCURRENT SPEAKERS

Rajalakshmi Arunachalam

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

Rajalakshmi Arunachalam is a first-year medical student.

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Elizabeth Barone, MS

COLUMBIA UNIVERSITY

Elizabeth Barone studied English, American and French Literature and history at New York University, and holds a master's degree in Narrative Medicine from Columbia University. She has worked for nearly a decade in global health and humanitarian aid, with Doctors Without Borders/Medecins Sans Frontieres, and ICAP at the Mailman School of Public Health. She is currently a Narrative Medicine Fellow at Columbia University, where she is developing a Narrative Medicine curriculum targeted to international health and humanitarian aid workers in the field and will be entering a doctoral program in philosophy in the Fall of 2014.

Mark Bauer, MD

VA BOSTON HEALTHCARE SYSTEM AND HARVARD MEDICAL SCHOOL

Mark S. Bauer, MD, is a Professor of Psychiatry at Harvard Medical School and Associate Director of the VA Center for Healthcare Organization and Implementation Research (CHOIR). He has published a bunch of scientific articles, some poems, and several books.

Janine Bernardo, BS, BA

CLEVELAND CLINIC LERNER COLLEGE OF MEDICINE

Janine Bernardo is a fourth-year medical student at the Cleveland Clinic Lerner College of Medicine of Case Western Reserve University. Along with her MD, she is also earning her Master of Public Health degree. She is going into pediatrics, motivated by her love of children and encouraged by their resilience. Originally from New Jersey, she received her undergraduate training in biology and Women's and Gender Studies at The College of New Jersey. In her free time she enjoys spending time with friends and family, writing, reading, traveling, and spoiling her pet bunny rabbit Hazel.

Brittany Bettendorf, MD

MEDICAL COLLEGE OF WISCONSIN

Brittany Bettendorf is a third-year resident in internal medicine and pediatrics at the Medical College of Wisconsin (MCW) in Milwaukee. She helped start MCW's Finding Meaning in Medicine group for resident physicians and has led discussions on autonomy versus supervision, medicine and the media, and humor in medicine. She has a Bachelor of Arts in poetry writing and neurobiology from Northwestern University. She has been an essayist for Lake Effect WUWM, Milwaukee Public Radio. She has previously received the AMA Foundation's Johnson F. Hammond, MD Physicians of Tomorrow Award based on a commitment to a career in medical journalism.

Bruce Brown, MD

UNIVERSITY OF IOWA HOSPITALS AND CLINICS

Bruce Brown, MD is an emeritus radiologist and gastroenterologist who practiced at the University of Iowa Hospitals and Clinics for thirty years. He was founding Editor-in-Chief of *The Examined Life Journal*, and remains an active member of the journal's editorial board. His creative work has appeared in the *Annals of Internal Medicine*, *Kalends*, and *Hospital Drive* and anthologized in *On Being a Doctor* published by the American College of Physicians.

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Bruce Campbell, MD

MEDICAL COLLEGE OF WISCONSIN

Bruce H. Campbell is a Head and Neck Cancer Surgeon at the Medical College of Wisconsin, holding faculty appointments in the Department of Otolaryngology and the Center for Bioethics and Medical Humanities. He served as Residency Program Director for seven years, reading hundreds of personal statements – many of them very, um, unique. His essays, fiction, and humor have appeared in *JAMA*, *JCO*, *Narrative Inquiry in Bioethics*, *Yale Journal for Humanities in Medicine*, and (most importantly) *The Examined Life*. His blog is *Reflections in a Head Mirror* (www.froedtert.com/reflections).

Margaret Cary, MD, MBA, MPH

THE CARY INSTITUTE

Teaching communication skills to improve physicians' communication with patients stimulated Maggi's storytelling interest. Maggi started off as a family doctor in Sonoma County and has reinvented herself as, among others, medical device VP, \$220M medical communications company medical director, and senior executive in the Federal Government. She is a leadership and executive coach for healthcare executives, an architect for her clients' leadership journeys. She has taught storytelling at the Harvard Macy Institute and developed and teaches the Narrative Medicine course at Georgetown University's School of Medicine. She is an essayist on TheDoctorWeighsIn.com and has been published in many periodicals.

Sam Chesters, BA

UNIVERSITY OF NEBRASKA AT OMAHA

Sam Chesters has earned a Bachelor of Arts in English from the University of Nebraska-Lincoln. She attends the University of Nebraska-Omaha, where she is pursuing her master's in English with an emphasis on creative nonfiction and American Literature. Currently, she is working on a thesis-length work about her father's massive heart attack and subsequent anoxic brain injury.

