

THE EXAMINED LIFE CONFERENCE: THE WRITING, HUMANITIES, AND ARTS OF MEDICINE

4/16/2015	<b>Check-in, Light Breakfast</b>	MERF Atrium
7:30 AM – 8:30 AM		
4/16/2015	<b>Welcome</b>	MERF 2117
8:30 AM – 9:45 AM	To kick off the conference we'll introduce the most recent issue of <i>The Examined Life Journal</i> , and hear readings from selected works.	
4/16/2015	<b>The Face of Ability: Portraits of Disability and Identity</b> <i>Combined panel discussion/visual art display</i>	MERF 1117
10 AM – 11:15 AM	Clinical populations – including everything from Autism to Obesity - are the very foundation of the medical field. Inspired by Andrew Solomon's writing on identity in <i>Far from the Tree</i> , and further motivated by a personal friend's struggle with ALS, this project reinterprets the way we view disability, replacing the patient with a person. Through a series of portraits and interviews, of public figures such as Temple Grandin as well as of the unknown children who quietly struggle in school, I aim to show not necessarily one's limitations in his or her socially perceived disability, but each individual's will, endurance, and ability to contribute great significance to this world. Fostering positive imagery, whether photographically or linguistically, has the power to improve the nature of our exchanges with these individuals in the medical setting and beyond, reasserting the dynamism of the person before seeing the pathology in the patient.	
1	Participants will be able to reflect on and share personal experiences, discussing existing and emerging stereotypes of what are traditionally, though perhaps not always accurately, considered disabled populations. Participants will discuss the role of anomaly and/or pathology in art, considering how various artistic modalities can encourage or dissuade discrimination - how the subjectivity of art can cause one to focus on a given singular aspect of an individual, or more accurately represent the complexities of one's identity.	
	Toni Becker MA <i>University of Iowa</i> After five years working in Spain's business world and sewing her wild oats in the role of an amateur travel photographer in Europe, North Africa, the Middle East and South America, Toni returned to her home state of Iowa to pursue an MA in Linguistics, and a combined MA/PhD in the medical realm of Speech Language Pathology. Being temporarily anchored by her wild toddler, she began exploring the art of black and white portrait photography, using it to raise awareness of social issues surrounding minority populations.	
4/16/2015	<b>Dignity Therapy: Narrative at End of Life Panel discussion</b>	MERF 2117
10 AM – 11:15 AM	Dignity therapy is a brief, psychosocial intervention for patients nearing end of life developed by Harvey Chochinov. This presentation will explore the narrative themes that form the framework of Dignity Therapy (i.e., generativity, continuity of self, role preservation, maintenance of pride, hopefulness, aftermath concerns, and care tenor) in their relation to the narrative collected during various therapy sessions performed by Emily	
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White. This discussion of dignity therapy narrative analysis will explore pedagogy, the translation of education to clinical practice, and an assessment of narrative therapy. Michelle Weckmann, Assistant Professor in the departments of Family Medicine and Psychiatry and Medical Director at Iowa City Hospice, and Pat Dolan, Lecturer in the departments of Rhetoric and Gender Studies and active volunteer in Hospice and Palliative Care, will discuss their experiences with narrative therapy and guiding a student from classroom to bedside.

Participants will be able to describe the utility of Dignity Therapy, discuss narrative based therapy, understand the framework for using this therapy at end of life, explore the potential for students to execute narrative therapy, and analyze narrative in medicine.

**Emily White BS candidate** *University of Iowa*

Emily is finishing her undergraduate degree in Health and Human Physiology (BS) with a minor in Global Health Studies at the University of Iowa and is currently applying to medical school. She does research in Internal Medicine and Family Medicine and is completing an Honor's Thesis on the topic of Dignity Therapy. She hopes to apply to law school in the summer for a dual MD/JD, focusing on ethics and health policy.

**Patrick Dolan PhD** *University of Iowa*

Patrick Dolan 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, and is a lecturer in the department of Gender Studies. Last Spring, he instructed an honor's course on the topic of Narrative Medicine. This was the topic he presented on at the 2014 Examined Life Conference. Patrick is an active volunteer in both Hospice and Palliative Care.

**Michelle Weckmann MD** *University of Iowa*

Michelle Weckmann is an Assistant Professor in the departments of Family Medicine and Psychiatry at the UI Carver College of Medicine. She received her BA from North Central College, her MS in the Department of Veterinary Biosciences from Ohio State University, and her MD from Medical College of Wisconsin. She is also a Medical Director of Iowa City Hospice. She is specialized in Palliative and Family Medicine and does research in Family Medicine.

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4/16/2015

***Waltzing with Horses Reading***

CBRB  
1289

10 AM –  
11:15 AM

This presentation includes a reading with comments by the author of *Waltzing with Horses*, a collection of poems Felicia Mitchell compiled while being treated for cancer at the same time she was primary caregiver for her mother in her last months with Alzheimer's Disease. The poems included range from the years before, that year, and a few months after, with attention to a sustaining source of joy within the natural world and intimate family ties alongside frank explorations of illness and death and dying. The fourth member of her birth family of six to get cancer, and only one of many in her extended family who has experienced cancer, Mitchell has been thinking about death and dying since she was very young. She is both morbid and hopeful, and always resilient. Terri Kirby Erikson has called her "one of those wise women we read about in fairy tales."

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Participants will be able to relate to the multi-focal obligations a person undergoing medical treatment can have; understand how a woman can use her relationship with the natural world to make sense of cancer; analyze the human psyche in the context of a lifelong relationship with illness, death and dying; and empathize with one person as a bridge to understanding

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others.

Felicia Mitchell PhD *Emory & Henry College*

Felicia Mitchell, a native of South Carolina who has made rural southwestern Virginia her home for the past 25 years, is an award-winning professor of English and creative writing at Emory & Henry College. Her scholarship focuses on poetry and composition. Her poems have been published widely, with *Waltzing with Horses* recently released by Press 53. Her poems on medical topics have appeared in *Hospital Drive*, *The Examined Life*, *Coping Magazine*, and elsewhere. Along with workshops and scholarly lectures, she has presented poetry readings and community lectures on cancer, poetry, and Alzheimer's Disease.

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<p>4/16/2015</p> <p>10 AM – 11:15 AM</p> <p>1</p>	<p><b><i>Taking on Goliath: Writing for Our Lives Workshop</i></b></p> <p>Whether we are patients, health professionals or caregivers, when we craft a medical narrative, we often take on a Goliath. That Goliath may be an illness or a personal ache. That Goliath can also be a capricious, unfeeling medical system that has scarred us. How do you grapple with these giants and write in a way that powerfully conveys your story? How does writing about a personal Goliath differ from writing about a systemic Goliath that pushes you to your knees or makes you want to scream? Can the two stories be combined? In this session two editors from <i>Pulse-voices from the heart of medicine</i> (<a href="http://pulsevoices.org">pulsevoices.org</a>) will share excerpts from stories by writers who tangled with Goliaths. We will discuss what makes for compelling Goliath stories, and pitfalls we've encountered. We will all write and share. Together we will ask the question: can our Goliath stories change health care?</p> <p>Participants will analyze how Goliath narratives make them feel and will share with one another the qualities that make these stories engaging and powerful. They will ponder the question of whether such narratives can promote advocacy and lead us toward better health care. We will provide participants with tools that they can use to shape and sharpen their own narratives. We will write and share with one another, in a warm and encouraging atmosphere that encourages honesty, vulnerability and risk-taking.</p> <p><b>Paul Gross MD</b> <i>Montefiore Medical Center/Albert Einstein College of Medicine</i> Paul Gross is founding editor of <i>Pulse-voices from the heart of medicine</i> (<a href="http://pulsevoices.org">pulsevoices.org</a>). 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 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 acoustic rock band <i>Avalanche</i>, whose debut CD is entitled <i>Restless Hearts</i>.</p> <p><b>Diane Guernsey MM</b> <i>Manhattanville College</i> Diane Guernsey, executive editor of <i>Pulse-voices from the heart of medicine</i>, was a senior editor and contributor at <i>Town &amp; Country Magazine</i> for more than two decades, writing on health, medicine, psychology, and related topics. Her freelance articles have appeared in <i>Consumer Reports on Health</i>, <i>Forbes for Women</i> 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 <i>Avalanche</i>.</p>	<p>MERF 2189</p>
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THE EXAMINED LIFE CONFERENCE: THE WRITING, HUMANITIES, AND ARTS OF MEDICINE

4/16/2015	<b>Poster Session/Book and Information Fair</b>	MERF Atrium
11:15 AM – 12:30 PM	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.)	
4/16/2015	<b>Lunch</b>	MERF Atrium
11:45 AM – 12:30 PM		
4/16/2015	<b>Memoirs Can Be Messy: The Delicate Balance of Writing About Family Featured presentation</b>	MERF 2117
12:45 PM – 2 PM	<p>When we write memoirs about our families they often include the messy stuff: death, traumatic events, betrayal. By using our craft to explore and develop our personal truth, we are also often required to negotiate with reluctant or protective family members who are understandably wary of being trivialized or humiliated. Drawing from the wisdom of other writers and sharing her own process, Nancy Rappaport offer suggestions for writing about the living and insight about the delicate balance between selecting stories that propel our narrative forward and recognizing when to compromise. In addition, participants will discuss the timing of approaching patients whose narratives we would like to include in our writing.</p> <p>Nancy Rappaport MD <i>Harvard Medical School</i> Nancy Rappaport is Associate Professor of Psychiatry at Harvard Medical School. She is attending child and adolescent psychiatrist at Harvard teaching affiliate Cambridge Health Alliance, where she is also director of School-based Programs. Nancy recently received Cambridge Health Alliance's 2013 Art of Healing Award.</p>	
This session is free and open to the public		
4/16/2015	<b>Story in Medicine: Listening for Story is the 73-Second Solution Discussion forum</b>	MERF 2136
2:15 PM – 3:30 PM	<p>Finding story in medicine through the little stories of big moments that physicians tell and write about their practice. The reading of 3 poems and 15 little stories by physicians provides the content for an exploration of the relationship of story in medicine to communication and connection between people, and their understanding and insight. The conversation between participants following the stories will take a path from seeing story in medicine to healing stories to the importance of story in medicine to the practice of story. Physicians describe 3 ways they transformed into a highest performer on patient satisfaction with communication and relationship. A summation tool is offered for all to communicate better – “The 73-Second Solution.”</p> <p>Participants will be able to cite stories that demonstrate highly effective communication, describe the salient elements of best communication and relationship practices, and use a simple tool in practice to significantly improve their communication.</p> <p>Tom Janisse MD, MBA <i>The Permanente Journal</i> Tom Janisse, MD, MBA is founding editor in chief of <i>The Permanente Journal</i> and</p>	
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publisher of *The Permanente Press*. During nine years as Associate Medical Director of Northwest Permanente Medical Group, he conducted relationship research with physicians with the highest patient satisfaction. He directs Narrative Medicine writing workshops for doctors and nurses and publishes their Quick Writes. His published medical writing includes: a poem in *New England Journal of Medicine*, and stories in the book *Emergency Room: Lives Saved and Lost: Doctors Tell Their Stories*, and in the eJournals *Hospital Drive* and the *Yale Journal for Humanities in Medicine*.

