

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

**PROGRAM**

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- LIT = Literature
- MEDED = Education
- PAT = Patient and Provider Care
- WRI = Craft of Writing
- STU = Student Track
- MEDIA = Media and Medicine
- ILLNESS = Writing about Illness

**Thursday, April 21, 2011**

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
7:30 - 8:30 am	Registration	MERF Atrium
8:30 - 9:45 am	<p><b>Welcome</b></p> <p>To kick off the 2011 conference we'll discuss the Carver College of Medicine's new literary journal <i>The Examined Life</i> and hear from some of the authors whose writing graces our first issue.</p> <p>Introduction by Christopher Cooper, MD, Associate Dean, Carver College of Medicine Office of Student Affairs and Curriculum</p>	2117 MERF
10 - 11:15 am	<p><b>Concurrent Sessions #1</b></p>	
10 - 11:15 am	<p>Discussion forum:  <b>Narrative Insights: Voices of patients with Parkinson's, their care partners and clinicians (MEDED)</b>            Nancy Gross, MA, MMH, Overlook Hospital Atlantic Health, Summit, NJ; Roger Kurlan, MD, Atlantic Health Neuroscience Institute, Summit, NJ</p> <p>As narrative medicine experiences begin to populate the landscape of the stories of illness, the Atlantic Neuroscience Institute of Overlook Hospital in Summit, New Jersey has embarked upon a project to capture the reflections of people facing the challenges of Parkinson's. Patients afflicted with Parkinson's, their care partners and clinicians meet monthly. We closely read a piece of literature, share perceptions and reactions, and write a reflective response. Six months worth of musings and writings have undergone a discourse analysis so as to provide direction as the neuroscience institute creates a wellness and support center for people with neurodegenerative diseases. This presentation will include the planning and methodology of the project; the syllabus and the early findings revealed through the discourse analysis. The voices of the participants will be expressed through their oral and written narratives.</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	Objective: Participants will be able to articulate the experience of people living with Parkinson's by having heard their stories of illness; and understand how a narrative medicine experience can be incorporated and valued within the clinical milieu.	
10 - 11:15 am	<p>Panel discussion:  <b>Medical Literary &amp; Arts Journals</b></p> <p>Jason T. Lewis, MFA, University of Iowa Carver College of Medicine, Iowa City, IA; Tom Janisse, MD, MBA, <i>The Permanente Journal</i>, Portland, OR; Russell Scott Valentino, PhD, University of Iowa, <i>The Iowa Review</i>, Iowa City, IA; Karen Brasel, MD, MPH, Medical College of Wisconsin, Milwaukee, WI; Alok Sachdeva, Jessica Heselschwerdt, Wayne State University School of Medicine, Detroit, MI</p> <p>Print publishing is at a crossroads throughout the industry. Nowhere is that more true than in journal publishing. This panel will explore the trials and tribulations of publishing print media in a digital age as well as the specific challenges of publishing for an even smaller niche like medical literary arts.</p> <p>Objective: Participants will draw on the specific experiences of the panelists to engender a discussion that will explore avenues for journal publishing success.</p>	2189 MERF
10 - 11:15 am	<p>Reading:  <b>The University of Iowa Carver College of Medicine Student Reading (STU/WRI)</b></p> <p>The medical students of the University of Iowa Carver College of Medicine read from their work.</p>	1117 MERF
11:15 - 12:30 pm	<b>Poster Session/Book Fair</b>	MERF Atrium
11:45 - 12:30 pm	Lunch	MERF Atrium
12:45 - 2:15 pm	<p>Featured presentation (open to the public)  <b><i>Out of the Woods</i></b>  by Chris Offutt, MFA, University of Iowa, Iowa City, IA</p> <p>Chris Offutt's work often explores the intersection of the natural and modern worlds. His short story "Out of the Woods," from the collection of the same name, is no exception. It's a story that asks us to consider our perceptions—and perhaps our blind spots—as we interact with the larger world. A valuable consideration for those who work in any healthcare-related field.</p> <p>Introduction by Jason T. Lewis, MFA, Director, Carver College of Medicine Writing and Humanities Program</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
2:30 - 3:45 pm	<b>Concurrent Sessions #2</b>	
2:30 - 3:45 pm	<p>Performance:  <b>The Examined Eyes: Fundus Drawings As Art (PAT/LIT)</b>            LuAnn Dvorak, PhD, Department of Ophthalmology and Visual Sciences, University of Iowa Hospitals and Clinics, and Department of Rhetoric, University of Iowa College of Liberal Arts and Sciences, Iowa City, IA; Stephen Russell, MD, Department of Ophthalmology and Visual Sciences, University of Iowa Hospitals and Clinics, Iowa City, IA</p> <p>As a diagnostic tool and record of observations and analysis in an ophthalmologist's examination room, a drawing of the fundus -- the interior surface of the eye, which includes the retina, optic disc, macula, fovea, and posterior pole -- communicates information to the physician who is doing the drawing and to other physicians who will in the future see the patient to evaluate the progress, either of the treatment or of the disease itself. We have conducted a retrospective, comprehensive review of over 12,000 of these drawings done at the University of Iowa from the 1950s until the late 1980s when time constraints of modern medicine halted the process, and are currently compiling fewer than 100 select pieces into a book of art. At the conference, and for the first time, we will introduce these images to an outside audience by presenting a multimedia glimpse at the detail and scope of this art or, as the skeptics say, at this craft, with hopes that attendees will gain not only an appreciation of the drawings and the artists, but also an appreciation of our need as writers to consider whether the original intended purpose and audience, as well as the talent or skill of the artist, determine what is art.</p> <p>Objective: Participants will gain not only an appreciation of the drawings and the artists, but also an appreciation of our need as writers to consider whether the original intended purpose and audience, as well as the talent or skill of the artist, determine what is art.</p>	2117 MERF
2:30 - 3:45 pm	<p>Discussion forum:  <b>Physician as Soldier: Physician as Writer-Reflections in Essay (WRI/LIT)</b>            Jon Kerstetter, MD, U.S. Army Medical Corps (retired), Iowa City, IA</p> <p>This topic is an exploration of the presenter's reflective essay, "Mind Experiment," which describes the conflicted role of combat physicians as they serve in the armed forces. The essay takes the form of a literary mind experiment which propels the reader into the role of a combat physician and leads them into the world of extra-textual reflection by means of exposing them to five "experimental" vignettes. The vignettes are taken from the author's combat experience and serve to set the reader in the combat environment. The essay and discussion will explore the use of reader-based reflection as a tool for the development of understanding issues related to the experience and ethos of combat medicine.</p> <p>Objective: Participants will explore the use of reader-based reflection through the use of a guided essay on the topic of physicians at war. Participants will gain an understanding of the complex nature of the decisions that combat physicians must make in war.</p>	1289 CBRB