Kelly Curran, MD, MA

MEDICAL COLLEGE OF WISCONSIN

Kelly Curran is finishing an adolescent medicine fellowship at the Children's Hospital of Wisconsin/Medical College of Wisconsin. Previously, she trained dually in internal medicine and pediatrics, and earned a master's degree in bioethics and health policy. She enjoys teaching medical students and residents and strongly believes in the transforming power of storytelling in both medicine and ethics. Her clinical interests include decision-making, advanced care planning in adolescents, and transition care of adult survivors of chronic childhood illness.

Alicia Demetropolis, MES, MS

LIFEBRIDGE WELLNESS SERVICES, INC.

Alicia Jean Demetropolis, MES, gave up a lucrative corporate career to become a Medical Exercise Specialist, working with clients recovering from surgery or injury. Usually beginning her work after therapy is concluded, she finds herself frequently working in lieu of traditional therapy because of the total body approach to her work. A published author, Alicia's undergraduate degree was in English

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Language and Literature; she also holds a master's degree in international business and finance, with an emphasis on emerging markets. Alicia is a former competitive bodybuilder, and recently gave up mountain climbing to return to simple running and caving.

David De Mik

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

David De Mik is a first-year medical student.

Arthur Derse, MD, JD

MEDICAL COLLEGE OF WISCONSIN

Arthur R. Derse, MD, JD, is Director of the Center for Bioethics and Medical Humanities, the Julia and David Uihlein Professor of Medical Humanities, and Professor of Bioethics and Emergency Medicine at the Medical College of Wisconsin where he directs two medical humanities elective courses. He is a past president of the American Society for Bioethics and Humanities and serves as representative in the Council of Faculty and Societies of the AAMC. He is a recipient of the Gold Foundation's Leonard Tow Humanism in Medicine Award and was elected to the Medical College of Wisconsin's Society of Teaching Scholars.

Patrick Dolan, PhD

UNIVERSITY OF IOWA RHETORIC DEPARTMENT

Patrick earned a PhD in English Renaissance Literature from the University of Iowa in 1994. He teaches a full range of courses in the Rhetoric Department. Patrick's teaching interests include writing, early modern literature, wilderness literature, narrative, hospice, and death and dying. His research interests include Thomas More, early modern literature, literary representations of coercion, and literary representations of pain, disease, and death. He is also interested in medical and social work research on narrative, hospice, death and dying, and chronic/terminal illness.

Linda Drozdowicz, BA

MAYO CLINIC

Linda Drozdowicz is a fourth-year medical student at Mayo Medical School in Rochester, Minnesota. She sings and plays ukelele "on call" for patients around Mayo Clinic. She plans to pursue child and adolescent psychiatry.

Martin Dyar, PhD in English

TRINITY COLLEGE DUBLIN

Martin Dyar is an Irish poet currently resident in Iowa City where he is a creative writing fellow at the International Writing Program. His work has received a number of honors, including the Patrick Kavanagh Poetry Award and the Strokestown International Poetry Award. Martin holds a PhD in English Literature from Trinity College Dublin, where for the past ten years he has lectured in medical ethics and medical humanities at the Trinity College School of Medicine. His teaching experience encompasses courses in creative writing and film studies for undergraduate medical students, as well as medical humanities workshops for practicing GPs.

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Rachel Elkin, BS

CLEVELAND CLINIC LERNER COLLEGE OF MEDICINE

Rachel Elkin is a third-year medical student pursuing a joint MD/MS in clinical research at the Cleveland Clinic Lerner College of Medicine. Prior to medical school, she received her undergraduate degree in psychology from Cornell University, where she conducted research on language development in infants. She enjoys reading, writing, cooking, and exercising in her spare time.

Hugh Ferrer, MFA

UNIVERSITY OF IOWA

Hugh Ferrer received his MFA in fiction from the University of Iowa Writers' Workshop. He is a senior editor at *The Iowa Review* and the associate director of The University of Iowa International Writing Program. He serves on boards of directors of both the University of Iowa Center for Human Rights and Iowa City UNESCO City of Literature.

Clara Ford

SOUTH DAKOTA STATE UNIVERSITY

Clara Ford is a junior nursing major at South Dakota State University. She has interned for anatomy. She is a member of SDSU's honors college and the Golden Key Honors Society.

Serena Fox, MD

MOUNT SINAI BETH ISRAEL MEDICAL CENTER

Serena J. Fox is an intensive care physician at Mount Sinai Beth Israel Medical Center, NYC. She has also consulted in bedside medical ethics and volunteered 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*, *JAMA* and *Western Humanities Review*. Her book *Night Shift* is the basis for a series of poetry and medicine seminars that she facilitated in the NYU School of Medicine Master Scholars Program.

Dana Gage, MD

SING SING CORRECTIONAL FACILITY

A physician for many years, I have recently completed my Master's in Narrative Medicine at Columbia University. I am now conducting workshops for caregivers of ALS, staff and inmates at Sing Sing and also other medical and non-medical groups. I have recently completed a play called Tandem Journey, loosely based on my narrative work with a man who was living with ALS. It is available for performance.