4/16/2015	<b><i>The Personal/Professional Compass: Medical students making informed choices about their careers Panel discussion</i></b>	MERF 1117
2:15 PM – 3:30 PM	<p>In 2013, the Carver College of Medicine introduced a longitudinal elective called the Personal/Professional Compass. The goal of the course was to give students the opportunity to check in a few times a year with their development as student physicians and their personal goals and values. In this session, students from the Compass course will share some of their thoughts on how their study and reflection has helped guide their development as physicians and how it has (or hasn't) helped them focus their choices.</p> <p>Understand more about how medical students can endeavor to make more informed, personally satisfying career choices as the matriculate through medical school.</p> <p>Jason Lewis MFA <i>University of Iowa</i> Jason T. Lewis is the Director of the Writing and Humanities Program at the University of Iowa Carver College of Medicine. He has published numerous short stories and a novel, <i>The Fourteenth Colony: A novel with music</i>. He is also an accomplished musician and songwriter and has released 7 collections of music.</p> <p>Olivia Rice <i>University of Iowa Carver College of Medicine</i></p> <p>John Pienta <i>University of Iowa Carver College of Medicine</i></p> <p>Maria McNurlen <i>University of Iowa Carver College of Medicine</i></p> <p>Matthew Sloan <i>University of Iowa Carver College of Medicine</i></p>	
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4/16/2015	<b><i>How to Develop a Program in Creative Writing for Residents Panel discussion</i></b>	MERF 2117
2:15 PM – 3:30 PM	<p>In recent years, most medical schools have incorporated various forms of creative writing into the curriculum. After graduation, however, most new physicians enter residency programs that offer little or no opportunity to use creative writing. In this panel discussion, physician leaders who have developed creative writing programs for residents will discuss how they did it. Panelists will address how and why they use creative writing with residents, what settings they have used creative writing in, what successes and challenges they have had in building a creative writing program in the medical environment, and the unique issues in their respective specialties: Pediatrics, Family Medicine, Intensive Care, and Anesthesiology. The panel will conclude with an interactive discussion with audience members.</p> <p>The goal of this panel discussion is to learn how physician leaders in different specialties have developed creative writing programs for residents in medical training. Participants will:</p> <ul style="list-style-type: none"> <li>-Participate in an interactive discussion of how creative writing can best be incorporated into a residency training program</li> <li>-Exchange program structures and writing techniques used to facilitate such programs in different settings and specialties</li> <li>-</li> </ul>	
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Project a vision for the future and discuss methods of implementing it -  
 Be equipped to take the first steps toward starting a creative writing  
 program at their own institutions

**David Thoele MD** *Advocate Children's Hospital*

David G. Thoele, pediatric cardiologist, is Director of Narrative Medicine at Advocate Children's Hospital in Chicago. His creative essays are featured in Pulse, Hektoen International and Physicians Practice. He has led and participated in workshops at The Examined Life Conference. He learned a new perspective when his daughter got sick and he experienced the medical system from a parent's point of view. He created the Narrative Medicine group at his hospital, and works collaboratively with pediatric residents, Child Life, Pastoral Care, Psychology, music therapy, palliative care. The group meets monthly, using writing, music, meditation and relaxation exercises to promote healing.

**Serena Fox MD** *Mount Sinai Beth Israel Medical Center*

Serena J. Fox is Clinical Associate Attending in the Department of Medicine/ Pulmonary Critical Care at Mount Sinai Beth Israel Medical Center in New York City. She works nights as an MICU Attending, including bedside ethics consultations, human rights advocacy and palliative care. She has led medicine/poetry workshops for the NYU School of Medicine Master Scholars Program and the Examined life Conference. She is focused on bringing poems back into the lives of interested residents, since the humanities have become part of more medical school curricula. Her poems have appeared in the Paris Review, JAMA and the Western Humanities.

**Doug Hester MD** *Vanderbilt University Medical Center*

Doug Hester is an anesthesiologist at Vanderbilt University in Nashville. He is also enrolled in Murray State University's Distance MFA program. His poetry and short stories have appeared in journals such as Anesthesiology, Chest, Pulse, Neurology and The Examined Life. He leads creative writing and poetry workshops for faculty, residents and medical students.

**Hilton Koppe MD** *North Coast GP Training*

Hilton Koppe is a family medicine doctor from Lennox Head, Australia. His clinical work is at Lennox Head Medical Centre, and he is Senior Medical Educator with North Coast GP Training. Hilton has developed programs integrating the arts into medical edu

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<p>4/16/2015                  2:15 PM –                  3:30 PM                  2</p>	<p><b><i>Mazes, Mushrooms and Medicine: Living "Soft Bipolar"</i></b>  <i>Reading</i></p>	<p>MERF                  2189</p>
	<p>My presentation will be a reading of a personal essay that was recently accepted for publication in a mental health anthology, forthcoming from Lime Hawk Literary Collective. I wrote this essay after being diagnosed with bipolar disorder, type two. The essay describes my journey toward gaining perspective on why diagnosis of "soft bipolar" is so difficult to achieve and accept. Within the essay I examine the costs of minimizing this mood disorder for years, and how I have learned to accept it, respect its power, as well as its gifts. My hope is that by sharing my experience, I can further open the door for others to come out of the isolation that too often comes with mental illness.</p> <p>Participants will be able to respond, ask questions, and discuss the topic(s) addressed in my reading.</p> <p><b>Amy Nolan PhD</b> <i>Wartburg College</i>                  Amy Nolan teaches creative writing and is becoming a certified healing touch practitioner for animals. Her nonfiction appears in <i>Solstice: A Magazine of Diverse Voices</i>, <i>The Bellevue Literary Review</i>, and several other literary journals. She won Solstice's 2013 Nonfiction Award, and her memoir, <i>The Whirlpool</i>, was a finalist for</p>	

Autumn House Press's 2013 Memoir Award. Most recently, her essay, "My Mother's Hips," won Honorable Mention for the VanderMey Nonfiction Prize and publication in *Ruminate Literary Magazine*.

***Knitting and Healing: A Metaphor and Three Stories Reading***

This essay explores the role of knitting as a metaphor for healing and as an activity with a role in the healing/recovery process during serious illness. Not an exposition on the phenomenon of so-called prayer shawls, it explains why I learned to knit when recovering from an illness, followed by the way I turned to knitting to connect with three friends who were beset by serious health problems. By entwining these narratives with discussion of the way knitting functions as a metaphor for healing, this essay focuses on the role of connection in support for those with serious health problems.

Participants will be able to gain perspective on the role of non-family support during the course of serious illness the role of leisure activities during recovery from serious illness, and related phenomena.

Jennifer Burek Pierce PhD *The University of Iowa*

Jennifer Burek Pierce is associate professor in the School of Library & Information Science at The University of Iowa and contributes to the *Chronicle of Higher Education*. Her books include *What Adolescents Ought to Know: Sexual Health Texts in Early 20th Century America* (UMass Press, 2011) and *Sex, Brains, and Video Games: A Librarian's Guide to Teens in the 21st Century* (ALA Editions, 2009). Fellowships from the American Antiquarian Society and Winterthur Museum, Libraries and Garden have funded her research. She serves on the advisory board of the Iowa Initiative for Sustainable Communities and the UI Press.

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4/16/2015

***Introducing Illness Narratives in Pre-Health Education Discussion forum***

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2189

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Illness narratives have been effectively incorporated into various stages of undergraduate and graduate medical education, but the inclusion of these works into the undergraduate pre-health curriculum has yet to be explored. Grand Rounds: Exploring the Literary Symptoms of Illness through Narrative is a discussion-based course for first-year undergraduate students that was taught by the author when she was a senior undergraduate at the University of Michigan. This course, based largely on narrative medicine and disability studies, serves as a model for the integration of illness narratives into the undergraduate education of aspiring health professionals. By comparing course assessments, reading excerpts of student blogs, and exploring the illness narratives that students created for their final projects, we will explore the educational impact of illness narratives. This session will investigate how early exposure to illness narratives can have a powerful and transformative effect on those with a budding interest in healthcare.

Participants will have the opportunity to examine the broad educational value of illness narratives and how it pertains to pre-health students with an early interest in medicine. We will discuss how encountering illness narratives can influence students and how these works can encourage core values in healthcare such as empathy and compassion. Participants will also analyze pedagogical methods in illness narrative education such as

empowering students as educators. We will explore how narrative expression can enable students to better understand experiences of illness and potentially change student perspectives about medicine, health, and, more broadly, humanity.

**Trisha Paul B.S.** *University of Michigan Medical School*

Trisha Paul is a first year medical student at the University of Michigan Medical School who graduated from the University of Michigan with a BS in Honors English. She recently published the book *Chronicling Childhood Cancer: A Collection of Personal Stories by Children and Teens with Cancer*, and she aspires to become a pediatric oncologist. Trisha chronicles her explorations in learning, researching, and teaching about illness narratives at [illnessnarratives.com](http://illnessnarratives.com).

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***Leaving the Classroom: Medical and Healthcare Education for Undergraduates through Service-Learning Panel discussion***

MERF  
2117

Katie Wetzel developed a service-learning course for first-year Rhetoric students at the University of Iowa. This course combined the foundational aims of all first-year Rhetoric courses with service-learning projects for the University Libraries. She will present on this course with three of her students who used one of their projects to engage with the Medical Community and begin their health-care professionalization. For one of their projects, Kelli Fowler, Kellie Nelson, and Abby Morris proposed and completed a report that examined and reflected upon their encounters with the Hardin Medical Library. They observed the library and its various divisions, considering both the helpful resources it offers to students, but also critiquing its weaknesses for collaborative student engagement and learning in medicine. Their project is unique because it offers students' perceptions of their futures and their desire to improve it through collaborative engagement with their pre-medical community.

Participants will be able to identify ways to encourage undergraduate student-centered learning, particularly through assignment and course design. They should be able to discuss students' perceptions of pre-medical educational resources and critique their effectiveness for collaborative learning and Healthcare preparation. Finally, participants should complete this presentation with an appreciation for undergraduate students' motivation and creativity as they pursue pre-medicine or pre-healthcare education through innovative and imaginative projects.

**Katherine Wetzel MA, PhD candidate** *University of Iowa*

Katie Wetzel is a PhD candidate in the English Department at the University of Iowa. She studies Victorian literature and environmental criticism, but also enjoys learning about pedagogy, trauma theory, and social justice. Katie currently teaches in the UI Department of Rhetoric. Her work can be found in *Ecloga* and *The Journal of Ecocriticism*.