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
2:30 - 3:45 pm	<p>Panel discussion:  <b>Competing Cancer Narratives (STU/LIT)</b>            Joshua Doležal, PhD; Allison Miller; Anna Lehocz; Kelly Spavin; Caitie Dau; Ryan Arnold; Chantel Boyd; Jessica Vetter, Central College, Pella, IA</p> <p>The most dominant cancer narrative is “livestrong,” as popularized by Lance Armstrong through his Foundation, his Nike ads, and his book, <i>It’s Not About the Bike</i>. While some find Armstrong’s message empowering, others find its emphasis on steely survivorship unrealistic and even harmful. Barbara Ehrenreich and Terry Tempest Williams both offer counter narratives in their investigation of environmental carcinogens and their subsequent elegies of cancer, which they regard not as an opportunity for self-improvement through survivorship, but as a platform for denouncing environmental devastation and the toll it takes on humans and wildlife. Questions for discussion: What are the social and ethical implications of cancer narratives? In what ways is Armstrong’s “livestrong” message empowering to cancer patients? In what ways might it be insufficient as a master narrative of cancer? What is (or ought to be) the relationship between cancer prevention efforts and the narrative of survivorship as means to self-improvement? How compatible, in other words, are the narratives of prevention and survivorship? What role does commercial culture play in shaping cancer narratives through sponsorships and products? What are the benefits and tradeoffs of these commercial alliances?</p> <p>Objective: Participants will present initial thoughts on cancer narratives and open the rest of the discussion to audience participation.</p>	2189 MERF
4 - 5:15 pm	<p><b>Concurrent Sessions #3</b></p>	
4 - 5:15 pm	<p>Workshop:  <b>Beyond the medical record - creative writing for busy clinicians (WRI/PAT)</b>            Hilton Koppe, MB BS, MFM, FRACGP, North Coast GP Training, Lennox Head, NSW, Australia</p> <p>As clinicians, we are involved in writing “stories” every day. The patient record is our interpretation of our patients’ stories (History) and a summary of our response to this (Examination and Management Plan). This record does not allow for much creativity on the part of the writer, and is very limited in its ability to assist the clinician in making sense of what has gone on for them at a personal level. To assist in remedying this problem, Dr Hilton Koppe, senior medical educator with North Coast GP Training, Australia, is presenting for the first time in North America his internationally acclaimed creative writing workshop. The workshop will allow participants an opportunity to experience the use of stories and poetry as a means of helping them to make better sense of what it means to be a clinician. Practical writing exercises will guide participants through a series of creative tasks which assist them in reflecting on the effect their clinical practice has on their lives with the goal of increasing their enjoyment of work and life in general. Most of all, it will be an opportunity for some light hearted fun with colleagues.</p> <p>Objective: Participants will: 1. Learn new skills in creative writing 2. Reflect on what it means to be a clinician through the use of structured writing exercises 3. Reignite previously lost passions for creativity 4.</p>	2189 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	Marvel at the brilliance of colleagues 5. Share some of their creative brilliance with colleagues, if they choose.	
4 - 5:15 pm	<p>Panel discussion:  <b>The Scalpel and The Palette: Living the Arts as a Medical Student (STU)</b>  Dane Jacobson, Gregory Larrieux, Nicholas Gregory, Andrew Fahlgren, Andrew McNamara, University of Iowa Carver College of Medicine, Iowa City, IA</p> <p>A panel of medical students with varying interests in the arts will discuss their experiences maintaining those interests during medical school. The benefits, challenges, and results of pursuing artistic interests while in medical school will be discussed. Join us to share your own experience or to listen to those who have chosen this lifestyle.</p> <p>Objective: Participants will learn about the experiences of several medical students who have chosen to continue their artistic endeavours while attending medical school.</p>	2166 MERF
4 - 5:15 pm	<p>Reading:  <b>The Sky Begins At Your Feet: A Memoir On Cancer, Community &amp; Coming Home to the Body (ILLNESS)</b>  Caryn Mirriam-Goldberg, PhD, Goddard College, Lawrence, KS</p> <p>Caryn Mirriam-Goldberg's critically-acclaimed memoir is a "must read" for anyone concerned about narrative medicine, writes Lewis Mehl-Madrona, author of Coyote Healing. Written by the poet laureate of Kansas, this critically-acclaimed memoir by reviewers and readers offers us deep consideration of how illness "could awaken us to a whole range of connections: community, family, the natural world, body and the mysterious inner landscape of being human on the earth," writes John Fox, author of Poetic Medicine. <i>Library Journal</i> writes, "With a poet's eye and lyricism, Mirriam-Goldberg describes all the emotions and trials patients and their families experience, allowing readers to see past the struggle to the richness beyond." The reading will feature excerpts from the memoir, followed by a short discussion on the links between illness, the earth, community and the body, and on the power of our words to foster health and transformation.</p> <p>For more on this book, please see <a href="http://carynmirriamgoldberg.com/books/sky.htm">http://carynmirriamgoldberg.com/books/sky.htm</a></p> <p>Objective: Participants will better understand the connection between narrative medicine and transformative language arts as well as illness as a pathway into greater ecological awareness, embodiment and community.</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
6:30 - 7:45 pm	<p>Keynote presentation (open to the public)</p> <p><b>Reading from Novel <i>Tinkers</i></b></p> <p>Paul Harding, Author, Georgetown, MA</p> <p>Paul Harding will discuss how he approaches writing about epilepsy in particular and illness in general with the audience.</p> <p>Introduction by Paul Rothman, MD, Dean, Carver College of Medicine</p>	Shambaugh Auditorium, UI Main Library
8 - 10 pm	Reception	Hotel Vetro Conference Center, 201 South Linn Street, Iowa City