Karen Gold, PhD

WOMEN'S COLLEGE HOSPITAL/UNIVERSITY OF TORONTO

Karen Gold, BEd, MSW, PhD is a social worker and clinical educator at Women's College Hospital in Toronto. She has a longstanding interest in narrative therapy approaches and has completed narrative medicine training at Columbia University. She has published on the relationship between

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personal narrative and professional practice and the use of poetry in social work education. Her 2013 doctoral dissertation analyzed narrative writing by health care providers.

Paul Gross, MD

PULSE—VOICES FROM THE HEART OF MEDICINE AND ALBERT EINSTEIN COLLEGE OF MEDICINE

Paul Gross is founding editor of *Pulse—voices from the heart of medicine* (pulsevoices.org). He is an assistant professor of family medicine at Albert Einstein College of Medicine and on the faculty of Montefiore's Residency Program in Social Medicine, where he teaches reflective writing to medical students and residents. He conducts award-winning writing workshops for his peers in family medicine, and his personal stories about medicine and about family life have appeared in numerous publications. He also performs with the band Avalanche, which just released its first CD, *Restless Hearts*.

Diane Guernsey, MM

PULSE--VOICES FROM THE HEART OF MEDICINE AND MANHATTANVILLE COLLEGE

Diane Guernsey, executive editor of *Pulse--voices from the heart of medicine*, was a senior editor and contributor at *Town & Country* Magazine for more than two decades, writing on health, medicine, psychology and related topics. Her freelance articles have appeared in *Consumer Reports on Health*, *Forbes for Women* and elsewhere. Her career also embraces other fields: a classically trained pianist, she teaches piano and does vocal coaching at Manhattanville College, and she is a licensed psychoanalyst. She also performs with the band Avalanche.

Tony Guerra, PharmD

DES MOINES AREA COMMUNITY COLLEGE

Tony Guerra earned his PharmD from the University of Maryland and BA in English from Iowa State University. His poetry has been featured in *Expressions* and *Sketch*, student literary magazines. He self-published *Drug Names Decoded* to help students learn and pronounce medication names through mnemonics and prosody. He is a listed reviewer for Jones and Bartlett Learning's *Pharmacy Technician Exam Review Guide* and the 3rd Edition of Mosby's *Review for the Pharmacy Technician Certification Examination*. He teaches at Des Moines Area Community College and lives in Ankeny, Iowa with his wife and triplet daughters Brielle, Rianne, and Teagan.

Rachel Hammer, MFA

MAYO CLINIC

Rachel Hammer is a third-year medical student at the Mayo Clinic College of Medicine. She holds an MFA in creative nonfiction and teaches creative writing and narrative medicine to staff and medical students at Mayo.

Tyler Hanson

SOUTH DAKOTA STATE UNIVERSITY

Tyler Hanson is a senior nursing major at South Dakota State University. He interned in anatomy at SDSU and nursing at Sanford Medical Center. He is a member of SDSU's honors college.

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Stephen Harvey, MD

VANDERBILT UNIVERSITY MEDICAL CENTER

Stephen Harvey, MD is an assistant professor of Anesthesiology at Vanderbilt University. He's published poems in medical and literary journals and is pursuing an MFA in poetry at Murray State University. He lives in Nashville with his wife and two children.

Nancy Havas, MD

MEDICAL COLLEGE OF WISCONSIN

Nancy Havas is an Assistant Professor of Family and Community Medicine at the Medical College of Wisconsin. She is certified in both Family Medicine and Palliative Medicine. She is the Associate Director of the Family Medicine student clerkship and is involved in teaching activities for both medical students and residents. She directs the M1 Foundations of Clinical Medicine course. In addition, she is the Medical Director of CME for the Department of Family Medicine and is grant-funded for Geriatrics Education.

Elizabeth Heineman, PhD

UNIVERSITY OF IOWA

Elizabeth Heineman is a professor in the Department of History and the Department of Gender, Women's and Sexuality Studies at the University of Iowa. Her essays on miscarriage and stillbirth have appeared in *The Examined Life Journal*, *Salon.com*, *New Millennium Writings*, and *Hip Mama*. Her memoir of her stillbirth, *Ghostbelly*, will be published with Feminist Press in February 2014.

Kevin Heldman, MA

THE BIG ROUNDTABLE

I'm an investigative journalist with 25 years of experience, doing serious, long form, ethnographic pieces on social issues for national publications. I've won a Livingston Award for international reporting and was twice an international finalist (for work in Japan, England, and Korea); won two National Mental Health Awards; received an American Psychiatric commendation for reporting; was a Presidential Carter Center reporting Fellow; received a grant from the Fund for Investigative Journalism; and received awards from Investigative Reporters and Editors and Scripps Howard.