**Kelli Fowler** *University of Iowa*

Kelli Fowler is a first-year pre-medical student at the University of Iowa. She is majoring in Health and Human Physiology and minoring in Psychology. On campus, Kelli is involved in Medicus, the University of Iowa pre-Medical society, and has participated in the Junior National Young Leadership Conference in Washington, D.C., Boston, and Chicago. Kelli enjoys volunteer work and looks forward to her involvement in healthcare.

**Abby Morris** *University of Iowa*

Abby Morris is a second-year Informatics and Linguistics major at the University of Iowa. On campus, she is in the Alpha Delta Pi sorority and works at the

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University of Iowa Hospitals and Clinics in the Nursing Human Resources department. Abby enjoys reading and having a good laugh with her friends and looks forward to her future after graduation.

**Kellie Nelson** *University of Iowa*

Kellie Nelson is a first-year Human Resources major at the University of Iowa. On campus, she is a participant in the Iowa Dance Club and Iowa Cru Youth Group, the UI Catholic youth group. Kellie enjoys dancing, working out, and watching movies with her s

4/16/2015

3:45 PM –  
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***Close (and Slow) Reading: Using Literature to Promote Reflection and Discernment Workshop***

MERF  
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To read closely one must read slowly and carefully. The close reading process requires returning to a text after an initial encounter in order to deepen and broaden one's immediate interpretation of it. By spending time identifying various elements in a text, such as recurring words and images, and considering the numerous ways they make meaning, different and more nuanced interpretations become possible. The process of close reading has its analog in clinical medicine, where prejudice often informs an initial interpretation of a patient. But to diagnose accurately, the clinician must return to the evidence presented by the patient and ask new or different questions of it. This session will engage attendees in closely reading Sherman Alexie's short story, "Blankets," and discuss how the practice of close reading can strengthen one's reflective capacity and discernment skills in and out of the clinic.

Participants will be able to conduct a close reading of a piece of literature; describe the ways in which close and slow reading broaden the reader's understanding of "other" worlds; analyze the ways in which various elements in a text make meaning; and describe how repeated analysis of a text can strengthen reflective capacity and discernment skills.

**Joseph Zarconi MD** *Summa Health System, and the Northeast Ohio Medical University (NEOMED)*

Joseph Zarconi is System Vice President for Medical Education and Chief Academic Officer at Summa Health System in Akron, Ohio. He is Professor of Internal Medicine and Associate Dean for Clinical Education for the Northeastern Ohio Medical University (NEOMED). He is a graduate of the Northeastern Ohio Universities College of Medicine, completed internal medicine residency at Akron City Hospital, and nephrology fellowship at the University Hospitals of Cleveland/Case Western Reserve University School of Medicine. He practices nephrology, and is a teacher and published author in the areas of narrative and virtue ethics, narrative medicine, reflective practice, and professionalism.

**Michael Blackie PhD** *Northeast Ohio Medical University (NEOMED)*

Michael Blackie is an Associate Professor of Family and Community Medicine at Northeast Ohio Medical University (NEOMED), where he co-directs the longitudinal course, Human Values in Medicine. He received his doctorate in English from the University of Southern California, where he also taught Narrative Medicine electives at the Keck School of Medicine. His scholarly and teaching interests include death and dying, health humanities, narrative medicine, narratology, and sexuality and difference. He is the book review editor for the journal, *Literature and Medicine*, and editor of the *Literature and Medicine* book series published by Kent State University Press.

4/16/2015      ***A Place to Stand Film Screening***      MERF  
5:15 PM –      *A Place to Stand* is the story of Jimmy Santiago Baca’s transformation from  
6:45 PM      a functionally illiterate convict to an award-winning poet, novelist and  
This session is      screenwriter. Told through extensive interviews with Jimmy, his family,  
free and open      friends and peers, *A Place to Stand* follows Jimmy’s path from Estancia,  
to the public      New Mexico – where he lived with his indigenous grandparents – through  
childhood abandonment, adolescent drug dealing and a subsequent 5-year  
narcotics sentence at Arizona State Prison in Florence, one of the most  
violent prisons in the country. Brutalized by the inhumanity of his  
incarceration, Jimmy survived by exploring deep within, discovering poetry  
at his soul’s core. Through the life changing capacity of poetry, writing and  
arts, he stepped away from the violence and negativity around him, healing  
the wounds of his childhood and opening him to a new future.

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4/16/2015      ***Attendee Reading***      Trumpet  
7:15 PM –      Workshop attendees gather to read their work and enjoy food and      Blossom  
10 PM      drink. Visit [trumpetblossom.com](http://trumpetblossom.com) to see their full dinner menu.      Café 310 E  
Reading by sign-up. Sign-up form were emailed to registered guests the      Prentiss St,  
week prior to the conference. There will be a wait-list signup at the      Downtown  
Trumpet Blossom.      Iowa City

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<p>4/17/2015 7:30 AM – 8:30 AM</p>	<p><b>Light Breakfast</b></p>	<p>MERF Atrium</p>
<p>4/17/2015 8:30 AM – 9:45 AM</p>	<p><b>Mindfulness in Narrative: Are Provider Self-Aggrandizement and Patient Overexposure Necessary Evils Discussion forum</b></p>	<p>MERF 1117</p>
<p>4</p>	<p>Each of the members of the panel uses narrative and literature with learners who aspire to careers in healthcare. Sarah Houssayni leads a University of Kansas-Wichita interest group for medical students where medical students write and share narratives, Pat Dolan’s service-learning course for the Honors Program and the Rhetoric Department at the University of Iowa, “Rhetorical Issues in Healthcare: Writing, Narrative and Medicine” engages students in discussions of the entire picture and complexity of care . Meghan Mac Namara works with health sciences students to create a contextual and meaningful understanding of the role of storytelling in their healthcare practice and in their patients’ lives. Presenters will discuss evidence of positive and negative narrative experiences; share-teaching techniques that hope to build a mindful narrator. The presenters hope that instructors, mentors and students of all levels will attend this session to share their methods and experiences in a lively discussion.</p> <p>Participants will be able to debate risks of narrative overexposure of patient; discuss benefits of narrative experiences in healthcare learners; and formulate conscious plans with learner to make narrative experience beneficial.</p> <p><b>Sarah Houssayni MD</b> <i>Kansas University, Wichita</i> Sarah Houssayni is an assistant professor at KU, Wichita in the department of Family and Community Medicine. She is a pediatrician with affinity to child advocacy, positive teaching, and narrative. When not caring for patients, teaching and being a mother, she writes what she knows. Her stories have appeared in <i>Family Medicine, The Examined Life, Survive and Thrive</i> and <i>Pulse</i>. Her first book <i>Fireworks</i> is a historical fiction published by Anaphora Press, released February 2014.</p> <p><b>Megan Mac Namara MFA</b> Meghan MacNamara received her Master of Fine Arts degree from Vermont College. Her work has appeared in <i>The Compassion Project</i> anthology, <i>Hippocampus Magazine, The Citron Review, Spittoon Magazine, and Fourth Genre</i>. Meghan lives in Lancaster, Pennsylvania, where she teaches composition and medical humanities, volunteers with a hospice organization and directs a dog rescue.</p> <p><b>Patrick Dolan PhD</b> <i>University of Iowa</i> Patrick Dolan 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, and is a lecturer in the department of Gender Studies. Last Spring, he instructed an honor’s course on the topic of Narrative Medicine. This was the topic he presented on at the 2014 Examined Life Conference. Patrick is an active volunteer in both Hospice and Palliative Care.</p>	

4/17/2015	<b><i>Collaborative Engagement: Improving Library Services in Iowa's Prisons Discussion forum</i></b>	MERF 2117
8:30 AM – 9:45 AM	<p>Through collaborative engagement with the Iowa DOC and the University of Iowa in 2014, the School of Library &amp; Information Science is, for the first time, prepared to offer library student practicum opportunities for placement at IMCC Oakdale and Anamosa. This opportunity provides SLIS students with a unique perspective on serving under-served populations and provides opportunities for students to assess and design best practices almost entirely from the ground up. In addition, university student practicums will provide much needed basic services, extended access, and literacy advocacy-modeling to the prison library. Outcomes of this practicum may have far-reaching effects on institutional programming and in the lives of incarcerated Iowans. First-year SLIS student Kelly Grogg will present her experience in completing her independent study project at Oakdale, where she has observed the state of current prison library service firsthand, with an eye towards effective and collaborative improvement goals for future practicum projects.</p> <p>Participants will be able to gain a general understanding of current prison library management practices in the state of Iowa, and consider opportunities for advancing information access, literacy practice and other educational initiatives for incarcerated Iowans. Presenters will share the knowledge they've gained in engaging with prison library users concerning the value of libraries in providing leisure, life skills support, vocational and academic support and a sense of community through reading. Participants will have lots of opportunities to ask questions, discuss issues, and join the initiative for increased literacy activity inside Iowa's prisons.</p> <p><b>Kathrina Litchfield MLIS, current PhD student <i>University of Iowa</i></b> Kathrina Litchfield is a PhD student in Language, Literacy, and Culture in the College of Education at the University of Iowa. She received her MLIS in 2014, and focuses her research on literacy and library services for incarcerated populations. She is the co-founder of UI Prison Projects Coalition and co-director of the Incarcerated in Iowa Symposium. In 2014 she served as an Obermann Fellow at UIowa and a PAGE Fellow with Imagining America, a national consortium of scholars dedicated to advancing civic engagement across diverse communities. She facilitates a book group at IMCC Oakdale, a medium-security prison for male offenders.</p> <p><b>Kelly Grogg BA, current MLIS <i>University of Iowa</i></b> Kelly Grogg is a first year student in the Masters of Library and Information Science program at the University of Iowa. Before beginning her graduate studies, she served as a Peace Corps Volunteer in Cambodia in the area of English Education. She currently works as the Olson Graduate Research Assistant in the University of Iowa Special Collections and University Archives, and is interested in pursuing opportunities to use information access to serve underrepresented populations.</p>	
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4/17/2015	<b><i>Poetry and the Senses: Using Images to add Power to Poetry Workshop</i></b>	MERF 2136
8:30 AM – 9:45 AM	<p>This workshop will demonstrate how writers can use their senses to create powerful poetry. Exploring the senses makes a poem tangible to the reader and strengthens the writer's message. Workshop attendees will be guided through exercises to create images that speak to the senses, and ultimately craft a poem. The session will conclude with the attendees sharing their</p>	
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poems with the group.

Participants will be able to identify and write about meaningful sensory experiences, and they will be guided in choosing phrases that bring their experiences alive for the reader. Participants will also craft a poem that they can share with the group.

Alyse Carlson MD candidate *University of Iowa Carver College of Medicine*  
 Alyse Carlson is a third-year medical student at the University of Iowa. She graduated from Luther College in 2011 with a bachelor's degree in biology and a minor in creative writing. Last year, she received second place in the Alpha Omega Alpha Student Poetry Competition and third place in the William Carlos Williams Poetry Competition and the Carol A. Bowman Creative Writing Contest. Her poems have been published in *The Journal of Medical Humanities*, *The Pharos*, and *The Examined Life Journal*.