**Friday, April 22, 2011**

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
7:30 - 8:30 am	Coffee	MERF Atrium
8:30 - 9:45 am	Concurrent Sessions #4	
8:30 - 9:45 am	<p>Discussion forum:</p> <p><b>Teaching and the Moral Imagination (LIT/MEDED)</b></p> <p>Mary Retzer, MD, Cornell College, Mount Vernon, IA</p> <p>No physician wants to turn into a "bitter dinosaur" (Anton Chekov) after beginning as an "eager neophyte" (Chekov). And yet in my experience as a physician I saw this transformation occur all too frequently. Robert Coles' book <i>The Call of Stories - Teaching and the Moral Imagination</i> inspired me to use literature and film to develop a pre-medical course on the occupational hazards of medical training and practice. I taught the course at Cornell College in 2009. My goal was to stir the soul, twinge the conscience and lead to greater clarity of self. The students were to discover the moral intention of the author and to scrutinize their own assumptions and expectations, their values and aspirations. The themes included arrogance/humility, integrity, psychic numbness, use of power, suffering and death. These issues were examined in stories by Chekov, O'Connor, Cheever, Carver, Broyard, William Carlos Williams, Selzer, Eugenides and others. Extensive time was spent studying <i>The Plague</i> by Camus, and "The Diving Bell and The Butterfly" by Jean Dominique Bauby.</p> <p>Objective: Participants will gain understanding and insight on using literature and film to teach a course on moral and ethical issues specifically pertaining to medicine.</p>	2117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
8:30 - 9:45 am	<p>Workshop:  <b>Your Life Is Your Life: Mortality, Illness and Transformative Language Arts (WRI/PAT)</b>            Caryn Mirriam-Goldberg, PhD, Goddard College, Lawrence, KS</p> <p>This experiential workshop includes a short presentation, then writing prompts to demonstrate how Transformative Language Arts can help those living with serious illness and facing their own mortality cultivate greater strength, courage, meaning and even joy. In founding Transformative Language Arts -- an emerging academic field that draws on creative writing, storytelling and performance for social and individual transformation -- and in facilitating writing workshops for people living with serious illness, I have repeatedly witnessed the power of our words to serve as lanterns in the darkness, leading us forward, particularly when the trail meanders through the valley of death. While all the writing and storytelling prompts I use in such workshops are open-ended, I've found that most people living with cancer, Parkinson's, diabetes, head injuries and other such illnesses want and need a space to write and speak about their own mortality and what it means to live in a body. Furthermore, participants benefit substantially from writing in community, where they often report feeling fully heard and seen, and by witnessing others and being witnessed, they can feel the full weight of and see the full light from their words. This workshop will include both research on how writing in community, and Transformative Language Arts in general, can enhance physical and mental health, and examples of the writing done in such circles, drawing from the anthology I edited, <i>My Tree of Life: Writing and Living Through Serious Illness</i>, published by Turning Point: A Center for Hope and Healing in 2009. We will then engage in several writing prompts to experience the effects of writing in community, even when writing through life's most treacherous turns.</p> <p>Objective: Participants will experience and learn about how Transformative Language Arts -- social and personal transformation through the spoken and written word -- can help people cultivate courage and clarity to find greater meaning and community while also living with serious illness or otherwise facing mortality issues.</p>	1117 MERF
8:30 - 9:45 am	<p>Discussion forum:  <b>The Physician-Reporter: Responsibilities, Risks, and Ramifications (MEDIA)</b>            Micheil Cannistra, University of Iowa Carver College of Medicine, Iowa City, IA</p> <p>In extremis, the physician-reporter is impelled to choose pen or scalpel. During this session, we will examine ethical issues in medical journalism, specifically as they pertain to reporting at the scene of an unfolding disaster. Using coverage of the 2010 Haitian earthquake by Dr. Sheri Fink and Dr. Sanjay Gupta as contrasting examples, we will explore how physician-journalists reconcile the opposing roles of potential rescuer and necessary reporter.</p> <p>Objective: Participants will consider the ethics and evolution of the physician-reporter and reflect on changes in mass media, medicine, and journalism that created this challenging hybrid role.</p>	2156 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
10 - 11:15 am	Concurrent sessions #5	
10 - 11:15 am	<p>Workshop:  <b>Poetry and Medicine: Read One, Write One, Teach One (WRI/LIT)</b>  Serena J. Fox, MD, New York University School of Medicine and Beth Israel Medical Center, New York, NY</p> <p>“The poem springs from the half-spoken words of such patients as the physician sees from day to day...” —William Carlos Williams.</p> <p>The publication of my first book of poems, <i>Night Shift</i>, allowed me to participate in a Humanities program at the NYU School of Medicine. The Master Scholars Program provides a diverse forum for topics not in the official curriculum. My objectives were to explore aspects of poetry unique to writers from the scientific and medical communities and to share a hands-on love of poems. I believe that poems inspire empathy and that they are essential to the teaching of medicine and care-giving. My current workshop, "Medicine and Poetry: Read One, Write One, Teach One," is for readers and writers of poems. (Its title echoes the time-honored Bellevue tradition, “see one, do one, teach one.” The course is intended as a gift of time and space, rather than a source of didactic information. In general there is an introductory session, sessions in which poems are read and shared, and a final session primarily devoted to writers of new drafts so that they can get and give feedback. Particular questions of craft can be explored as they come up. A poem like "One Morning" by Audrey Shafer (<i>Primary Care: more Poems by Physicians</i>, edited by Belli and Coulehan) might fuel the question, “How/do poems help us understand the experiences of others, especially if they are outside the realm of our own?” The final format tends to remain fluid and depends, ultimately, on the size of the class and the experience and goals of the participants. This presentation is intended to enable the audience to experience the format, discuss ways of incorporating poetry into the life of a medical center, and hear some poems from <i>Night Shift</i>. Participants are encouraged to bring a poem (max. 1 page) to share.</p> <p>Objective: Participants will: 1. receive detailed information about an interactive poetry and medicine seminar implemented for the Master Scholars Program for the Humanities at NYU School of Medicine (NYC); 2. discuss ways to incorporate poetry into medical teaching, emphasizing flexible formats for busy medical centers and other community locations; 3. listen to a selection of poems from <i>Night Shift</i> (2009), which is based on experiences as a physician in the emergency room of Bellevue Hospital, NYC and intensive care units in Washington, DC.</p>	2156 MERF
10 - 11:15 am	<p>Panel discussion:  <b>Both Sides of the Coin: Integrating Medical Humanities into Medical Education (MEDED)</b>  Karin Brasel, MD, MPH, Medical College of Wisconsin, Milwaukee, WI; Jason T. Lewis, MFA, Lauris Kaldjian, MD, MPH, University of Iowa Carver College of Medicine, Iowa City, IA; Erika Goldman, New York University Medical Center, New York, NY; Aliye Runyan, University of Miami - Miller School of Medicine, Miami, FL</p> <p>This panel will explore some of the various ways that Humanities are being integrated into medical education, describing both general and specific examples. Panel members will share their experiences with</p>	1289 CBRB