Jessica Heselschwerdt, MD

UNIVERSITY OF TEXAS SOUTHWESTERN, AUSTIN

Jessica Heselschwerdt is a family medicine resident at the University of Texas Southwestern, Austin. Within family medicine, her interests include palliative medicine and mental health. One of her hobbies outside of medicine is creative writing, and she particularly enjoys reading and writing poetry. At the Wayne State University School of Medicine in Detroit, Michigan, Jessica was one of the founders of the school's literary arts journal, *Brain Candy*. She is also passionate about humanism in medicine, and served as the president of her medical school's chapter of the Gold Humanism Honor Society.

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Douglas Hester, MD

VANDERBILT UNIVERSITY MEDICAL CENTER

Doug Hester, MD, is an assistant professor in the Department of Anesthesiology at Vanderbilt University. His research interests are in difficult airway management and resident education. He also writes poetry, essays and fiction, is enrolling in a MFA program this summer.

Donna Hirst, MPH, MA

UNIVERSITY OF IOWA

Donna Hirst, MA, MPH, is Curator of Rare Books at the John Martin Rare Book Room. Since 2010 she has administered all aspects of the Rare Book Room including purchasing, user education, and outreach. She works with faculty, students, and the public to support research in history, classics, medicine, literature, art, etc. Classes in the humanities and in medicine are held regularly in the Rare Book Room. She gives an annual lecture to the first-year medical students entitled "Human Dissection Historical & Social Reflections."

Maureen Hirthler, MD

UNIVERSITY OF MISSOURI-KANSAS CITY

Two years ago, I left the practice of Emergency Medicine after 20 years and entered the MFA program at UMKC in creative writing. The transition has been both difficult and exhilarating. My work has been published in multiple journals, including *Annals of Emergency Medicine*, *Yale Journal of Humanities in Medicine*, *Hand*, and OU's *Blood and Thunder*.

Sarah Houssayni, MD

KANSAS UNIVERSITY MEDICAL SCHOOL, WICHITA

Sarah Houssayni is an assistant professor at KU, Wichita and a pediatrician on faculty with Family Medicine since 2009. She is interested in various pediatric advocacy subjects, asthma and childhood obesity, and Narrative Medicine within patient care and learner teaching. A yearly participant to the Iowa Summer Writing Festival, Sarah works on improving her narrative skills as well as finding ways to help learners use their spoken and written words to describe patients as humanly as possible. One of her academic goals is to prove with a good level of evidence that Narrative Medicine improves physician skills and patient care.

Jerrica Huber

SOUTH DAKOTA STATE UNIVERSITY

Jerrica Huber is a junior exercise science/pre-physical therapy major at South Dakota State University. Her internships include anatomy and the anatomy dissection team. She is a member of SDSU's honors college, and she received a full-ride scholarship to SDSU for her scholarly merit.

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Zach Jacobs, BA

UNIVERSITY OF NEBRASKA AT OMAHA

Zach Jacobs is a University of Nebraska Presidential Graduate Fellow pursuing a Graduate Certificate in Advanced Writing and master's degree in English with an emphasis on creative nonfiction at the University of Nebraska - Omaha. His research interests include memoirs, the personal essay, and travel writing; mental illness, addiction, and disability narratives; masculinity, the body, and identity.

Joy Jacobson, MFA

HUNTER-BELLEVUE SCHOOL OF NURSING

Joy Jacobson is the poet-in-residence at the Center for Health, Media & Policy at Hunter College in New York, where she teaches narrative writing to nursing students and practicing clinicians. Her essay on using poetry in nursing education is forthcoming in the anthology *Keeping Reflection Fresh: Top Educators Share Their Innovations in Health Professional Education*, to be published by Kent State University Press. For a decade she was the managing editor of the *American Journal of Nursing*.

Lauris Kaldjian, MD, PhD

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

Lauris Kaldjian is Professor of Medicine and holds the Richard M. Caplan Chair in Biomedical Ethics and Medical Humanities Professor. He is the Director of the University of Iowa Program in Bioethics and Humanities and serves as Medical Director for Clinical Ethics. He is Course Director of Healthcare Ethics, Law and Policy. He serves as co-director of the Humanities Distinction Track, co-directs the Bioethics and Humanities Seminar, and co-directs ethics and professionalism seminars for M3 and M4 students.

Jason T. Lewis, MFA

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

Jason T. Lewis was born in West Virginia. He is a graduate of the Iowa Writers' Workshop. His writing has appeared in *Yemassee*, *Connotation Press*, *Little Village*, and *Tape Op*. His story "Heroic Measures" was published as an ebook single by Boxfire press. His essay about his time in the Iowa Writer's Workshop was featured in *Word By Word*, a celebration of the Workshop's 75th anniversary. His first novel, *The Fourteenth Colony: a novel with music*, was published in November 2011 with a companion album of songs written by Jason in the voice of the protagonist.

