

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

PROGRAM

Wednesday, April 23, 2008

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
4 - 5:30 pm	Registration	IMU North Room
5:30 - 6:30 pm	Welcome reception	IMU North Room
6:30 - 7:30 pm	Opening presentation (open to the public) Sabotage, Accident, Bewilderment, and Other Wonderful Things by Rinde Eckert	IMU North Room

Thursday, April 24, 2008

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
8:00 - 10:00 am	Registration	MERF Atrium
8:30 - 9:45 am	Concurrent sessions 1	
8:30 - 9:45 am	Challenges in Portfolio Writing: A Marriage of Reflection and Writing Richard Prayson MD, Elaine Dannefer PhD, Cleveland Clinic Foundation Writing skills are an important aspect of effective communication for physicians as caregivers, researchers, and educators. The Cleveland Clinic Lerner College of Medicine Program has utilized a portfolio system for assessment since its inception. Students are asked to reflect both in a formative and summative fashion on their performance across nine competencies (including communication skills), recognize learning needs, and implement improvement plans. This approach encourages and assesses reflective practice skills and requires active student participation in the assessment process. This presentation will focus on challenges that have been encountered with regard to guiding students in the writing of formative and summative portfolios. We will also address the challenge of assessing poorly written portfolios. Basic skills in effective written communication certainly impact one's ability to write effectively in a reflective manner. In this presentation, we will present an overview of the portfolio program, discuss levels of desired reflective writing, and outline problems that we have encountered in this process including poor grammar and syntax, disorganization, lack of a reflective insight and quality to the writing, and an inability to cite appropriate evidence. Samples of student writing will be provided and examined in order to provide a forum for discussion on possible approaches to facilitating a student's ability to improve reflective writing skills.	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
8:30 - 9:45 am	<p>Seven Doctors Project</p> <p>Steve Langan MFA, University of Nebraska Medical Center</p> <p>Working with a core group of seven distinguished physicians who are affiliated with The Nebraska Medical Center--and partnering each one with a local writer in the workshop setting and in one-on-one collaboration--the aim of the Seven Doctors project has been to begin to document how attention to the study, craft, and mastery of writing helps these physicians live better lives and become happier at work and more engaged with patients and others.</p>	1117 <u>MERF</u>
8:30 - 9:45 am	<p>A Fine Balance: The Challenges of Writing Narrative Nonfiction Articles for Publication in Peer-reviewed Journals</p> <p>Shyam K Bhat MD, Southern Illinois University School of Medicine</p> <p>Many widely circulated peer reviewed journals have started to publish narrative nonfiction pieces, and the numbers of such journals are increasing. While this has opened up new opportunities for publication, the writer who submits narrative nonfiction pieces to these journals faces several challenges.</p> <p>Often, these articles are read by the writer's peer group, and the knowledge of such a distinctly defined readership can often affect the writer's voice, sometimes stifling it, and sometimes resulting in stilted prose that is overly conscious of the reader. In addition, it is often more difficult to interest one's peers than the general reader: for example, a cardiologist's description of a coronary bypass surgery would interest the lay public, but would be utterly prosaic to his peers. Therefore, these narrative nonfiction pieces have to be fresh and thought provoking, even provocative, and yet remain "mainstream" enough for publication in a peer-reviewed journal.</p> <p>This presentation discusses these issues and also examines the process of writing narrative nonfiction for peer reviewed journals: from identifying appropriate themes and stories, to constructing the narrative, and finding, and remaining true, to one's voice.</p>	2189 <u>MERF</u>
10 - 11:15 am	Concurrent sessions 2	
10 - 11:15 am	<p>Incorporating Reflection into Medical Education: Strategies, Pitfalls, and Future Directions</p> <p>Adam Cifu MD, Krista Johnson MD, University of Chicago</p> <p>Incorporating reflection into medical education is appealing for many reasons. The process of reflection is a key aspect of learning and therefore may enhance practice-based learning. Reflection may improve professional development as many formal reflection exercises address breeches of professionalism and discord between the hidden curriculum and formal curriculum. Reflection also is equated with more humanistic medical practice.</p>	2117 <u>MERF</u>