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4/17/2015

10 AM –  
 11:15 AM

5

***Beyond the Classroom: Witnessing the Healing Power of Art through a Global Seminar Discussion forum***

MERF  
 1117

Witnessing art as a healing power in another culture makes a direct contribution to the education of healthcare professionals. We will introduce the global seminar "Philosophies of Wellness: Holistic Healing in Japan" led by writer and writing instructor, Yuko Taniguchi at University of Minnesota Rochester. Students from the Bachelor of Science in Health Sciences at University of Minnesota Rochester learned the key principles of Japanese traditional aesthetics, then visited Otsuchi-cho, Japan, which was devastated by the tsunami and earthquake in 2011. Students witnessed how the community turned to a traditional form of art, Sashiko, during the recovery. Through this experience, the students were challenged to consider the role of aesthetics, art, and community engagement in relation to achieving resilience. This presentation will include the documentary film of the students' visit and how students' perceptions of their healthcare career has been influenced by understanding the power of community engagement and art.

Participants will be able to learn how the incorporation of arts into the education of health sciences and medicine aid with empathy and awareness of diverse perspectives on healing. Participants will also learn how to engage students with hands-on artistic activities through community engagement in another culture.

Yuko Taniguchi MFA *University of Minnesota Rochester*  
 Yuko Taniguchi (Moderator), the author of *Foreign Wife Elegy* and *The Ocean in the Closet*, is an instructor of Writing at the University of Minnesota Rochester. Since 2004, she has facilitated writing seminars through the Creative Renewal, Literature in Medicine, and Arts at the Bedside programs at Mayo Clinic.

Kelly Dano BSHS *University of Minnesota Rochester*  
 Kelly Dano, is a third-year student in the BSHS program at the University of Minnesota Rochester. She is involved in many aspects of student life including Student Activities Board and directed research. She aims to learn more about the effects of the arts on health and use it in her future career.

Jimmy Dillon BSHS *University of Minnesota Rochester*  
 Jimmy Dillon is a fourth year student in the BSHS program at the University of Minnesota Rochester. He is currently completing his capstone experience which includes a variety of art courses at the University of Minnesota Twin Cities. He is interested in pursuing a career as a Surgical Assistant.

**Megan Lentz BSHP** *University of Minnesota Rochester*

Megan Lentz is a student in the Respiratory Care Program at the Mayo School of Health Sciences, Rochester campus. She is interested in researching and learning about diseases of the cardiopulmonary system. Megan would like to continue advancing her patient

**Emily Jorgenson BSHS** *University of Minnesota Rochester*

Emily Jorgenson is a second year in the BSHS program at the University of Minnesota Rochester. She is interested in pursuing a career in pharmacy, and has recently become intrigued by holistic healing and natural medicine.

**Anjelica Montano BSHS** *University of Minnesota Rochester*

Anjelica Montano is a fourth year student in the BSHS program at the University of Minnesota Rochester. She is currently completing her capstone experience which includes a study away experience in India. Her long-term aspiration is to be involved in natu

4/17/2015

***From Silence to Voice Mixed presentation.***

MERF  
2189

10 AM –  
11:15 AM

Silence abounds in a maximum security prison. It echoes and it fills every crevice. In a setting where to speak openly invites victimization, to speak of oneself is best done in the language of the street and to speak of one's crime means confronting it in ways that may be unfathomable. A group of inmates dared risk all as they dedicated themselves to examining their own lives and motives as they serve their time. They insist that they will find a way to reach young people before they take that first wrong step. They have worked diligently in narrative workshops examining various mediums and themes looking as far back as they dare seeking answers where none existed before. In addition they bared their souls in the camera's eye to create a video of their reactions to their own crime. It is now being used in various workshops with children at risk.

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Participants will be able to examine their own views of crime and punishment, to see prisoners and their environment, to ponder what separates punishment and rehabilitation. Participants will be able to ponder how much time is enough time. Participants will be able to participate in a workshop similar to those the inmates experienced. Participants will be able to see inmates up close and personal.

**Dana Gage MD** *Listening from the Heart*

Dr. Gage has practiced emergency medicine, internal medicine, home-bound/palliative care and Correctional medicine. She recently finished the Narrative Medicine program at Columbia University. She now conducts workshops for caregivers for people with ALS. Her play 'Tandem Journey' is based on her experiences as a scribe for a man living with ALS. It is used as a teaching aide for students in the health care fields. She currently is Medical Director at a maximum security prison where she conducts workshops for staff and inmates.

4/17/2015

***Trying on The Short Coat: A Podcasting Experience Performance piece***

MERF  
2117

10 AM –  
11:15 AM

As evidenced by the rampant success of *Serial*, podcasts are finding a strong foothold in popular culture. Podcasts can be recorded anywhere and on any topic desired. Students at the Carver College of Medicine use the podcasting format to produce shows that give insight into medical news and medical school. Under the guidance of Dave Etler, the show has grown from an intermittent production to a weekly show. In this presentation, a

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collection of regular contributors to *The Short Coat Podcast* will be recording a show on current events in the medical realm. Following the recording, presenters will open up the floor to questions and discussion, and hopefully help attendees see how they can use podcasting to tell the world about their ideas.

Participants will be able to observe the recording and organization of the podcast using medical student participants; discuss and analyze the benefits of podcasting to advance their ideas; and understand the technical requirements necessary for effective podcast management.

**Eric Wilson MA** *University of Iowa Carver College of Medicine*

Eric Wilson is a 3rd year medical student at the Carver College of Medicine and has participated in The Examined Life conference the past three years. He graduated from Iowa State in 2008 and has a Masters in Economics from Duke University. In his spare time, he enjoys reading, the outdoors, and traveling with his wife.

**Dave Etlar** *University of Iowa Carver College of Medicine*

Dave Etlar has been a staff member in the Carver College of Medicine's Writing and Humanities Program since 2002. He is the producer of *The Short Coat Podcast*, <http://theshortcoat.com>, helps manage the Office of Student Affairs and Curriculum's website, coordinates The Examined Life Conference, and does a host of other things he is sure are vital.

**Lisa Wehr MPH** *University of Iowa Carver College of Medicine*

Lisa Wehr is 1st year medical student at the Carver College of Medicine. Prior to starting medical school at CCOM she listened to every episode of The Short Coat Podcast and has since become a regular contributor. Lisa also has a Master's of Public Health degree from the University of Iowa with a focus in Community and Behavioral Health.

**Matthew Maves** *University of Iowa Carver College of Medicine*

Matthew Maves is currently a 2nd year medical student at the Carver College of Medicine. He has participated sporadically as a podcaster for The Short Coat over the last year and a half. He has participated in The Examined Life writing course and is currently

**Ethan Craig BME** *University of Iowa Carver College of Medicine*

Ethan Craig is a 1st year medical student at the University of Iowa Carver College of Medicine. He has been involved in The Short Coat Podcast and in the Humanities Distinction Track. Originally from Cedar Rapids, Ethan has returned to Iowa after completing

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<p>4/17/2015 10 AM – 11:15 AM  5</p>	<p><b><i>A Funny Thing about Death: Using Humor and Narrative to Tackle a Taboo Workshop</i></b></p>	<p>MERF 2136</p>
<p>United with death, humor helps us tame a great fear. Paradoxically, through humor we can distance ourselves enough from death to engage with it. The first forms of death humor that come to mind are jokes and cartoons. In medicine gallows humor can relieve anxiety, create camaraderie, move a conversation forward, or provide entry into an overwhelming or inexpressible subject. Less commonly considered, however, is humor in longer narratives about death or dying. The tools of narrative competency let us tease out the function and complexity of humor within a story. In doing so we move beyond the idea that humor is about superiority--who demeans whom—and consider the ways humor connects patients and professionals. Demystifying death helps professionals to reconsider their approach to end-of-life patient care:</p>		

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Humor makes death part of our common experience, neither a failure of medicine nor a taboo to be feared.

Humor can open up conversations about even forbidden topics. In this workshop we will engage participants in discussion and reflection about death and dying, and model how to use humor across narrative genres to explore this subject with professionals, families, clients, and patients. We aim to show how these narratives can help patients and professionals feel more comfortable talking about death, thus relieving anxiety and creating camaraderie. Participants will engage in active listening and reflective exercises in a safe space, will develop skills of narrative competence, and will learn about the uses and value of humor in conversations about death.

**Marsha Hurst PhD** *Columbia University*

Marsha Hurst is on the faculty of the MS in Narrative Medicine at Columbia University, where she teaches courses on illness/disability narratives and on narratives of death, dying and caregiving, and co-chairs the University Seminar on Narrative, Health, and Social Justice. Hurst is co-editor with Sayantani DasGupta of *Stories of Illness and Healing: Women Write Their Bodies* (2007) and author of articles on palliative care, end of life, and narrative. She also sits on the New York State Palliative Care Education and Training Council, and does advocacy work with families of children with special health care needs.

**Cherie Henderson MS in Narrative Medicine** *Memorial Sloan Kettering Cancer Center*

Cherie Henderson created and has facilitated writing groups for cancer patients and others affected by the disease at Memorial Sloan-Kettering Cancer Center since 2009. Previously, she was a journalist, editing national news at The Associated Press and editing and reporting at *The Miami Herald*. She has written about her own cancer experience for *Self* magazine and The AP. She was part of The Herald staff that won the 1993 Pulitzer Prize following Hurricane Andrew. She graduated with high honors from The University of Texas at Austin and was managing editor of its influential student newspaper.

4/17/2015	<b>Poster Session/Book and Information Fair</b>	MERF Atrium
11:15 AM – 12:30 PM	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.)	

4/17/2015	<b>Lunch</b>	MERF Atrium
11:45 AM – 12:30 PM		

4/17/2015	<b><i>Pain on the Page: The benefits and limits of re-creating a perspective altered by illness</i> Featured presentation</b>	MERF 2117
12:45 PM – 2 PM	When writing about illness, how do you re-create for the reader the point-of-view you once inhabited—an instance in which your mental state was so altered, it now bears only a passing resemblance to your present-day perspective? This alteration may have been a reflection of physical pain, or drug-use/medication, or mental illness, or a combination of factors, and in this session we'll explore the options available to writers hoping to articulate, with immediacy and authenticity, the ways in which their past	
This session is free and open to the public		

selves perceived such heightened moments. We'll also talk about the dangers and limitations of this approach. What happens when illness narratives become too mimetic? How do you write about personal suffering while also allowing the reader enough emotional and intellectual room to respond to the story you're telling? And how might you incorporate research, reportage, and essayistic movements to broaden the perspective of your work?