Justin List, MD, MAR

UNIVERSITY OF MICHIGAN, ROBERT WOOD JOHNSON FOUNDATION CLINICAL SCHOLARS PROGRAM

Justin List, MD, MAR is an internist and Robert Wood Johnson (VA) Clinical Scholar at University of Michigan. He attended Augustana College, Yale Divinity School, and Loyola University Chicago Stritch School of Medicine prior to residency in the Yale Primary Care program. He completed a NIH/Fogarty fellowship in Kampala, Uganda during medical school, studying TB active case finding. He worked as a junior fellow in the American Medical Association's Institute for Ethics and also worked on Capitol Hill through an AMA grant. He conducts research related to developing stronger systems of chronic disease management and reducing health disparities.

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Joseph Livingston, MD, MPH

UNIVERSITY OF ARIZONA

Joe Livingston is pediatrician and father of three who practiced as a National Health Service Corps clinician on the pacific island of Saipan before doing his fellowship in neonatology. He presently teaches residents and medical students as clinical faculty in the neonatal intensive care unit at the University of Arizona in Tucson. In his spare time he combats writer's block, ponders the meaning of life, and tries to capture the perfect picture with his Nikon D3200 camera.

Meg Marquardt, MA

UNIVERSITY OF NEBRASKA AT OMAHA

Meg Marquardt has a master's degree in science writing from Johns Hopkins University. She has covered a large range of science news, but specializes in geology, planetary sciences, physics, and materials science. She is currently pursuing a master's degree from the University of Nebraska-Omaha, where she is focusing on creative nonfiction and the rhetoric of science communication, especially at the border between scientists and the public.

Irène Mathieu, BA

VANDERBILT UNIVERSITY

Irène Mathieu is a writer and medical student at Vanderbilt University. Before medical school she studied international relations at the College of William and Mary and completed a Fulbright Fellowship in the Dominican Republic. Irène's poetry, prose, and photography can be found in a diverse array of publications. Her poetry chapbook entitled *The Galaxy of Origins* is forthcoming in 2014 from Dancing Girl Press. Her clinical interests include mental health and prevention of violence and chronic diseases. She plans to become a community-engaged primary care physician and researcher who listens to and tells stories around the world.

Matthew Maves

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

Matthew Maves is a first-year medical student.

Chase McMurren, MD

UNIVERSITY OF TORONTO

Chase Everett McMurren is a family physician at Toronto Western Hospital. His main clinical interests are home-based care for frail older adults and psychotherapy. He has a BA in English Literature and a Bachelor of Education in English Language Arts.

Gordon Mennenga, MFA

COE COLLEGE

Gordon Mennenga received his MFA from the University of Iowa Writers' Workshop. He serves as faculty advisor to the *Coe Review*. His fiction has appeared in the *North American Review*, *Northwest Magazine*, *Folio*, and other magazines. He has written for Garrison Keillor's *A Prairie Home*

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Companion and NPR's *Good Evening*. He was the recipient of a Nelson Algren Award for Fiction, and his monologue "Shaky Town" was included in the Riverside Theatre's 2012 *Walking the Wire* show.

Lauren Mitchell, MS

COLUMBIA UNIVERSITY

Lauren recently graduated from Columbia University's Narrative Medicine program, and is a reproductive health educator, teacher, and writer. As one of the founders and coordinators of The Doula Project, she has had the opportunity to work with over a thousand clients throughout the spectrum of choice, and has trained hundreds of medical students, activists, and healthcare providers in methods of narrative-based compassionate care. She has been involved in studies regarding the efficacy of Narrative Medicine in preventing burnout in healthcare providers and has been facilitating close-reading/reflective writing workshops for medical students and residents for the past two years.

Leonard Moore, MS

UNIVERSITY OF IOWA

Leonard received a bachelor's in English from N.C. State University. He is a certified teacher who has worked with students within a broad range of educational settings. He received his master's in rehabilitation counseling from UNC-Chapel Hill and has since worked as a counselor to various underrepresented groups including juvenile offenders and young adults with disabilities. He is currently a graduate student in Community & Behavioral Health and a research assistant with the Iowa Social Research Center for Public Policy. His passion involves utilizing community resources to engage youth by fostering their ability to promote change within their environment.

Jacek Mostwin, MD, PhD

JOHNS HOPKINS MEDICAL INSTITUTIONS

Jacek Mostwin, MD, DPhil (Oxon.) is a professor of urology at the Johns Hopkins Medical Institutions. As a physician, educator and photographer, he has concentrated on the narrative and personal experiences of patients and health care professionals. For the last 23 years he has traveled and photographed in religious pilgrimage with the sick to the shrine at Lourdes, creating a film entitled *Engaging the Spiritual Dimension: A Doctor's Tale*. He has been active in clinical medical ethics and education especially with regard to using and teaching reflective writing for professional development.