existing and new programs that provide educational experiences and scholarly opportunities in a variety of areas, including art, economics, ethics, philosophy, film and theater, history, law, literature, policy, and sociology, as they relate to the medical profession. Specific examples will include: 1. the use of a creative option in the surgical clerkship at the Medical College of Wisconsin that gives students the option to submit a creative project in lieu of 25% of the required graded histories and physicals; 2. the opportunity for students to elect scholarly concentration pathways that span across the medical curricula at the University of Miami and the University of Iowa; and 3. a new Humanities initiative at New York University.

Objective: Participants will examine the humanities in all their various forms and specific examples of challenges and successes in integrating the humanities in medical education.

10 - 11:15 am

Readings:

**A Third Year's Life in Lyrics (STU)**

Margaret Nolan, MS, University of Chicago Pritzker School of Medicine, Chicago, IL

2117 MERF

Third year of medical school is a confusing, unpredictable, overwhelming whirlwind of new experiences. It is rich with the extremes of medical practice--the joys and sorrows, the hope and despair, and the privileged witnessing of the deepest depths of human vulnerability. To capture the third year rotations in words seems impossible, and yet, they are all we have to express the profundity of experience in medicine and science as a whole. Poetry requires a distillation process, where the precipitate left over must not only retain the essence of its greater substance, but also become something more pure. It is with this in mind that I set out to share my experience of third year in a collection of lyric poems--one for each clinical rotation. The playful language of medicine, combined with inspiration from patients and peers, has helped my tired mind to distill six tidal waves of experience into six single streams of poetry. It is a process that we go through every day as doctors and scientists, striving to transform an avalanche of daily thought and emotion into something both scientifically grounded and artistically inspired.

Objective: Participants will hear six lyric poems read aloud, taking the listener through the course of a challenging, though inspiring, third year of medical school.

**The retired doctor: poetry as a means of self understanding (PAT)**

Frederic Platt, MD, University of Colorado School of Medicine, Denver, Colorado

Clinicians devote a great deal of themselves to their work and are likely to identify with that work. Once they leave the active practice of medicine and the care of patients they will experience feelings of freedom and of loss. Is it true that "Once a doctor, you're always a doctor"? Or is it perhaps true that we really are what we do and giving comfort to patients is an active role that we can fill and we can leave.

Objective: Participants will begin to consider their own work and what it might be to leave that work (retirement.) We will discuss the phenomena of caring for patients, self-identity, the filling of time, and our joy and agony in our daily work. We will consider some poetic thoughts about