Tim Denevi MFA

Timothy Denevi is the author of *Hyper: A Personal History of ADHD* (Simon & Schuster, 2014). He received his MFA in nonfiction from the University of Iowa. His work has appeared in *Gulf Coast*, *Arts & Letters*, *Make*, *Hobart*, and *Hawaii Review*, among others. Recently he has been awarded fellowships by the MacDowell Colony and the Virginia Center for the Creative Arts. He lives near Washington, DC and teaches in the MFA program at George Mason University, where he's a visiting writer.

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4/17/2015 2:15 PM – 3:30 PM	<b><i>Metaphors for the Doctor-Patient Relationship Discussion forum</i></b>	MERF 2136
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6

In their unexamined forms, metaphors reflect prejudice or fantasy, but thoughtfully crafted metaphors can explain, delight, persuade, even transform cultural tropes. Susan Sontag famously questioned conventional metaphors for illness, and Barbara Ehrenreich extends this critique to the master narratives of survivorship and self-improvement in cancer culture. Discontent with doctor-patient encounters from both sides of the examining room suggests that this relationship, in particular, stands in need of better metaphors. Should doctors and patients be friends, partners, family, allies, storytellers, performers, or \_\_\_\_? How might context dictate different metaphors for the doctor-patient relationship? How might both doctors and patients improve their contributions to this relationship by reflecting on the metaphors they assume will define their encounters? Presenters will moderate discussion of these questions by presenting examples from works such as Terrence Holt's *Internal Medicine*, Danielle Ofri's *Singular Intimacies*, Margaret Edson's *Wit*, and Christopher Hitchens' *Mortality*, inviting response from those in attendance.

Participants will be able to discuss doctor-patient metaphors and narrative medicine more broadly.

Joshua Dole al PhD *Central College*

Joshua Dole al is an associate professor of English at Central College and the author of a memoir, *Down from the Mountaintop* (U of Iowa Press, 2014). His scholarship and creative work has appeared in journals such as *Medical Humanities*, *Literature and Medicine*, and *The Kenyon Review*. He teaches creative writing, sustainability, and the medical humanities and helps develop opportunities for interdisciplinary undergraduate research in the humanities.

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4/17/2015 2:15 PM – 3:30 PM	<b><i>Sick Art and Exquisite Bodies: Community+Collaboration in The Waiting Room Projects Lecture + workshop + Visual Art Display</i></b>	MERF 2117
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A discussion of "The Waiting Room Projects," a series of complex, multi-layered arts based initiatives that explore and critique perceptions of illness and the systems that diagnose and treat it through the metaphoric 'liminal' space of the medical waiting room. Employing the feminist notion that

“the personal is political,” this multi-media art installation, publication, and public outreach project builds on collaboration and is driven and shaped by public participation in the form of stories and personal. Topics that have been explored include patient agency, embodied spaces and disembodied disease, the role of the healthcare professional and healthcare access. Fundamentally motivated by the notion that the healthcare culture parallels the health of a society, project collaborators believe that by addressing difficult subjects and giving voice to patients and caretakers, more powerful bridges of health can be built.

Participants will be able to compare concepts of embodied spaces/objects and analyze how exhibitions, experiential activities and outreach projects, have the potential to give voice to patient concerns and create communal spaces that aid in understanding and healing, within and beyond the medical setting. There will be an opportunity to contribute to the project during the presentation, and in so doing, discover ways to examine and re-interpret illness and healing through literary and visual metaphor. Attendees will also be challenged to explore, synthesize and devise new conceptual artistic approaches to expression and agency empowerment, healing, transparency, and agency.

**Marguerite Perret MFA** *Washburn University*

Marguerite Perret’s arts-based research and social issue engaged studio practice explores the promise, complications and sometimes contradictory narratives inherent at the interstices of art, science, healthcare and personal experience. To this end, she collaborates with other artists, scientists, writers, public agencies, museums and medical professionals. As lead artist for the international and interdisciplinary dialogue “The Waiting Room Projects,” she has presented and exhibited at a variety of national and international venues, including the University Museum, Groningen, the Netherlands and the Museo Hospital de Clinicas, Asunción, Paraguay. Perret is currently an associate professor of art at Washburn University, Topeka, Kansas.

**Bruce Scherting MFA** *University of Kansas Biodiversity Institute*

Bruce Scherting is the Director of Exhibits and Design at the University of Kansas Biodiversity Institute’s Natural History Museum. Scherting teaches in the Museum Studies Graduate Program at the University of Kansas and supervises student collaborations with community organizations. Previously he worked at the Field Museum and the Shedd Aquarium, both in Chicago, and the Natural History Museum at the University of Iowa, where he also taught in the Museum Studies Program. Scherting has worked collaboratively with Marguerite Perret to develop issue based art installations for more than 15 years.

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<p>4/17/2015 2:15 PM – 3:30 PM</p>	<p><b><i>The Personal/Professional Compass: Medical Students Making Informed Choices About Their Careers</i></b> <i>Panel discussion</i></p>	<p>MERF 1117</p>
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In 2013, the Carver College of Medicine introduced a longitudinal elective called the Personal/Professional Compass. The goal of the course was to give students the opportunity to check in a few times a year with their development as student physicians and their personal goals and values. In this session, students from the Compass course will share some of their thoughts on how this study and reflection has helped guide their development as physicians and how it has (or hasn’t) helped them focus their choices.

Participants will understand more about how medical students can endeavor to make more informed, personally satisfying career choices as they

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matriculate through medical school.

Jason Lewis MFA *University of Iowa*

Jason T. Lewis is the Director of the Writing and Humanities Program at the University of Iowa Carver College of Medicine. He has published numerous short stories and a novel, *The Fourteenth Colony: A novel with music*. He is also an accomplished musician and songwriter and has released 7 collections of music.

Olivia Rice *University of Iowa Carver College of Medicine*

John Pienta *University of Iowa Carver College of Medicine*

Maria McNurlen *University of Iowa Carver College of Medicine*

Matthew Sloan *University of Iowa Carver College of Medicine*

<p>4/17/2015 2:15 PM – 3:30 PM  6  This session can accommodate up to 26 guests. Check in at the registration desk.</p>	<p><b><i>Art and Medicine - Partners through the Centuries Visual art display</i></b></p> <p>A tour of 20 rare medical volumes dating from 1493. Up to 26 participants will get to peruse the volumes, learn about the history of medicine and the history of the book. An annotated bibliography will be available. “Life is short, but art is long.” -- Hippocrates.</p> <p>Participants will be able to page through rare medical volumes and interact with the curator and other participants.</p> <p>Donna Hirst MPH, MLS <i>University of Iowa Hardin Library</i> Donna Hirst has been the Curator of Rare Books at the Hardin Library John Martin Rare Book Room since 2010. She is responsible for 6400 rare medical books going back to the 1400’s. She teaches History of Medicine topics displaying this wonderful collection to medical students and faculty, to graduate and undergraduates from disciplines across the campus and do presentations and exhibits to the public. She is also the Coordinator of the History of Medicine Society which offers lectures to the campus and manage the Robert Sparks Writing Contest for medical and physician assistant students.</p>	<p>Hardin Library John Martin Rare Book Room</p>
<p>4/17/2015 2:15 PM – 3:30 PM  6</p>	<p><b><i>Clinicians, Third Things, and the Path to Reflective Practice Workshop</i></b></p> <p>Narrative medicine aims to enhance the clinician’s relationship with patients, self, colleagues, and society (Charon, 2000) by introducing art and literature as a means of reflection and discussion. Such “third things” are also used to stimulate reflection and community-building in Parker Palmer’s work through the Center for Courage and Renewal. It is challenging to introduce such reflective practice experiences into the busy work lives of clinicians. The workshop leaders will briefly outline the principles and goals that underlie Charon’s and Palmer’s approaches to enhancing humanism in medicine, and lead a reflective experience for workshop participants using a third thing drawn from literature. They will then briefly present potential workshop designs and their experiences in engaging clinicians in reflective practice—both the successes and the stumbles. The remainder of the workshop time will consist of participants sharing their own experiences and brainstorming solutions to establishing and sustaining clinician groups for reflective practice.</p> <p>Participants will be able to describe the use of “third things” to stimulate reflective practice for clinicians; identify successful strategies and pitfalls in</p>	<p>MERF 2156</p>

establishing reflective practice groups; and develop and articulate initial steps for establishing or enhancing work at their home settings based on workshop discussion.

**Mark Bauer MD VA Boston Healthcare System @ Harvard Medical School**  
 Mark Bauer's poems have appeared in various literary journals as well as two chapbooks, *Imperial Days* (Robert L. Barth Publishing, 2002) and *The Gnarled Man Rises* (Scienter Press, 2005). He works as professor of psychiatry at Harvard Medical School and the VA Boston Healthcare System. He has authored over 150 scientific articles as well as six books, including the anthology, *A Mind Apart: Poems of Melancholy, Madness, @ Addiction* (Oxford University Press, 2009).

**James Schlosser MD, MBA VA New England Healthcare System**  
 James E. Schlosser, MD, MBA is currently the Director of the VISN Improvement Resource Office of the VA New England Healthcare System where he provides strategic leadership for organizational improvement. He continues to practice Primary Care and care for a panel of patients. Prior to coming to the VA, he served as the Chief Medical Officer at the Cambridge Health Alliance, Deputy Medical Director at the Boston City Hospital and Chair of Adult Emergency Services at Cook County Hospital (Chicago). Dr. Schlosser has also served (1991-2001) and was a founding board member of the Institute for Healthcare Improvement.

4/17/2015 **Writing as process: On Developing a Community Poem** MERF  
 3:45 PM – **Discussion forum** 2136  
 5 PM

7

This workshop will present a method of creative writing used with family medicine interns during a seminar held during a community medicine rotation. It involves the projection of an image on a screen that inspires the participants to write independently and then collaborate on their thoughts. Together, participants create a compiled project. This fosters learning, active listening and an appreciation for individual thoughts and processes and how they come together into a common goal.

Participants will be able to reflect on an image, practice close reading of it; be aware of what that image invokes; write a response to the image; and collaborate with other participants to create a collaborative poem.

**Natercia Rodrigues MD University of Rochester/Highland Family Medicine**  
 Natercia Rodrigues is a chief resident at the University of Rochester Family Medicine program where her patients' stories have become a part of her life. She has published poetry in *Family Medicine* and commentary on the physical exam in *Family Doctor*. Writing allows her to connect with her patients and profession.

4/17/2015 **The Rest of My Life: Stories of Trauma Survivors Film** MERF  
 3:45 PM – **screening** 2117  
 5 PM

7

In the Emergency Room, doctors meet patients for brief, highly-charged moments. In the case of major trauma, doctors are trained to focus on the acute problem: stopping the bleeding, stabilizing the vital signs, suturing what is lacerated, splinting what is broken. For patients, the experience can be rife with pain, confusion, helplessness, and the fear that their injuries may affect the fabric of their lives. In this 25-minute documentary film, an Emergency Room physician follows patients who have survived major trauma, exploring routes of recovery and lasting effects of injury, as well as the culture of the Emergency Room. Through patient narrative, *The Rest of My Life* examines the larger experience of trauma care, aiming to help health care providers attend to patients' complex needs in life-threatening

situations. The session will include a showing of the film and a Q&A about patient narrative, film-making, and other topics.