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	<p>Critical incident reports are one of the better known strategies to incorporate reflection into medical education, though increasingly other strategies are being reported. However, these strategies have not met with equal success and some learners resent being "forced" to reflect while educators struggle with the role of assessment in reflective exercises. This raises interesting issues for discussion.</p> <p>All panelists have sustained very successful reflective writing experiences in the clinical years and are co-collaborators in a qualitative study of these writings. This proposal is derived from a highly successful workshop at the 2006 AAIM and 2007 Generalists in Medical Education meetings that generated much more discussion than anticipated and thus seemed well-suited to this format and the focus of this meeting.</p>	
10 - 11:15 am	<p>Grumpy Doctors and Difficult Patients: Reading and Writing the Doctor Story Tony Miksanek MD, University of Illinois at Urbana-Champaign</p> <p>Most doctors already possess plenty of the attributes required of good writers: a steady flow of material (countless patient scenarios), good listening skills (empathy and diagnostic acumen), lots of practice (H & Ps and office notes), and a love of reading.</p> <p>We will examine three celebrated short stories by doctor-writers: "The Use of Force" by William Carlos Williams, "Brute" by Richard Selzer, and "The Steel Windpipe" by Mikhail Bulgakov. All three tales involve angry, frustrated doctors and difficult, noncompliant patients. How are these stories similar? How are they unique? Why are they so effective? What lessons do they provide that may be applicable to our own writing?</p> <p>We will discuss elements of "the doctor story" that are distinctive of this genre including the doctor as narrator, illness as metaphor (or not), and the many built-in conflicts (physician versus disease, physician versus uncertainty, physician versus constraints of time and economics, and sometimes physician versus patient and family). Style and voice will be explored.</p> <p>Recommended resources that can facilitate the crafting of your stories and enhance your appreciation of stories by physician-writers will be presented. We will conclude with some brief writing exercises.</p>	1289 <u>CBRB</u> (Kelch Conference Room)
10 - 11:15 am	<p>Reading in the Dark, or, What Blindness Can Teach Steven Kuusisto MFA, University of Iowa</p> <p>Poet and essayist Steven Kuusisto (Professor of Creative Nonfiction, The University of Iowa) will read from his forthcoming collection of poems, <i>Mornings With Borges</i> and discuss how a traveling life of blindness can become a form of epistemology.</p>	1117 <u>MERF</u>

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
11:15 - 12:30 pm	Poster session and book fair	<u>MERF</u> Atrium
11:45 - 12:30 pm	Lunch	<u>MERF</u> Atrium
12:30 - 1:30 pm	Featured presentation (open to the public) The Warbler and St. Michael by Daniel Mason Author Daniel Mason talks about what medicine can teach fiction, and the role of stories in patient care.	<u>MERF</u> Atrium
1:45 - 3 pm	Concurrent sessions 3	
1:45 - 3 pm	Creative Expression as a Component of a Neurology Clerkship: A 3 Year Pilot Study Steven Sparr MD, Albert Einstein College of Medicine Commencing in October, 2003 all fourth year medical students rotating on the neurology clerkship at Montefiore Medical Center were required to submit a creative piece in lieu of one patient write-up. Instructions were purposefully kept vague to maximize the students' options for free expression. The assignment was to demonstrate understanding of the concept that "Neurology is not the study of neurological illnesses; rather, it is the study of human beings who have neurological illnesses which impact upon their lives and their families." The students were asked to present their creative pieces to the preceptor and fellow students on the final day of the rotation. No grade was given for the presentation. In the first three years of this pilot project 121 students submitted creative pieces. The vast majority chose a short story format but submissions also included poems, crossword puzzles, a short film, drawings and crafts. Most of the stories submitted were emotionally powerful and reflected that the presenter was deeply affected by the events described. The most common themes chosen were: degenerative neurological conditions, particularly dementia, in a family member of the student; devastating illnesses in patients seen on the ward and the impact on their families; fictional first person accounts of patients with incapacitating neurological conditions such as locked-in syndrome. Excerpts from some of these stories will be read. The assignment acknowledged the students' intrinsic humanism instead of treating "humanism" as a subject that had to be didactically taught to them. Most found the assignment a worthwhile, meaningful experience.	1289 <u>CBRB</u> (Kelch Conference Room)
1:45 - 3 pm	Writing Wrongs: Reflecting Hidden Curricula in "Hidden" Drafts Hilary Mosher Buri MFA, University of Iowa Carver College of Medicine Part presentation, part group discussion, this session will explore the themes and purposes of student writing produced during a semester-long reading	1117 <u>MERF</u>