Michelle Munyikwa, BS

UNIVERSITY OF PENNSYLVANIA

Michelle Munyikwa is a third-year student in the MD/PhD program in anthropology at the University of Pennsylvania. She is currently interested in the experiences of those living with chronic pain and disability in Philadelphia. Her writing interests include using fiction to explore anthropological concepts and narrative as a tool for social change.

Laura Nichols, MD

MEDICAL COLLEGE OF WISCONSIN

Laura Nichols is a second-year resident in internal medicine at the Medical College of Wisconsin. She attended Concordia College in Moorhead, MN, earning a bachelor's degree in biology and is an

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alumnus of the University of Iowa Carver College of Medicine. She has a particular interest in the dynamics of medical volunteerism and was awarded the Robert D. Sparks Essay Prize for her essay "For the sake of others: key considerations in medical missions."

Margaret Nowaczyk, MD

MCMASTER UNIVERSITY

Margaret Nowaczyk is an academic clinical geneticist who has practiced pediatric and prenatal genetics for 20 years. She discovered the power and the therapeutic effects of reflective and creative writing several years ago and has been successfully pursuing this aspect of her life since then.

Mara Obbink

SOUTH DAKOTA STATE UNIVERSITY

Mara Obbink is a junior nursing major at South Dakota State University. Her internships include anatomy and the anatomy dissection team. She is a member of SDSU's honors college, and she was recently nominated to Phi Kappa Phi.

Elizabeth Patton, MD, MPhil

UNIVERSITY OF MICHIGAN, ROBERT WOOD JOHNSON FOUNDATION CLINICAL SCHOLARS PROGRAM

Elizabeth W. Patton, MD, MPhil is an obstetrician-gynecologist and a Robert Wood Johnson (VA) Clinical Scholar at University of Michigan. She obtained her MD from University of Massachusetts and completed her OB/GYN residency at Northwestern. Prior to medical school, she obtained a BA in comparative religion and the history of science from Harvard University, as well as a Master of Philosophy in theology from Cambridge University (UK). Her interests include linking spirituality and values narratives to the patient-doctor relationship, critical decision-making, and risk communication as a means to bring together the worlds of theology, philosophy, clinical medicine, and health policy.

Trisha Paul, BS Candidate

UNIVERSITY OF MICHIGAN

Trisha Paul is a senior at the University of Michigan pursuing a BS in Honors English with minors in biochemistry and medical anthropology. She will be attending the University of Michigan Medical School in the fall and she aspires to become a pediatric oncologist. She chronicles her explorations in learning, researching, and teaching about illness narratives at illnessnarratives.com.

John Pienta

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

John Pienta is a first-year medical student.

THE EXAMINED LIFE: WRITING, HUMANITIES AND THE ART OF MEDICINE

Yuka Polovina, MPH

UNIVERSITY OF HAWAII AT MANOA

Yuka Jokura Polovina is an American Studies doctoral student at the University of Hawaii. Her fields of specialization are body politics and contemporary life narratives. Specifically, Yuka is interested in the social constructions of women's bodies as "diseased." In other words, how are women's natural processes (menstruation, reproduction, menopause, etc.) medicalized, pathologized, and portrayed as "abnormal"? She finds both historical and contemporary perspectives fascinating. Yuka also studies how health and disease narratives are employed in biographical and autobiographical writing. She holds a Master's of Public Health and teaches Contemporary American Domestic Issues at the University of Hawaii.

Judy Polumbaum, PhD

UNIVERSITY OF IOWA

Judy Polumbaum is an overeducated former newspaper reporter with a doctorate in communication from Stanford University, master's from Columbia University Graduate School of Journalism, and bachelor's in East Asian Studies from McGill University. Her research focuses on international journalism and news production, especially in China, and on sports, media and culture. Her teaching areas include magazine journalism and visual communication/photojournalism.

Richard Prayson, MD

CLEVELAND CLINIC LERNER COLLEGE OF MEDICINE

Richard Prayson is a staff neuropathologist at the Cleveland Clinic and Director of Students Affairs at the Lerner College of Medicine. He is currently pursuing a master's degree in Health Education at Cleveland State University. He received his undergraduate degree from Case Western Reserve University in English and biology and stayed on at Case for medical school. The last great book he read was *Cutting for Stone* by Abraham Verghese.

Ann Putnam, PhD

UNIVERSITY OF PUGET SOUND

Ann Putnam holds a PhD and teaches fiction writing, Gender Studies and American Literature at the University of Puget Sound. She is a Hemingway scholar, whose novel *Cuban Quartermoon* comes from six trips to Cuba as part of International Hemingway Colloquiums held in Havana. She has published scholarly articles, fiction, and creative non-fiction in numerous anthologies and journals. Her memoir *Full Moon at Noontide: A Daughter's Last Goodbye* was published by the distinguished Southern Methodist University as part of their Medical Humanities series and includes an introduction by Dr. Thomas Cole, of the University of Texas Health Science Medical School.