Participants will be able to see a documentary film and follow real cases of major trauma, hearing patients' stories of the Emergency Room, hospital recovery, and the long road of rehabilitation. Through patient narrative and a glimpse into the lives of trauma survivors, participants in this session will analyze whether the culture of emergency and trauma care is meeting the physical and psychological needs of people who suffer devastating life-changing injuries. Participants can discuss the use of documentary film to improve patient-doctor interactions and advance medical education, as well as technicalities of film creation, obtaining funding, and entering film festivals.

Gabriel Ledger MD *Good Samaritan Regional Medical Center* @ Oregon State University

Gabriel Ledger is a graduate of Harvard Medical School. Early in his training, he explored the intersection of arts and health by working with Boston youth to explore inner-city life issues through dance and theater. During his Emergency Medicine residency in Albuquerque, New Mexico, he became curious about patient narrative, and he produced and directed a short documentary film about trauma survivors that won awards at the Superfest International Disability Film Festival and other film festivals. Ledger works as an ER doctor in Corvallis, Oregon, and also teaches in the Philosophy Department at Oregon State University about societal influences on patient-doctor interactions.

4/17/2015

3:45 PM –  
5 PM

7

***Voices in the Band: A Doctor, Her Patients, and How the Outlook on AIDS Care Changed from Doomed to Hopeful Reading***

MERF

2156

Dr. Ball's new book *Voices in the Band: A Doctor, Her Patients, and How the Outlook on AIDS Care Changed from Doomed to Hopeful* is a memoir of caring for AIDS patients at a large, urban, academic medical center in the 1990s. The story traces patients and providers at an HIV clinic where, for too long, no medication was available and a diagnosis of HIV was considered for many to be a death sentence. The book puts us back into that time, when fear and stigma brought out the worst and best in medicine, in doctors, in patients. As treatment options evolved and the prognosis for patients dramatically changed, Dr. Ball and her team acknowledge the hard lessons of caring for the chronically underserved. Dr. Ball will read from her book and highlight aspects of that era in the history of the epidemic.

Participants will be able to discuss aspects of the HIV epidemic in the United States among the underserved; describe valuable aspects of the multidisciplinary approach in HIV care; and acknowledge the role of alternative levels of care when effective treatment is lacking.

Susan Ball MD *Weill Cornell Medical College*

Dr. Susan Ball is an Associate Professor of Medicine at the Weill Cornell Medical College in New York City and Assistant Director of the designated AIDS care center at New York Presbyterian Hospital where she has cared for patients with HIV/AIDS for over twenty years. Dr. Ball holds an MS degree in Narrative Medicine and an MPH, both from Columbia University. In addition to her clinical responsibilities she teaches Narrative Medicine at the Medical College. Dr. Ball has written widely on the topic of HIV, as the Clinical Challenge series writer for *The AIDS Reader*. This is her first book.

<p>4/17/2015 3:45 PM – 5 PM 7</p>	<p><b><i>ArtMedEd: A Subversive Approach to Including Humanities in Medical Education Workshop</i></b></p>	<p>MERF 2166</p>
	<p>“Two common explanations for the distancing between physicians and patients have been the increasing use of technology in patient assessment and management, and the economic pressures felt by both physicians and patients. I believe there is also a competition in medicine between words and numbers – and the numbers seem to be winning.” Gabriel Smilkstien’s writing beautifully encapsulates not only the dilemma facing modern medicine, but also that in medical education. How can “words” get a fair chance within crowded medical curricula when there is so much pressure to teach “numbers”? This fun and light-hearted workshop will demonstrate creative ways in which words (and art and music and film) have been smuggled into a busy family medicine residency education program. Rather than trying to do battle with the curriculum committee to get a stand-alone medical humanities stream, this subversive educator will show how he includes humanistic elements into mainstream teaching.</p> <p>Participants will be able to have increased understanding of why the humanities can help to deepen learning in medical education; have increased knowledge of how to include humanities (writing, art, music, film) into mainstream medical education; and have increased confidence to be subversive and push the boundaries in medical education (perhaps without first getting permission from the curriculum committee - shock, horror!)</p> <p><b>Hilton Koppe Master of Family Medicine <i>North Coast GP Training</i></b> Hilton Koppe is a Family Practitioner in Lennox Head on the east coast of Australia, and Senior Medical Educator with North Coast GP Training, which trains over 150 family medicine residents. Hilton has been involved in medical education since 1990, and is respected internationally as an innovative, inspiring teacher. In recent years, he has been involved in developing programs exploring the interface between the arts and medicine, with particular emphasis on using creative writing as a tool for burnout prevention. Outside work, Hilton is a keen cook, gardener and proud member of Lennox Head over 35s premiership winning soccer team.</p>	
<p>4/17/2015 6 PM – 7:30 PM This session is free and open to the public.</p>	<p><b><i>Passion and Purpose Featured presentation</i></b></p> <p>Personal transformation leads to a rare life of love of learning and constant self discovery. Jimmy Santiago Baca will touch on young fathers and children and the role of self-confidence, non-violence, touch, healing, and family strength.</p> <p><b>Jimmy Santiago Baca</b> Jimmy Santiago Baca was raised by his grandmother and then sent to an orphanage. A runaway at age 13, Baca was sentenced to five years in a maximum security prison. After a conflict with another inmate, Jimmy made a choice. Instead of becoming a hardened criminal, he emerged from prison a writer. His first book, <i>Immigrants in Our Own Land</i>, was published in 1979, the year he was released from prison. He is the winner of the Pushcart Prize, the American Book Award, the International Hispanic Heritage Award, and for his memoir <i>A Place to Stand</i>, the prestigious International Award.</p>	<p>Sheraton Iowa City Ballroom, Downtown Iowa City</p>

THE EXAMINED LIFE CONFERENCE: THE WRITING, HUMANITIES, AND ARTS OF MEDICINE

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4/17/2015

***Reception***

7:30 PM –  
10 PM

Sheraton  
Iowa City  
Ballroom,  
Downtown  
Iowa City

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<p>4/18/2015 8 AM – 9 AM</p>	<p><b>Light breakfast</b></p>	<p>MERF Atrium</p>
<p>4/18/2015 9 AM – 10:15 AM 8</p>	<p><b>The Intersection of Narrative and Medicine Discussion forum</b></p> <p>“No trauma has discrete edges,” writes Leslie Jamison in her book <i>The Empathy Exams</i> on her experience working as a medical actor at the University of Iowa’s Carver College of Medicine. As nonfiction writers and simulated patients we’ve come to learn there is always more to a person’s story than a checklist or intake form can reveal. Ineffective healthcare professionals fail to create a full picture of someone; ineffective writers do the same. In this interactive discussion, we’ll explore the intersection of narrative and medicine and how healthcare professionals can push past “discrete edges” in their patient interactions to gain more insight.</p> <p>Participants will discuss taking patient histories as a form of storytelling, analyze creative nonfiction from a medical perspective, and complete writing exercises related to narrative medicine.</p> <p><b>Amy Bernhard MFA University of Iowa</b> Amy Bernhard is a graduate of the University of Iowa’s Nonfiction Writing Program, and an adjunct assistant professor of creative writing with the Magid Center for Undergraduate Writing. Her essays can be found in <i>Ninth Letter</i>, <i>The Colorado Review</i>, <i>The South Loop Review</i>, and <i>The Michigan Quarterly Review</i>, among others.</p> <p><b>Lucy Morris MFA University of Iowa</b> Lucy Morris is an MFA candidate in the University of Iowa’s Nonfiction Writing Program, where she teaches creative writing to undergraduates. Her work has appeared in <i>The Morning News</i> and <i>Witness</i>.</p>	<p>MERF 2117</p>
<p>4/18/2015 9 AM – 10:15 AM 8</p>	<p><b>Patient Stories in the Media Discussion forum</b></p> <p>With the aging of the baby boomers, health reporting is on the rise, and the media is flooded with health information. Some of this information is delivered with patient stories. Is this effective narration for delivering information about conditions? Are patient stories ever over-used or even misrepresented in the media? From the patient’s perspective, is it empowering to be included in media stories, or do they ever feel manipulated to do so? Does the media empower patients to speak up about health and safety concerns? What type of media can create change in health institutions to improve patient safety?</p> <p>Participants will be able to discuss and analyze examples of patient stories in the media, drawing from both the presenter’s examples and their own.</p> <p><b>Kristine Crane MA, MFA U.S. News &amp; World Report</b> Kristine Crane is a patient advice reporter at <i>U.S. News &amp; World Report</i>, where she covers a range of medical conditions and patients’ rights issues. She recently participated on the media panel of the Patient Safety Movement Summit in Irvine, CA. She has also been a health reporter at <i>The Gainesville Sun</i> in Florida, and news editor at <i>The Journal of the National Cancer Institute</i>. She has an MFA from Pacific University and an MA in science reporting from the Columbia School of Journalism. Prior to covering health, she wrote for the <i>Wall Street Journal</i> in Rome, Italy.</p>	<p>CBRB 1289</p>

<p>4/18/2015 9 AM – 10:15 AM 8</p>	<p><b><i>From Theory to Practice: Techniques for Introducing Reflective Writing to Students Workshop</i></b></p>	<p>MERF 2136</p>
	<p>Reflection in medical practice encourages mindful decision-making. Despite being an essential (but often underutilized) component of every health care provider's skill set, there are barriers to the integration and acceptance of reflective practices in medical school curricula; these barriers include unfamiliarity with reflective writing, a perceived lack of relevance, and uncertainty regarding what constitutes "good" writing skills. Students are often intimidated by the blank page and are unlikely to invest precious time in activities not tied to quantifiable assessments. This session will review some of the major barriers to teaching medical students reflective writing and discuss strategies for overcoming them.</p> <p>Participants will be able to describe the challenges to incorporating reflective writing into medical education and share insight into overcoming them. Participants will also be able to participate in a writing workshop using some of the techniques available for making reflective writing more accessible to medical students.</p> <p><b>Chelsea Sprick BA <i>Medical College of Wisconsin</i></b> Chelsea Sprick is a third year medical student at the Medical College of Wisconsin. She earned a bachelor's degree in Creative Writing from Stanford University. While in college, she facilitated writing workshops for incarcerated youth with The Beat Within program. She researched the health benefits of creative writing during a summer internship with the Mayo Clinic Humanities in Medicine program. Since starting medical school, she has facilitated creative writing workshops for medical students, graduate students, and residents.</p> <p><b>Bruce Campbell MD <i>Medical College of Wisconsin</i></b> 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 runs an annual "Residency Application Personal Statement Writers Workshop" for the MCW M4 students. His essays, fiction, and humor have appeared in <i>JAMA</i>, <i>JCO</i>, <i>Narrative Inquiry in Bioethics</i>, <i>Creative Wisconsin</i>, <i>Yale Journal for Humanities in Medicine</i>, and (most importantly) <i>The Examined Life Journal</i>. He blogs at <i>Reflections in a Head Mirror</i> (<a href="http://www.froedtert.com/reflections">www.froedtert.com/reflections</a>).</p> <p><b>Nancy Havas MD <i>Medical College of Wisconsin</i></b> Nancy Havas is an Associate Professor at the Medical College of Wisconsin, Milwaukee, Wisconsin. She is fellowship-trained and board certified in family medicine and palliative medicine with emphasis in geriatric care. She is the M1 Foundations of Clinical Medicine course director as well as the Department of Family and Community Medicine director of CME and has taught extensively in medical education at the Medical College of Wisconsin since 2005. She received her MD from the Medical College of Wisconsin.</p>	
<p>4/18/2015 10:30 AM – 11:45 AM 9</p>	<p><b><i>Foundations in Reflective Practice: A Course for Third-Year Medical Students Discussion forum</i></b></p>	<p>MERF 2117</p>
	<p>Need: Third year medical students were looking for a supportive, protected setting in which to productively reflect on the experiences of their clerkships. Goals: Create a safe space for student discussion and reflection; encourage personal awareness and insights; strengthen professional identity development; and enhance narrative competence. Method: Students electively participated in a longitudinal series with two faculty leaders, meeting approximately every six weeks for two hours. Sessions included</p>	