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	retirement and will write one or two poems of our own about our considerations.	
11:15 - 12:30 pm	<b>Poster Session and Book Fair</b>	MERF Atrium
11:45 - 12:30 pm	Lunch	MERF Atrium
12:45 - 2 pm	<p>Featured presentation (open to the public)</p> <p><b>Strange Relation: A Memoir of Marriage, Dementia, and Poetry</b></p> <p>Rachel Hadas, PhD, Rutgers University, Newark, New Jersey</p> <p>In addition to reading brief excerpts from her newly published memoir, a copy of which will be included in each conference registrant's packet, Rachel Hadas will be talking about the various strands interwoven in the book, which include (in no hierarchical order) a close look at dementia; a report from the front lines of spousal caregiving; discussions of poems and other literary texts Hadas found herself reading, rereading, and/or teaching and the precise ways she found them helpful; and the poems she herself wrote during the years before she moved her husband to a dementia facility.</p> <p>Introduction by Thais Winkleblack, Vice President, MidWest<i>One</i> Bank</p>	2117 MERF
2:15 - 3:30 pm	<b>Concurrent sessions 6</b>	
2:15 - 3:30 pm	<p>Workshop:</p> <p><b>Redemption Through Revision (WRI)</b></p> <p>Paul Austin, MD, Durham Regional Hospital, Durham, NC</p> <p>In medical practice, our best chance of success is often with the first attempt: telling a mother and father that their toddler has leukemia, or intubating a fat guy with a small mouth and a big tongue, or asking about a hand-shaped bruise on the side of child's face – with each of these tasks, we want to get it right the first time. But in writing, we almost never get it right the first time. And we're frequently ashamed of our early drafts. But we get fifty, a hundred chances to get the right words on the page. As we revise a story or essay, it becomes an impersonal object we're working on, like a grandfather clock, or a brooch, or a painting. And through this process – revision – we can refine our skills as writers, and deepen our understanding of the work we do. This will be a skills-lab: we'll discuss techniques that award-winning writers use when they revise their works. Then we'll try them out ourselves. Bring an early draft of an essay, or story. If you don't have a rough draft, bring an idea, and rough out a short</p>	5181 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>paragraph in class. Then, take a deep breath, and start on a revision. Like lumbar punctures, central lines, and hearing subtle heart murmurs, writing takes practice. This class will show you techniques to work past the fear and shame that can accompany that clumsy first draft.</p> <p>Objective: Participants will learn and practice the skills of revision.</p>	
2:15 - 3:30 pm	<p>Panel discussion:  <b>Narrative Representations of Illness and Survival (ILLNESS)</b>  Mary Pat Treuthart, JD, LLM, Rutgers University School of Law, Columbia University, Spokane, WA; Philippe Tapon, MPhil, DFA, University of Chicago Pritzker School of Medicine, Chicago, IL; Elizabeth Hedrick Moser, St. Louis University, St. Louis, MO; Jessica Handler, MFA, Queens University of Charlotte, Charlotte, NC; Dana Gage, MD, Columbia University Narrative Medicine Program, New York, NY; George Estreich, MFA, Corvallis, OR</p> <p>Writing about illness and trauma is both a deeply personal experience and a first step to publicly encouraging discourse about the nature of illness, identity, and survival. In this panel, doctors, lawyers, patients, and survivors will discuss their experiences in writing about their own illnesses as well as helping others tell their stories, and invite an examination of the power of narrative in creating meaningful interaction between patients, physicians, and the community at large.</p> <p>Objective: Participants will examine their roles and responsibilities in writing about their own and others' experience of illness and survival.</p>	1289 CBRB
2:15 - 3:30 pm	<p>Reading:  <b>Night Shift poems—by Serena J Fox (LIT/PAT)</b>  Serena J. Fox, MD, New York University School of Medicine and Beth Israel Medical Center, New York, NY</p> <p>“The explosive poetry of Serena Fox’s <i>Night Shift</i> deploys a physician’s experience in Intensive Care—the phrase could be an alternate title for the book—to frame large questions about all human life: life as fragile and persistent, in Fox’s intense and caring vision as plants that live on the slopes of a volcano.” —Robert Pinsky</p> <p>“Serena Fox, a compassionate and observant physician, represents her thoughts masterfully as a poet and humanist...” —Lewis R. Goldfrank, MD Professor &amp; Chair, Emergency Medicine, NYU School of Medicine.</p> <p><i>Night Shift</i> is a collection of poems that spans fifteen years (~1983-2000) of encounters in urban emergency rooms and intensive care units. I am an ER/ ICU doctor. <i>Night Shift</i> is my first book. It starts in the Emergency Room of Bellevue Hospital in New York City at the beginning of the AIDS epidemic and moves into the intensive care units of a trauma center in Washington, DC. The District at that time had earned the title of “murder capital of the world,” and traffic accidents on the Beltway were legendary. Most of the narratives take place in those interim hours when the bustle of day gives way to the intensity of night. <i>Night Shift</i> is a deeply personal and idiosyncratic landscape. However, poems are a vehicle for language, as well as stories. These explore science and medicine through poetry, and, conversely, use their languages, poetically. There is inherent drama in stories of life-threatening illness or accident, especially where cutting-edge technology and flesh-and-blood meet. Perhaps people will listen to these</p>	1117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>poems out of curiosity about what happened. Hopefully, they will keep listening and reading to understand something about the will to survive and the lengths to which people go to comfort each other—dimensions of everyday human frailty and strength to which they may not otherwise have access.</p> <p>Objective: Participants will: 1. hear poems from <i>Night Shift</i>, a first book written by an acute care physician about her experiences in the emergency room and intensive care unit and 2. ask questions about the book and the role of poetry in her life and career.  <a href="http://www.turningpointbooks.com/serena-fox.html">http://www.turningpointbooks.com/serena-fox.html</a></p>	
2:15 - 3:30 pm	<p>Discussion forum:  <b>Humanism: The Radical Notion that Doctors are People, Too (MEDED/PAT)</b>  Michelle Au, MD, St. Joseph's Hospital of Atlanta, Atlanta, GA</p> <p>Medical students start their training with a level of optimism and altruism unmatched by doctors at any other point in their training or careers. But usually by the time students graduate from medical school, cynicism starts to set in. By residency, the numerous stressors take their toll. Long days, late nights, seemingly endless stretches spent away from loved ones, and the stress of working in an environment where life and death often walk side-by-side—training in medicine can be an incredible experience, but often a dehumanizing one as well. For years, studies have consistently shown that medical students experience depression, burnout, and other mental illnesses at higher rates than their age-matched cohorts, and physicians have a higher rate of suicide than the general population—40% higher for male doctors, and an astonishing 130% higher for female physicians. Mental burden aside, the other unfortunate side effect of dehumanizing our young doctors is that they in turn start to dehumanize their patients. If there is one thing that medicine possesses in spades, it's historical precedent, and the punishing and often monastic life of the medical trainee is notorious. But does it really make for better doctors? In this presentation, we will discuss the unique stressors endemic to the medical profession, especially during the training years, and discuss coping and lifestyle strategies both in and out of the hospital. The session will be part presentation, part open discussion forum, and people should feel free to discuss their own stories and ways that they've found to cope with the rigors of the medical training process.</p> <p>Objective: Participants will learn about the unique stressors endemic to the medical profession, especially during the training years, and discuss coping and lifestyle strategies.</p>	2117 MERF
3:45 - 5 pm	<p><b>Concurrent sessions 7</b></p>	
3:45 - 5 pm	<p>Discussion forum:  <b>Tell it Slant: History, Memory and Imagination in the Healing Writing Workshop (WRI/LIT/PAT)</b>  Sara Baker, MA, Loran Smith Center for Cancer Support, Athens, GA</p> <p>This presentation will investigate the practice of using writing as a healing modality with patients traumatized by the diagnosis and treatment of cancer. Based on the clinical experience of patients in an outpatient writing</p>	1117 MERF