Caitlin Ray, BA

UNIVERSITY OF NEBRASKA AT OMAHA

Caitlin Ray has a Bachelor of Arts in English and theatre from Hamline University in St. Paul, MN. She is currently pursuing a master's degree in English at the University of Nebraska- Omaha. Her research interests include 18th century women's writing, disability, radical teaching pedagogies, and composition studies.

THE EXAMINED LIFE: WRITING, HUMANITIES AND THE ART OF MEDICINE

Annie Robinson, BA

COLUMBIA UNIVERSITY

Annie Robinson is a graduate student in Columbia University's Narrative Medicine program. She obtained her BA from The Gallatin School of Individualized Study at NYU in 2009, where she designed a major entitled Stories of Self: Realization, Empowerment, and Wellbeing. She is on the Leadership Circle of The Doula Project, an organization whose members support individuals not only during labor and birth but also those who have chosen to terminate their pregnancy or have miscarried. Annie is interested in the interweaving of healing, loss, grief, trauma, caregiving, self-care, social justice, and spirituality.

Alok Sachdeva, MD

UNIVERSITY HOSPITALS CASE MEDICAL CENTER

Alok Sachdeva is a neurology resident at University Hospitals in Cleveland, Ohio, affiliated with the Case Western Reserve University School of Medicine. He is passionate about the interplay of writing and medicine. As a medical student, he helped to create *Brain Candy*, the literary arts journal of the Wayne State University School of Medicine in Detroit, Michigan. He continues to explore ways to highlight the importance of creative writing in the training and practice of healthcare professionals.

Lise Saffran, MPH, MFA

UNIVERSITY OF MISSOURI, COLUMBIA

Lise Saffran, MPH, MFA is Interim Director of the Master of Public Health Program at the University of Missouri, where she teaches public health planning and study abroad in Ghana, West Africa. Her interests include narrative in public health advocacy. She recently led a workshop on that topic for health workers in Togo, West Africa at the invitation of the US Embassy in Lomé. She has published the novel, *Juno's Daughters* (Plume 2011) and in literary and academic journals. A graduate of the Iowa Writers' Workshop in fiction, she has received fellowships from the MacDowell Colony and Hedgebrook.

Sonia Sarkar, MPH

HEALTH LEADS

Sonia Sarkar currently works as Chief of Staff to the CEO of Health Leads, a national healthcare organization that envisions a healthcare system that connects all patients to the basic resources they need to be healthy, as a standard part of quality care. Previously a member of the organization's Board of Directors, she is a Truman Scholar and World Economic Forum Global Shaper, and serves on the board of Boston Young Healthcare Professionals. Her work has been featured in the *Yale Journal of Humanities in Medicine*, *Lifelines*, *32Poems*, the *Broken Circles Hunger Anthology*, and the *Bellevue Literary Review*, among others.

Anne Sauri, DNP

ALEXIAN BROTHERS MEDICAL CENTER

Anne M. Sauri, CRNA, DNP is a nurse anesthetist who has practiced in a wide variety of clinical settings. Dr. Sauri received her anesthesia training at the Cleveland Clinic and practiced in pediatric anesthesia there before relocating to Chicago. She has worked at the University of Chicago Medical

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Center and currently works in general anesthesia at Alexian Brothers Medical Center in the Chicago suburbs. She has undergraduate degrees in nursing and political science and attended law school before completing her anesthesia training. Dr. Sauri and her husband, a cardiologist, are frequent speakers on topics that are common to both fields.

Carol Scott-Conner, MD, PhD

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

Carol Scott-Conner, MD, PhD is a professor and former head of surgery at the University of Iowa Carver College of Medicine. She is the current Editor-in-Chief of *The Examined Life Journal*. Her short stories have appeared in *North Dakota Quarterly* and *Healing Muse*, and published in collected form as *A Few Small Moments*.

Margaret Simmons, PhD

MONASH UNIVERSITY

Margaret works in the School of Rural Health, Monash University, Gippsland, Australia, teaching graduate medical students a social perspective on health. She also coordinates the Community Based Practice Program which aims to equip students with an interprofessional understanding of the social and community aspects of health through a community placement. Margaret's PhD used poetic representation to tell the stories of the Gippsland women evacuated as children in WWII Britain who immigrated to Australia in the postwar period. Margaret's research interests focus on narrative analysis, gender issues, aging, and notions of home and migration and pedagogies of practice in medical students.

Kathleen Spencer, PhD

OAKLAND UNIVERSITY

Kathleen Walsh Spencer, DNP, MA, ACNS-BC is a visiting assistant professor at Oakland University in Rochester, Michigan. As a nurse and a poet, she developed the class "Literature in Health and Illness" for the Honors College for Fall 2013. Her poems and essays appear in *The Poetry of Nursing: Poems and Commentary by Leading Nurse Poets* (Schaefer, 2006), *Intensive Care* (Davis & Schaefer, 2003), *Clackamas Literary Review*, *Rattle*, *Red Cedar Review*, *Rosebud*, *Nimrod*, and many others. She has attended the University of Iowa Summer Writing Festival seven times, and thinks Prairie Lights is the best bookstore on the planet.