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	and writing workshop offered through the University of Iowa College of Medicine. Although supported by the College, the workshop was not led by medical professionals, and writing assignments were focused on craft rather than, explicitly, issues of medical practice or professional development. From the breadth of styles and subjects emerged recurrent themes of identities in flux, and tensions arising from protagonists shifting their identities from "object" of the medical profession to "subject" of the medical profession. The humor, sadness, anger, insight, and rough, unfinished quality of these pieces, in contrast to the polish and tidiness of many published essays on medicine, implies a [necessary?] divide between public and private in the trajectory of developing physicians.	
1:45 - 3 pm	<p><i>Hospital Drive: Creating a New Journal from Conception to Delivery to Early Development</i></p> <p>Daniel Becker MD, Heather Burns MFA, Juliet Trail, Addeane Caelleigh MA, Sharon Hostler MD, University of Virginia; Gillain Nineham, Radcliffe Publishing, Oxford, UK</p> <p>This panel discussion will explore the why, when, and how of a new journal—in word and image—of reflective practice. Participants represent university, school of medicine, academic press, and "marketing" points of view. Our process moved quickly from the idea to the name to the sales job to the Dean. Involved faculty and staff have complementary skills and interests in addition to a willingness to commit whatever time the project needed. Most of this effort is voluntary. Editing, web design, and marketing are all done "in-house." Reviewers are UVA faculty and/or alumni of the school of medicine writing courses. Aside from the start-up challenges, we also had to develop an audience. In addition to national ads, we recruited faculty and staff, friends and relatives, patients and their partners, colleagues current and future. Those of us who are shy about begging for help and selling our wares had to get over it. <i>Hospital Drive</i> is part of an institutional process of reexamination. It complements a broad array of faculty development programs, Appreciative Inquiry projects, mindfulness courses, Healers Art electives, and physician wellness resources. Publishing companies with a historical interest in medical textbooks are now also interested in medical humanities and multimedia access to readers/viewers. <i>Hospital Drive</i> had a short gestation: in 12 months, we conceived and delivered the first issue. In addition to discussing process issues and shamelessly soliciting submissions from attendees, we will also present data regarding content and website traffic.</p>	2117 <u>MERF</u>
3:15 - 4:30 pm	<p>Plenary session</p> <p><i>Grand Rounds</i></p> <p>Loreen Herwaldt MD, Marcy Rosenbaum PhD, Austin Bunn MFA, University of Iowa Carver College of Medicine</p> <p><i>Grand Rounds</i> is a research-based theater piece centered</p>	2117 <u>MERF</u>

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	around the experience of seeking treatment for cancer. The authors conducted in-depth interviews with over 40 men and women with various types of cancer and identified some of their key experiences with the healthcare system. The authors created a 60 minute performance piece in which seven characters dramatize the patients' stories. The setting for the piece is a medical grand rounds during which the patients speak for themselves about diagnosis, treatment, recovery, and death. The authors developed this piece to be used in medical education settings.	
4:30 - 5 pm	Coffee break	
5:30 - 6:30 pm	Reception	Old Capitol Museum
6:30 - 7:30 pm	Featured presentation (open to the public) Dark Matter & Sticky Stuff: Poet Marvin Bell Recites His Poetry and Talks about the Poetic Process by Marvin Bell With a bow toward astronomy and quantum physics, Marvin Bell discusses the attempt of poets to express the otherwise inexpressible and why one might do it. Presented by Iowa State Bank & Trust	Old Capitol Museum

Friday, April 25, 2008

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
8:30 - 10 am	Plenary session Editors' Panel: How To Get Published Ellen Ficklen, <i>Health Affairs</i> ; Anjali Jain MD, <i>Ambulatory Pediatrics</i> ; Anne Hudson Jones PhD, University of Texas Medical Branch at Galveston; Roxanne K. Young ELS, <i>JAMA</i> . This panel offers conference participants a unique chance to hear directly from three medical journal editors about what makes a piece of first-person narrative writing publishable. Our distinguished panelists are an editor since 1984 of <i>JAMA's</i> weekly feature "A Piece of My Mind"; a coeditor of	2117 <u>MERF</u>