class, it investigates the stressors particular to cancer patients and the ways in which these stressors may affect inhibition and the ability to disclose. It poses the questions: How do we avoid re-traumatization when facilitating a writing experience for this population? How does expressive writing—writing that asks the patient to confront trauma by expressing both the cognitive and emotional aspects of the trauma—compare with imaginative writing in allowing for the three stages of recovery from trauma: safety, remembrance and mourning, and reconnection? Current research on expressive writing and the Pennebaker paradigm are discussed, as well as the difficulty of accessing memories “encrypted” by trauma and incorporating them into a life narrative. The resistance to memoir writing in both patient examples and in the work of a noted writer is investigated. Theories related to memory plasticity and the importance of the imagination in creating memories are considered as ways to understand how fiction, in particular, is able to address the emotional truths of the past and so allow for appropriate mourning without risking re-traumatization. The presentation posits the possibilities of using “transitional space” and imaginative writing as a way to circumvent habitual defenses against disclosure, and assesses how such writing helps patients access the emotional, if not the historic, truths of their lives, as a means to facilitate healing.

Objective: Participants will explore the question: “How do we avoid re-traumatizing vulnerable patients when facilitating a writing experience?” Participants will be presented with the particular vulnerabilities of cancer patients, the effects of disclosure (expressive writing) on such patients, the particular difficulties posed by traumatization, and the possibilities inherent in using imaginative writing for vulnerable patients. Both theory and practice will be drawn upon, including examples from actual workshops. Participants will be given tools to help them design a writing experience which takes into account the variables of patient vulnerabilities.

3:45 - 5 pm

Performance:  
**Educational Bigamy—Intellectual Espousal to Humanities and Human Medicine (MEDED/STU)**  
 Vance Johnson, University of Illinois College of Medicine at Urbana-Champaign, Urbana, IL

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I, like many of those in the medical community, have spent nearly all my life yearning to count myself among those within the sister— and brotherhood of medicine. This desire to one day don the long white coat and assume the mantle of healer has consumed most of my public and personal life. For each person, this long and sometimes tortuous road is virtually as unique as each physician who embarks on it. My path took a peculiar course between the humanities and medical studies. This winding path has profoundly affected my love affair with medicine and is thus filled with elements common to any good love story; villains and victories, even betrayal and jealousy. My journey contains many elements unique to me, but it is the same, at its core, with all other journeys prospective and practicing physicians have wrestled with and enjoyed the majority of their adult lives. In this personal narrative performance I attempt some serious—yet humorous—introspection as I examine my undergraduate academic journey, when I first claimed the lifestyle of the intellectual bigamist, analyze the present and future consequences of this

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>non-traditional intellectual espousal, and reflect how this background may shape the abilities of those who choose to bring their love of the creative arts and the humanities as companions with them into the practice of human medicine. A warning to those who may choose to attend—this journey is not for the faint of heart. It contains real sometimes, painful self-analyses of a relationship that has come to the precipice of self-destruction numerous times only to emerge triumphantly from the brink of disaster. This can be a very finicky and demanding profession; in fact deep down all physicians (as well as those in training) know...medicine can be a real bitch.</p> <p>Objective: Participants will sit, listen and laugh to my descriptive monologue of my undergraduate (and ongoing) relationship between the humanities, medical studies and me, and how those relationships currently influence and how it will influence me in the future. I would be open to any questions following my performance.</p>	
3:45 - 5 pm	<p>Panel Discussion:  <b>New Perspectives in Storytelling (MEDIA/PAT)</b>            Kristine Crane, M.A., Journalism, MFA (June 2012), The Journal of the National Cancer Institute-Oxford University Press, Bethesda, Maryland; Avash Kalra, M.D. (Candidate), Wright State Univ. Boonshoft School of Medicine, Dayton, Ohio; James Borton, Ph.D., University of South Carolina-Sumter, Sumter, South Carolina; Jon Hallberg, MD, University of Minnesota, Minneapolis, Minnesota; Kavin Sundaram, University of Iowa, Iowa City, IA</p> <p>This panel focuses on how various forms of storytelling are being used in the field of medicine to share experiences, empower patients and doctors, and create art. Five people from different backgrounds, ranging from doctors to journalists and writers, will discuss how they are working in audio, visual, and above all, written expression to marry medicine and the humanities.</p> <p>Objective: Participants will discuss various mediums and approaches to storytelling that bridge the humanities and medicine. These include audio, video and various other narrative and performative genres.</p>	1289 CBRB
6:00 - 8 pm	<p><b>Attendee Reading</b></p> <p>Workshop attendees gather to read their work and enjoy the wine bar at acclaimed local bookshop Prairie Lights in downtown Iowa City. Participation by sign-up.</p>	Prairie Lights Bookshop, 15 South Dubuque Street
<b>Saturday, April 23, 2011</b>		
<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
8 - 9 am	Coffee and discussion	MERF Atrium