Christine Stewart, PhD

SOUTH DAKOTA STATE UNIVERSITY

Christine Stewart-Núñez is the author of *Snow, Salt, Honey* (2012), *Keeping Them Alive* (2011), *Postcard on Parchment* (2008), *Unbound & Branded* (2006), and *The Love of Unreal Things* (2005). Her piece "An Archeology of Secrets" was a Notable Essay in Best American Essays 2012. Her work has appeared in such magazines as *Arts & Letters*, *North American Review*, *Prairie Schooner* and *Shenandoah*. She teaches at South Dakota State University.

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Michelle Teti, DrPH

UNIVERSITY OF MISSOURI, COLUMBIA

Michelle Teti, MPH, DrPH is an assistant professor in the Department of Health Sciences at the University of Missouri, Columbia. Her academic achievements include a master's and a doctoral degree in community health and prevention. Dr. Teti's research is focused on developing interventions to improve health and quality of life (QOL) outcomes among vulnerable populations by facilitating creative ways for people to make sense of and meaning out of their health and illness experiences. Her research focuses on studying photovoice – the process of identifying, expressing, and sharing health stories and experiences through photography – as one such intervention strategy.

David Thoele, MD

ADVOCATE CHILDREN'S HOSPITAL

David G. Thoele, pediatric cardiologist, is Director of Narrative Medicine at Advocate Children's Hospital. His creative essays are featured in *Hektoen International* and *Physicians Practice*, and he has published articles in *Circulation* and other journals. He learned a new perspective when his daughter got sick and he experienced the medical system from a parent's point of view. He re-examined how he practices medicine, and developed deeper compassion for his patients. He now leads interactive writing workshops with physicians, nurses, and parents, using writing and relaxation exercises to understand the role of the caregiver when patients face illness and sometimes death.

Dylan Todd

UNIVERSITY OF IOWA CARVER COLLEGE OF MEDICINE

Dylan Todd is a first-year medical student.

Emily Transue, MD

UNIVERSITY OF WASHINGTON, SEATTLE

Emily R. Transue, MD, FACP is the author of two memoirs about the medical experience, *On Call*, and *Patient to Patient* (2004/2008, St. Martin's Press), as well as stories and poems published in multiple venues. She is a graduate of Yale College and Dartmouth Medical School, and did residency and a Master's in Health Administration at the University of Washington. She worked for 13 years as a general internist in Seattle, and is a clinical assistant professor at the University of Washington, where she has taught creative writing for 14 years. She has won multiple teaching awards.

Joyce Turner, MFA

THE UNIVERSITY OF IOWA

Joyce Ellen Turner is the Nonfiction Editor of *The Examined Life Journal*. She holds an MFA in fiction writing from the University of Iowa. Her fiction has appeared in *Ploughshares*, her poetry in *The Examined Life Journal*, and her non-fiction in *Sic: A Journal of Literature, Translation and Culture*. She is the founder and President of LabCorrect, L.L.C., and serves as Director of the TA Coordinator Program at the Iowa Writers' Workshop.

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Rex Veeder, PhD, MFA, MA

ST. CLOUD STATE UNIVERSITY

Rex Veeder is a professor of writing, rhetoric, and Medical Humanities. He has taught since 1971. He is a PhD, MFA, and MA with an interest, always, in art, music, writing, and theatre, considering them integral to his teaching and life. In 2007, he suffered a Sudden Cardiac Arrest while at home and became one of the lucky 5% to survive the event. Since then, he has reinvented himself as a scholar, writer, musician, and artist dedicated to the arts in medicine and the community.

Elizabeth Wollensak, DO

ADVOCATE CHILDREN'S HOSPITAL

Elizabeth is a second-year resident in pediatrics at Advocate Children's Hospital in Park Ridge, IL. She attended medical school at the Chicago College of Osteopathic Medicine in Downer's Grove, IL. She currently lives in Elmhurst, IL with her husband Alec. She hopes to do pediatric primary care and join a practice after residency. In her spare time, she enjoys ceramics, gardening and travel.

Nicholas Yared, MD

MEDICAL COLLEGE OF WISCONSIN

Nicholas F. Yared is a third-year internal medicine resident at the Medical College of Wisconsin in Milwaukee, WI. He has been a member of Finding Meaning in Medicine, MCW's medical humanities organization, since its founding in 2011, leading discussions on international health and the intersection of music and medicine. He will be starting an infectious disease fellowship at the University of Minnesota in 2014 where he hopes to pursue research focused on interventions to curb the incidence of sexually transmitted infections and efforts to improve linkage to and retention in HIV care for marginalized populations.

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