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	the "Narrative Matters" feature section of <i>Health Affairs</i> ; and a founding coeditor of a new personal essay column, "In the Moment," for <i>Ambulatory Pediatrics</i> . After each panelist gives a brief description of her feature section(s), explains guidelines for submitting, and gives tips for making submissions publishable, they will all respond to questions from members of the audience.	
10 - 10:15 am	Break	<u>MERF</u> Atrium
10:15 - 11:30 am	Concurrent sessions 4	
10:15 - 11:30 am	<p>Writing Illness: A Non-fiction Project, and How to Support Creative Writing Among Medical Students</p> <p>Chantal Forfota MA, Stanford University School of Medicine</p> <p>I will read an excerpt from my creative non-fiction project about illness; describe the resources and programs at Stanford University School of Medicine that enabled me to work on it; and consider the value of engaging in creative writing and reflection while in medical school.</p> <p>Three years before I began medical school, my husband was diagnosed with stage four stomach cancer. This summer, I began to write an account of what happened, to reflect on the meaning of those events, and to put them in a broader context. The specific aims of my writing are to bear witness, to remember, and to reconstitute a story of love that incorporates loss. I also seek to understand in my writing how my experience with illness frames my experience as a medical student—and how education and training reshape my memory. The process of writing has provided a way to reflect on the multiple and sometimes competing perspectives of patient, caregiver, student, and physician, as each grapples with the meaning of illness and how best to treat it.</p> <p>The Scholarly Concentrations Program at Stanford provided a framework in which to envision this writing project and the resources and support necessary to accomplish it. This program may serve as a model whereby medical schools can facilitate creative writing among their students.</p> <p>Beyond being a personally enriching pursuit, creative writing is a valuable forum in which to pose difficult questions about medicine, imagine solutions and ultimately cultivate better doctors, and better medicine.</p>	5181 <u>MERF</u>
10:15 - 11:30 am	<p>The University Writing Center as a Place for Physician Writers: the Advantages of Writing in Diverse, Decentralized Workshops</p> <p>Matthew Gilchrist MFA, Bruce Brown MD, University of Iowa</p>	2117 <u>MERF</u>

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>For the past year, the University of Iowa Writing Center has sponsored a weekly, informal fiction-writing workshop group whose focus is reading, writing, and discussing fiction. Anyone is welcome to participate, and this semester, the group includes a physician, a quantum mechanics scientist, non-native English speakers, and several undergraduate students. The physician, a radiologist and internist, will discuss the challenges and benefits to physicians writing fiction in a diverse group that draws participants from across the university curriculum. A graduate of the Iowa Writers' Workshop and assistant director of the University Writing Center will discuss his decisions in structuring the workshop to take advantage of the group's diversity of background and experience. A brief formal presentation will be followed by an informal panel discussion.</p>	
10:15 - 11:30 am	<p>Learning to Say "I" Again: Writing Activities for Identity Reconstruction Joy Ladin PhD MFA, Yeshiva University</p> <p>Hospitalization, chronic illness, disabling injury—traumatic medical events shake our sense of who we are in ways that are difficult to understand or articulate to loved ones or ourselves. Physical treatments don't address the destabilization of identity that can accompany such traumas. The well-meaning attention of family and friends can exacerbate the feelings that neither we nor anyone else knows who we are. As a widely published writer coping with my own identity-destabilizing trauma—for the past two years, I have been treating my lifelong gender dysphoria by transitioning from living as a man to living as a woman—I have found reflective writing to be a powerful, life-saving tool for articulating the feelings of fear, confusion, and despair arising from the slow, painful reconstruction of identity. The value of reflective writing in recovery from trauma has been well documented. This workshop will refine that general model by presenting exercises that can guide patients through specific aspects of the identity loss that can accompany traumatic medical events, and toward key tasks of identity reconstruction.</p>	1117 <u>MERF</u>
11:30 - 12:30 pm	Poster session and book fair	<u>MERF</u> Atrium
<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
11:45 - 12:30 pm	Lunch	<u>MERF</u> Atrium
12:30 - 1:30 pm	<p>Featured presentation (open to the public) The World According to Cancer Bitch by S.L. Wisenberg</p> <p>S.L. Wisenberg reads from her blog about her experiences with surgery, chemo, and medical fellows.</p>	<u>MERF</u> Atrium