discussion selected themes, reflective writing and shared reading. Themes: Examples include honesty, team hierarchy, isms such as racism or ageism, decision-making, grief and futility, and burn out. Response: The group bonded and supported each other increasingly through the year. Students reported deep appreciation for the time together, the opportunity to discuss and reflect and the way in which the literary pieces allowed for a broader perspective on the immediate issues. Conclusion: Students benefit from discussion and reflection in a structured, supportive setting.

Participants will be able to create a course for students that promotes reflection, dialogue and personal insight; discuss various themes that affect and impact third year medical students; discuss writing prompts that contribute to thoughtful, generative writing; and formulate a discussion around theme-based literary writing.

**Susan Ball MD** *Weill Cornell Medical College*

Dr. Ball is an Associate Professor in the Department of Medicine and Division of Ethics at the Weill Cornell Medical College in New York City. She is an HIV specialist with a Masters of Science degree in Narrative Medicine from Columbia. Dr. Ball has created a variety of courses with the goal of enhancing narrative competence and reflective capacity in students, residents and faculty. Dr. Ball teaches the course Foundations in Reflective Practice with Dr. Randi Diamond.

**Daniel Shalev AB** *Weill Cornell Medical College*

Daniel is a fourth year medical student at Weill Cornell Medical College. His interests include palliative care and the medical humanities. As a Weill Cornell medical student, he has spearheaded several student-driven humanities programs at the medical college and presented or published research on a number of topics including care transitions, medical humanities programming, and the role of narrative in the early HIV/AIDS epidemic. He plans to pursue residency training in Psychiatry starting in the summer of 2015.

**Randi Diamond MD** *Weill Cornell Medical College*

Randi R. Diamond, MD is an Assistant Professor in the Department of Medicine, Division of Geriatrics and Palliative Medicine; an Associate Director of the Palliative Care Consultation Service; Director of the Liz Claiborne Center for Humanism in Medicine at the Weill Cornell Medical College/New York Presbyterian Hospital in New York, New York.

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<p>4/18/2015</p> <p>10:30 AM – 11:45 AM</p> <p>9</p>	<p><b><i>Extracting Cross Cultural Narratives Discussion forum</i></b></p>	<p>MERF 2126</p>
<p>Healthcare professionals are practiced hands at excising, extracting, drawing blood. These procedures require surgical precision. (The best phlebotomist hits the vein on the first try.) Drawing out narratives is a slower, subtler process—especially when communicating across culture, gender, race and other “othernesses”—but it’s a critical one for medical, mental, and public health professionals who often need to understand a client’s story in order to provide the best care and service. This interactive discussion forum, lead by a writer and journalist, prompts participants to share their experiences getting people to tell their stories, and to exchange ideas about the sensitive cultivation of narratives that are true and truly understood. We will examine how stories and storytelling differ across culture; how setting impacts the sharing of story; prompting answers without asking questions; using silence; creating opportunities for follow up; and bringing down defenses and cultivating comfort.</p> <p>Participants will be able to describe and share ways that they have found to reach patients. Hearing from people who “interview” in different ways,</p>		

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they will glean fresh ideas for better reaching patients/clients, gathering information and interpreting personal narratives. The goal of the forum is to give participants new insight into finding important stories among all their constituents while considering their own experiences, assumptions and privileges as they do so.

**Tamara Jeffries** MFA *Bennett College*

Tamara Jeffries was formerly Executive Editor of *Essence* magazine and a contributing editor for *Health* magazine. She has contributed to several health-related books, and has written about wellness for *Redbook*, *Parenting*, *Heart & Soul*, *The International Review of African American Art* and others. Currently an assistant professor of journalism at Bennett College in North Carolina, Jeffries has a degree in Mass Media Arts and an MFA in Creative Nonfiction Writing. She was a Rosalyn Carter Mental Health Journalism Fellow and an Association of Health Care Journalists/National Library of Medicine Fellow. She completed the Narrative Medicine workshop at Columbia University.

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4/18/2015

***Arrhythmia Reading***

MERF  
2136

10:30 AM –  
11:45 AM

9

In the spring of 1999, my father began complaining of chronic fatigue. This was out of character for him, a relatively young man of sixty-eight, a former Iowa farmer with an iron man reputation. After several months of consultations with specialists, he entered the hospital on a Thursday evening in late July, in advance of catheter ablation the following day to correct his worsening arrhythmia. Sometime during procedure, however, there were complications. My father eventually slipped into the coma and died the following day. I was barely twenty-three and writing speeches for then-Governor Mike Johanns of Nebraska. The unexpected loss of my father – especially the confusion and powerlessness as his condition deteriorated – was a wrenching contrast to a false sense of authority and control I felt at that time. It was an enlightening turning point in my work as political operative and in my perspective as a writer.

Participants will be able to see the perspectives of patients and loved ones during an acute health care event, with particular focus on the insightful and comforting intervention of one health care professional. The presentation will also highlight the use of such events in the service of compelling narrative. In so doing, it should invite consideration of the ethical and technical challenges associated with this kind of work.

**Philip Weitzl** MFA *Doane College*

Philip Jude Weitzl is a professor of English and holder of the Ardis Butler James Endowed Chair at Doane College in Nebraska. He teaches courses on creative, technical, and expository writing, for which he was named the 2010 Doane College Teacher of the Year. He also developed and directed the Doane College Writing Center from 2008 through 2014. A former political speechwriter and press

secretary, his writing has appeared in several anthologies and literary magazines around the country, and he has been a regular contributor to *Nebraska Life*. He is currently writing a memoir about his experience in politics.

***In Sickness & In Health: Using Poetry & Prose to Cope with Chronic Illness Reading***

In 2007 Jasminne Mendez was diagnosed with scleroderma. In 2009 she married Lupe Mendez. Since then, both writers have had to learn how to

cope with the often debilitating symptoms and unpredictable effects of her illness. How can a marriage survive amidst the chaos? How can we use writing to help us heal? From near heart failure and miscarriage to partial amputations and IV treatments, the couple will discuss how and why their writing process differs and share pieces of published and unpublished work around these personal medical experiences and other topics. The readings and spoken word performance pieces will take a closer look at the unique illness narratives of the two writers and how perception and articulation of the same event can change depending on who is telling the story: patient or caregiver? husband or wife? There will be time for discussion and Q&A throughout the session.

Participants will be able to listen to, reflect on and analyze the similarities and differences between a variety of illness narratives; and discuss how writing can be used to cope with and manage the effects of chronic illness and pain.

**Jasminne Mendez** MEd Curriculum & Instruction *University of Houston*  
 Jasminne Mendez is a performance poet, educator, published writer and board member of the Scleroderma Foundation Texas Bluebonnet Chapter. She received her BA in English Literature and her MEd in Curriculum and Instruction from the University of Houston. After being diagnosed with Scleroderma in 2007, she started the blog *Chronic Brevity: Living with Scleroderma* to cope with the effects of her illness. In 2013, Floricanto Press released her multi-genre memoir about growing up Latina, *Island of Dreams*. She is currently working on her second memoir *Thick Skinned* about her experiences of living with and managing chronic illness.

**Lupe Mendez** MFA Creative Writing, Candidate *University of Texas at El Paso*  
 Lupe Mendez is a Texas based Poet/Educator/Activist. Lupe works to promote poetry events, advocate for literacy, and organize creative writing workshops. He is an internationally published poet, in book and online formats, including *Norton's -Sudden Fiction Latino: Short Stories From The United States and Latin America*, *The Bayou Review*, *Flash*, *Huizache*, *Luna Luna Magazine*, *Glassworks* and *Revista Síncopa*. In 2012 he was honored as one of "Houston Press' Creative 100s" and in 2014, he became a CantoMundo Fellow. He continues to write and is currently an MFA Creative Writing candidate at the University of Texas at El Paso.

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<p>4/18/2015                  10:30 AM –                  11:45 AM                  9</p>	<p><b><i>The Deaths of Chekov, Kurosawa’s Rashomon, and Authorial Bias in the History of Present Illness Workshop</i></b></p>	<p>CBRB                  1289</p>
<p>The History of Present Illness (HPI) can often tell a reader just as much about the physician who wrote it as the patient he or she describes. This session, facilitated by an MFA in Creative Nonfiction and a psychiatrist, offers exercises in attending to an author’s angle of lean in the medical HPI, with pearls which may, more broadly, lead to fruitful analysis of any created work. We shall use the screenplay of Akira Kurosawa’s 1950 award-winning film <i>Rashomon</i> in concert with several accounts of Anton Chekov’s death, an event which has become, curiously, a literary set piece, to discuss bias in narratives which describe patients as characters. Further, participants will be challenged to analyze what is gained and what is lost when a story has only one teller. We shall conclude with the presentation of a challenging psychosomatic case featuring multiple HPis all telling, incredibly, the same story.</p> <p>Participants will be able to analyze what is gained and what is lost from a</p>		

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story when told from multiple perspectives, in contrast to when a story is told by one teller; evaluate the narrative threads in *Rashomon* and in several scenes of Chekov's death for authorial bias versus blind spots; and apply new insights in the power of authorship to the interpretation of several histories of present illness offered to illustrate a challenging psychosomatic case.

**Rachel Hammer MFA** *Mayo Clinic*

Rachel Hammer is a fourth-year medical student at the Mayo Clinic College of Medicine, having earned an MFA in Creative Nonfiction through Seattle Pacific University during her medical studies. She serves on the Humanities in Medicine Committee at Mayo Clinic and facilitates Literature and Medicine and creative writing workshops for students and faculty at Mayo Clinic. She is finishing her first book-length manuscript on teaching high school in post-Katrina New Orleans. She is applying for residency in psychiatry, with an eye on a career in psychosomatics.