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
9 - 10:15 am	<b>Concurrent sessions #8</b>	
9 - 10:15 am	<p>Discussion forum:  <b>Lessons From Street Photography (MEDED)</b>  Sarah Averill, MA, MD, St. Joseph's Hospital, Syracuse, NY</p> <p>Physician-photographer Sarah Averill offers the photographer's gaze as a model for developing and maintaining empathy, learning to tolerate discomfort, and establishing trust.</p> <p>Objective: Participants will share one physician's journey to understanding the social determinants of health in her community through point and shoot photography.</p>	2117 MERF
9 - 10:15 am	<p>Panel discussion:  <b>Web MDs: A Panel of Doctors from the Blogosphere (MEDIA)</b>  John Schumann, MD, University of Chicago, Chicago, IL; Michelle Au, MD, Saint Joseph's Hospital of Atlanta, Atlanta, GA; Rob Lamberts, MD, Evans Medical Group, Augusta, GA</p> <p>Physicians blog for myriad reasons: as therapy, as art, as critique of the medical-industrial complex. Voices abound: the solo practitioner, the neophyte, the patient as muse, the solace-seeker, the academic simplifier, the physician as patient. Blog as a literary form encompasses the gamut of emotions, from pathos to anger, from humor to trivia, from reverence to snark. Suffering through the educational and professional journeys is a most prevalent theme; humor as a coping strategy is widely reflected in the personas taken on by physician bloggers. Why do we write? Who is the intended audience? What does our blogging say about us as doctors? As people? How has the confessional nature of blogging changed the doctor-patient relationship? How do the inevitable issues of patient privacy and confidentiality come into play? And how do our blogging voices impact the doctors we've become? Three physician panelists will reflect on these questions and welcome wide ranging discussion from audience members.</p> <p>Objective: Participants will: 1. Gain understanding of the tremendous depth and latitude of the medical blogosphere from the perspectives of three successful bloggers. 2. Work toward developing their writing voices. 3. Understand the limits of the blog format. 4. Wrestle with privacy vs. universality in patient narrative. 5. Examine the blogger persona and its successes and limitations.</p>	2189 MERF
9 - 10:15 am	<p>Workshop:  <b>Poetry and Philosophy of Death in Medicine: An Interactive Workshop (WRI/MEDED)</b>  Rebecca Bamford, MA, PhD; Yuko Taniguchi, MFA, Center for Learning Innovation, University of Minnesota Rochester, Rochester, Minnesota</p> <p>We present a performative workshop exploring the intersections between creative writing and the philosophy of death. We focus on the encounter with death in the context of medical education. We introduce a strategic educational model incorporating creative and philosophical writing about death in medicine. As part of the workshop, we will present selected readings of work produced as part of implementation of this model in an undergraduate health sciences curriculum. Our model facilitates personal</p>	1117 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>reflection as well as professional development. It provides a means for articulating and reflecting critically upon the boundaries of personal and professional responses to the phenomenon of death. Individuals attending the session will have an opportunity to test out the model and share their writing.</p> <p>Objective: Participants will learn about a new educational model for articulating and reflecting critically upon death in medicine, and will have an opportunity to test the model and share their writing.</p>	
10:30 - 11:45 am	<b>Concurrent sessions #9</b>	
10:30 - 11:45 am	<p>Discussion forum:  <b>Narrative Advocacy: Writing Lives, Making Changes (PAT)</b>            Josephine Ensign, DrPH, University of Washington, Seattle, WA; Marsha Hurst, PhD, Columbia University, New York, NY; Carol Levine, MSW, United Hospital Fund, New York, NY</p> <p>Within narrative medicine, narrative advocacy is the practice of using narrative competencies to advocate for improvements in care. It involves moving beyond the individual stories, to include the connections made within the wider community, and acting upon common interests in order to effect positive change in clinical care, in institutions of caring, and in health policy. In the US there is a long history of health advocacy built on narratives of lived experience of illness and disability, and more recently, grassroots narrative advocacy has expanded through the use of social media. For health care providers and students in the health sciences, narrative advocacy can be a powerful avenue for engagement in health policy because it connects the unique individual experiences with larger issues. As powerful as narrative advocacy can be to engage and persuade policy-makers, it can and has been misused. It is important to have both knowledge and skills in how and when to use narrative advocacy responsibly and ethically. In this forum we will offer a series of brief (10 minute) presentations of our work including innovative case studies, examples of when narrative advocacy has worked well, and instances when it has had negative consequences. We will offer concrete suggestions and resources for incorporating narrative advocacy in the health care work of participants, whether they are health care providers, health care educators, health or medical writers, patients or family members. The presentations will incorporate audience participation activities including close reading and reflective writing exercises, and the entire session will be interspersed with question and answer/discussion time.</p> <p>Objective: Participants will gain an increase in knowledge and skills in how and when to use narrative advocacy responsibly and ethically.</p>	2117 MERF
10:30 - 11:45 am	<p>Reading:  <b>Coincidence and Form: Writing About Heart Surgery in Poetry and Prose (ILLNESS)</b>            George Estreich, MFA, Corvallis, OR</p> <p>When in my late twenties, I wrote a poem about temping as a medical transcriber for a pediatric cardiac surgeon. Years later, my daughter Laura was born with a complex heart defect; I eventually wrote about her</p>	2189 MERF