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	Presented by The University of Iowa Press	
1:45 - 3 pm	Concurrent sessions 5	
1:45 - 3 pm	<p>The Art of Reflective Writing at the Medical College of Wisconsin Arthur Derse MD JD, Nancy Havas MD, Julia Uihlein MA, Richard Holloway PhD, Chris McLaughlin, Medical College of Wisconsin</p> <p>Although many students expressed an interest in writing, the Medical College of Wisconsin lacked a coordinated program of opportunities to cultivate reflective writing for medical students. During the past three years, the authors, who are part of the new program in medical humanities at the Medical College of Wisconsin, instituted three major initiatives to provide these opportunities and foster an appreciation of the medical humanities. The first initiative is an M-4 elective that includes journaling and weekly meetings with a writing coach that culminates in a final product for publication or presentation. Student interest has skyrocketed from an average of 5 students enrolled through spring 2007 to 24 students who requested the elective for spring 2008. The second initiative is an M-1 Humanities Track piloted this year that includes structured opportunities for reflective writing with feedback provided throughout the academic year. More than 30 students requested the sixteen available slots in the first year. The third initiative is publication of an annual literary journal, <i>Auscult</i>. Highlighting writing from students as well as faculty, <i>Auscult</i> reinforces the goal of a lifelong involvement in reflective writing. Through integration of these initiatives, students have new opportunities for reflective writing as part of the overall medical school experience. Qualitative evaluations of these activities show that students value the opportunity to reflect upon their profession and to write for publication and personal growth. Sample student writings as well as an overview of each initiative will be presented.</p>	2117 <u>MERF</u>
1:45 - 3 pm	<p>Workshop for Writers of Creative Non-fiction John Woodcock PhD, University of Indiana Bloomington</p> <p>This is a session for writers of creative nonfiction, whatever stage the project, combining practical advice with the opportunity for questions, answers, and sharing of experience. (Creative nonfiction is the wide field of writings that are nonfictional and also creative in that the persona or sensibility of the writer is an important part of the project.) The presenter will briefly diagnose the most common roadblocks for creative nonfiction writers and prescribe methods for getting around them. Then the session will open up for interchange. The session should be both helpful and inspiring for writers over a wide range of backgrounds and writing experience. The presenter is a practiced conductor of workshops for writers of all ages and professions, with a long-term interest in the many relations of literature and medicine.</p>	2189 <u>MERF</u>

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
1:45 - 3 pm	<p>Poetry Writing Workshop—Pre-registration required</p> <p>Cecile Goding, MFA</p> <p><i>This session is only open to those who have pre-registered for it.</i></p> <p>During this session, each participant will distribute and read aloud a poem in progress (2 pages maximum length/can be much shorter). Then, the poet will receive feedback from the rest of us, in the form of generous, enthusiastic comments. We will focus on our emotional/intellectual appreciation of the poem, and suggest ways to increase what Edgar Allen Poe called "the single effect." We may also make written comments on our copies, these copies to be returned to the reader.</p> <p>There will be no time, within the workshop, for you to defend your poem, or to preface its reading with remarks about why you chose to write it, or the autobiographical situation behind it. Such information, however, might be prompted by our questions. Each person will receive the same number of minutes for both her reading and our comments.</p> <p>Suggestions: We all come to poetry with ideas—ideas about what a poem is, how a poem should look and sound. To give myself more freedom, or often more restrictions, I like to read closely a poem by someone else, and then try to write a poem that is like it in some way (the situation, length of line, repetition or other devices). Here is a short list of poems, all available on-line, that might prompt you to write as you have never written before. You might even use a line from one of these poems to begin your own poem.</p> <p>There is no need to print out the poems below. Simply use them if they help you write something newer, wilder, craftier.</p> <p>A dozen different poems to read:</p> <ul style="list-style-type: none"> • Marvin Bell- "Obsessive" (poetryfoundation.org) • Rafael Campo- "The Distant Moon" (poets.org) • Wanda Coleman- "Mastectomy" (poets.org) • Josephine Dickinson- "Breathing" (poets.org) Albert Goldbarth- "Units" (poets.org) • Donald Justice- "On a Painting by Patient B of the Independence State Hospital for the Insane" (poetryfoundation.org) • Jane Kenyon- "Having it Out with Melancholy" (poets.org) • Linda Pastan- "Agoraphobia" (poetryfoundation.org) • William Olson- "Bedside" (poets.org) • Anne Sexton- "Doctors" (plagiarist.com) Belle Waring- "Saudade" (washingtonart.com/beltway/archives.html) • William Carlos Williams- "To a Poor Old Woman" (poets.org) 	2126 <u>MERF</u>
3 - 4:45 pm	<p>Closing plenary session</p> <p>Writing at the University of Iowa</p>	2117 <u>MERF</u>

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>Joseph Parsons, acquisitions editor, and Allison Thomas, associate marketing manager, UI Press; David Hamilton, editor-in-chief, <i>The Iowa Review</i>; Lan Samantha Chang, director, Iowa Writers' Workshop; Margaret LeMay-Lewis, coordinator, Carver College of Medicine Writing Program.</p> <p>A panel discussion with the University of Iowa Press, <i>The Iowa Review</i>, and the Iowa Writers' Workshop. Moderated by the Carver College of Medicine Writing Program</p>	
5 - 6 pm	<p>Participants' Reading</p> <p>An open reading. A sign-up sheet will be provided at the conference handouts table during the book fair.</p>	1117 <u>MERF</u>
6 pm	<p>Adjourn</p>	