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
	<p>surgery and recovery in a prose memoir, <i>The Shape of the Eye</i>. In my presentation, I'll read from my poetry and prose, while reflecting on the limitations and possibilities offered by both formal approaches. I'll also discuss the way my personal involvement—detached as an office worker, involved as a parent—affected my approach to the material. This will be an interactive presentation, with time for discussion throughout.</p> <p>Objective: Participants will begin with the presenter's writing, then move towards a broader consideration of the links between a writer's experience and his or her chosen form.</p>	
10:30 - 11:45 am	<p>Discussion forum:  <b>Our First Patient: Reflections on Dissecting the Anatomy Cadaver (MEDED/WRI/STU)</b>            Sunali Wadehra, MA; Jessica Heselschwerdt; Miriam Levine; Alok Sachdeva, Wayne State University School of Medicine, Detroit, MI</p> <p>Dissecting a human cadaver has long been considered a rite of passage into the medical profession. The professionalism and ethics surrounding this long-standing tradition of learning human anatomy is frequently addressed in medical school curricula, yet its transformative impact on budding physicians is rarely considered. In this presentation, we will read and discuss passages from Steve Giegerich's <i>Body of Knowledge</i> and Mary Roach's <i>Stiff: The Curious Lives of Human Cadavers</i>, chronicling lives of medical students and their cadavers. We will also present a series of vignettes by medical students, residents, and physicians, collected at a seminar held by the Wayne State University School of Medicine chapter of the Gold Humanism Honor Society. Time will be allotted at the end for participants to write and share their own pieces during a small group and collective reflection.</p> <p>Objective: Participants will gain an appreciation for the impact anatomy dissection has had on medical professionals, as well as be given an opportunity to shape the discussion through their own experiences.</p>	1117 MERF
noon - 1:15 pm	<b>Lunch</b>	MERF Atrium
1:30 - 2:45 pm	<b>Concurrent Sessions #10</b>	
1:30 - 2:45 pm	<p>Discussion forum:  <b>Bearing Witness for Medical Humanities (WRI)</b>            Katherine Ellington, St. George's University School of Medicine, St. George's, Grenada; Aliye Runyan, University of Miami - Miller School of Medicine, Miami, FL; Soumya Rangarajan, MPP, University of Illinois College of Medicine - Peoria Campus, Peoria, IL; Rohan Radhakrishna, MPH, University of California San Francisco/Berkeley Joint Medical Program, San Francisco, CA</p> <p>This forum will offer a discussion of AMSA Humanities programs with a live webinar presentation during the session as well as the opportunity for dialogue about the implications of medical student developed curricula in the humanities. The oldest and largest independent association of physicians-in-training in the United States, the American Medical Student Association (AMSA) has a well-established history of medical student activism. Through advocacy and education, AMSA continues its</p>	2117 MERF

commitment to improving medical training and the nation's health. Beginning in 2009, medical student-led programs in medical humanities at AMSA emerged with the National Book Discussion Webinars, Medical Humanities Scholars Program (MHSP) and National Writers' Institute offering empowering opportunities that reduce barriers for authentic learning, connection and shared experiences. These model programs have been fully supported by faculty and scholars from across the country. This forum will offer a discussion of AMSA Humanities programs with a live webinar presentation during the session as well as the opportunity for dialogue about the implications of medical student developed curricula and experiences for learning, engagement and community. As these endeavors continue, this forum is a unique opportunity for dialogue about the future of such innovative model programs and their ability to empower physicians-in-training with skills necessary for reflexivity, advocacy and professionalism.

Objective: Participants will assess the significance of medical student developed curricula and online communities as models for learning experiences within medical humanities.

1:30 - 2:45 pm

Panel discussion:  
**Physician Writing as Reflection and Healing (PAT)**

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Emma Rainey, MFA, University of Iowa, Iowa City, IA; Jon Kerstetter, MD, MS, Mayo Medical School, Rochester, MN

Often soldiers are reluctant to verbally express the disturbing effects of war due to the unspoken stigma to preserve a fearless demeanor at all times. The result of this avoidance paradigm may include a dismantling of emotional stability ranging from flashbacks, nightmares, intrusive thoughts, hyperarousal symptoms, and suicide. Because these reminders of trauma evoke significant stress while remaining in service or upon reentry into civilian life, a soldier may fear and avoid dealing with them, thus deepen their reservoir of distress. Writing about trauma, rather than speaking about it, offers a liminal space to disclose deeply personal issues. Empirical studies exploring the cognitive and physiological benefits from written-disclosure have proven to advance well-being. Though writing workshops for U.S. soldiers does not necessarily aim to produce literary quality work, it does serve as a tool to deal with the trauma by 1) writing about feelings of fear, rage, helplessness, shame; 2) helping refine nebulous thoughts and feelings via revision; and 3) then reflecting on the traumatic event that can lead to insights. It is the act of writing and revision that reduces anxiety and thus helps the soldier develop healthy coping strategies. In January of 2010, Emma Rainey conducted The Midwest Vets Writing Workshop with the help of the University of Iowa's Distance Learning program. The goal of the writing workshop was to provide former and current military personnel the space and time to write about their wartime experiences in order to heal, to be heard, and create meaningful expression. Over forty vets—from the Korean War to the current Afghanistan conflict—participated.

Objective: Participants will hear how writing exercises, created specifically for military personnel, are designed to contain safety and pacing to begin the healing and transformational process writing offers.

<i>Time</i>	<i>Event/Description</i>	<i>Location</i>
1:30 - 2:45 pm	<p>Discussion and slideshow:  <b>Outsider Writing, from Inside Malignancy (WRI)</b>            Kim Ephgrave, MD, University of Iowa Carver College of Medicine, Iowa City, IA</p> <p>The catalyst for discussion is my recent personal narrative as a faculty surgeon who began a daily writing practice in late winter of 2009, and received the diagnosis of metastatic, incurable lung cancer a few months later. The narrative is illustrated with digital images of work done for subsequent drawing, painting, ceramics, and photography classes (which may lead to a BFA). Discussion issues may include: 1) the use of writing to prevent or treat burnout in clinicians, 2) how writing is similar to or different from other forms of creative personal expression, and 3) How clinicians might encourage or foster creative activity (in lieu of or in addition to psychoactive medication) to improve quality of life for patients with terminal diseases.</p> <p>Objective: Participants will consider and explore how the disparate roles of clinician/healer, writer, patient, and artist can illuminate and enhance each other.</p>	1117 MERF
2:45 pm	Adjourn	