**John Michael Bostwick MD** *Mayo Clinic*

J Michael Bostwick, MD, Professor of Psychiatry, Mayo Clinic College of Medicine, and Senior Associate Dean for Admissions, Mayo Medical School, has more than 100 peer-reviewed publications in suicide epidemiology and diverse psychosomatic topics. He serves on editorial boards of Mayo Clinic Proceedings and General Hospital Psychiatry. He teaches first-year medical students a prize-winning course, Disruptions in Development, using videotapes, live interviews, simulation exercises, and personal reflection to explore how medical treatment influences development. Before medical school, he reported for the *Cape Cod Times*, and he continues to approach medical writing as a journalist, seeking new angles and fresh stories.

4/18/2015

**Lunch**

MERF  
Atrium

12 PM –  
1 PM

4/18/2015

**Healing the Physical Body and the Inner Self: Yoga and Poetry as Arts of Healing Discussion forum**

MERF  
2126

1:15 PM –  
2:30 PM

10

This workshop originates in the collaboration of a Neuroscientist/Yogi and a Literature Professor/Writer, as their work together explores the power of healing stories through the integration of yoga and poetry. This workshop addresses the need for healing stories—and practices—that make possible the movement toward a greater sense of wholeness as patients and caregivers strive to repair the mind-body connection that is often broken in the experience of disease and disability. Utilizing adaptive yoga as a path towards feeling again in one's body, of healing the mind-body separation imposed by disease, and the event of the poem as an invitation outward, into community, our objective is to demonstrate the power of the arts in re-shaping our personal mythologies and the beliefs that shape how we interpret the spheres of meaning and possibility that enable us to reimagine our future.

Participants will be able to explore what a poem can do as it creates kinship and community, and examine examples of poems that serve as models for future reference/practice. Participants will also learn how yoga can help patients, care givers, and health care providers in the healing process of disease and disability, and they will learn how yoga poses can be adapted for individuals with disabilities. Participants will then be led through a

gentle chair yoga practice with the incorporation of poetry, so they can experience the benefits of these two healing arts together.

Linda Bolton PhD *University of Iowa*

Linda Bolton is an Associate Professor of Literature and Ethics in the English Department at the University of Iowa. An interdisciplinary scholar, Bolton's work is grounded in Levinasian ethics--an ethics of hospitality with regard to the Other with whom we inhabit the world. Bolton is the author of *Facing the Other: Ethical Disruption and the American Mind* and is the co-designer of the Martin Luther King Memorial at Battle Garden in Columbia, MO. Linda Bolton is currently at work on her second book manuscript, *Art, Ethics and Justice*.

Diana Gallegos PhD, CYT

Diana Gallegos is a certified yoga teacher and has been practicing yoga since 2002. She has completed Adapting Yoga for Disability Level 2 training with Matthew Sanford. She teaches yoga to individuals of all levels. She has taught yoga to individuals with Parkinson's disease, multiple sclerosis, developmental disabilities, traumatic brain injuries, and amputations. Diana has completed a PhD in Neuroscience and a two-year post-doctoral fellowship in the Center on Aging at the University of Iowa. She has published papers in the *Journal of Comparative Neurology* and in *Brain and Language*. Diana currently teaches yoga in Iowa City at Heartland Yoga.

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4/18/2015

1:15 PM –  
2:30 PM

10

**Reflection: Self-Care for the Care Provider in Training  
Workshop**

MERF  
2136

For most medical students, the third year of medical school is their introduction to life in the hospital. This results in exciting learning opportunities, but also emotional tolls—grief, fear, anxiety, exhaustion—that can lead to serious problems including burnout, depression, and anxiety. Writing offers reflective opportunities that allow students to process such powerful emotions or struggles and develop positive experiences that build mental resiliency. Written work can also provide a tangible record of the student's personal progress towards becoming a healthcare provider. There are many intriguing examples of research investigating burnout in medical trainees and the ways reflection can heal students. This presentation will review a selection of these and include a personal perspective through a reading of one medical student's poetry from her third year. She will explain the scenes that inspired each poem and reflect on how they helped her navigate her experiences as future care provider.

Participants will be able to review examples of the current research concerning burnout in medical trainees and the ways reflection and writing can help manage these issues; listen to a selection of poems one medical student at Mayo Medical School composed during her time in the hospital as a learner; compose their own short reflections (as poems, haiku, prose, visual sketch or any other medium of choice) based on a moving experience; and describe their thought process behind their creation in a group discussion of the role of reflection in processing powerful emotional experiences.

T. N. Diem Vu BS *Mayo Medical School*

Diem is a third-year medical student at Mayo Medical School and plans to graduate in 2016. She completed a Bachelor of Science in Molecular & Cellular biology with a minor in Writing Seminars at Johns Hopkins University, Class of 2012. She has published poetry and humanities research in *Hektoen International*, *The Pharos*, *Minnesota Medicine*, and the *AMSA Medical Humanities Scholars*

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Program Anthology- *Literary Liniment*. She is a columnist for *in-Training* online magazine.

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4/18/2015 ***Delivering Narrative Medicine to Patients at Mayo Clinic: An Interactive Workshop*** CBRB  
1:15 PM – 2:30 PM 1289

10

The Dolores Jean Lavins Center for Humanities in Medicine at Mayo Clinic launched its Creative Writing at the Bedside Program seven years ago. Staff at Mayo quickly saw its value to aid healing and Director Johanna Rian was asked to bring more programming to the bedside. In 2014, Rian helped launch the Mayo TV Humanities Channel, as another means of delivering arts programs directly to patients in their hospital rooms. In this interactive workshop, you'll hear how clinicians and teaching artists are working together to bring narrative healing to patients at Mayo Clinic. You'll see clips of the *Healing Words* television show to see how it delivers inspiration and information about narrative healing to patient rooms. And you'll engage in creative expression exercises led by author Jacquelyn Fletcher, host of the *Healing Words* show and author of multiple books including, *Dear You: Messages From Your Heart*.

Participants will be able to learn concrete ways that Mayo Clinic has put narrative healing to use at Mayo Clinic from Johanna Rian, the Director of the Dolores Jean Lavins Center for Humanities in Medicine at Mayo Clinic. They'll hear specific stories about the successful use of writing as a healing tool from author and Healing Words host Jacquelyn Fletcher, who used the healing art of writing to help her lose 100 pounds and keep it off for 20 years. Most importantly, participants will participate in narrative healing exercises they can use to help patients, caregivers, or themselves.

**Johanna Rian PhD** *Mayo Clinic*

Dr. Rian directs the Mayo Clinic Dolores Jean Lavins Center for Humanities in Medicine, where she develops and implements programs in humanities and arts for patients, staff, students and visitors. She teaches humanities classes for Mayo Medical School students with topics ranging from the applied theatre techniques for patient case presentations skills development, creative and reflective writing to improve patient/physician relationships and participation in arts activities to help ease medical school burnout. Johanna is a former board member with Minnesota Citizens for the Arts and the Global Alliance for Arts & Health.

**Jacquelyn Fletcher MFA** *Gold House Enterprises*

Jacquelyn B. Fletcher is an award-winning author and speaker. She's the author of *Dear You: Messages From Your Heart*, *A Career Girl's Guide to Becoming a Stepmom* and the co-author of *Climbing the Mountain: Stories of Hope and Healing After Stroke and Brain Injury* and *Cancer Widow*. Jacquelyn is Vice Chair of the Board at the Loft Literary Center. She's co-creator and host of the *Healing Words* television show and a founding faculty member of the Creative Writing at the Bedside program, both administered by the Mayo Clinic Dolores Jean Lavins Center for Humanities in Medicine in Rochester, Minnesota. [JacquelynFletcher.com](http://JacquelynFletcher.com).

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4/18/2015 ***Adjourn***  
2:30 PM

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The following items are on-going displays, available throughout the conference.

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***Medical Humanities Curricula in Residency Training Poster***

Purpose: Medical Humanities is not emphasized in Residency. This is problematic, as research suggests that Medical Humanities curricula has positive effects on medical providers. This study attempts to make incorporating Medical Humanities into residency more accessible by providing examples of how it is successfully done. Methods: A Qualitative Study on Medical Humanities Curricula in Residency was conducted using a semi-structured interview model. Nine leaders in medical humanities training were interviewed. Results are currently being analyzed. Results: Preliminary results show programs engage in Medical Humanities through a variety of modalities, such as reading, writing, and art. Obstacles include time, funding, and residency structure. The value of this curricula is well-being of physicians and patients, mindfulness, and fulfilling ACGME competencies. Conclusions: Medical Humanities has positive effects on healthcare providers, yet it is not emphasized in Residency. There is a need for more research and efforts to incorporate Medical Humanities in Residency training.

Participants will be able to define medical humanities; identify the positive effects of medical humanities curricula; and describe effective ways to incorporate medical humanities curricula into medical training, especially at the residency level.

Rebecca Levine MD *Northwestern McGaw Family Medicine Residency Program*

Rebecca Levine is a third-year Family Medicine Resident at Northwestern. Her passion for medical humanities began in medical school when she started reading poems to patients. She and her medical school classmate, Margaret Nolan, self-published an anthology of famous poems appropriate to read to patients called *White Coat Pocket Poetry*. During medical school, she worked with colleagues to start a poetry contest that continues to be successful today. Rebecca collaborated with former colleagues to publish an article on this poetry contest in *Academic Psychiatry* called *The Healing Arts: The University of Chicago Pritzker School of Medicine Poetry Contest*.

James Griffith BA *Northwestern University Feinberg School of Medicine*

James Griffith is a fourth year medical student at Northwestern University Feinberg School of Medicine.

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***Writing warm-ups as empathy exercise: a student-run writing group for medical students Poster***

The Human Side is a student-run group at the University of Michigan Medical school that seeks to bring students together through informal writing groups. The original goal of the group was to protect time for writing during medical school and reflect on our shared experiences of training. However, a different outcome emerged during the first sessions. We found that through the process of providing immediate, positive, and oral feedback to freewrites—raw, personal, and rough material—we sharpened our listening skills. We empathize with the narrator's voice in order to provide sensitive feedback. The medical profession has gained a reputation for stamping out emotion and empathy in its trainees. As students, we practice showing vulnerability and empathy through sharing our writing.

Participants will be able to learn about an innovative, student-led writing program and have the opportunity to discuss the core medical and healthcare values that can be fostered through group writing. Participants will be able to discuss best writing practices for group settings and how creative writing can help improve listening and skills. This poster will provide insight into how writing can function as an effective tool in healthcare education to help foster empathy and compassion in future healthcare professionals.

Rebecca Grossman-Kahn BA *University of Michigan*

Rebecca Grossman-Kahn holds a BA from Stanford University and is currently a first-year medical student at the University of Michigan. Prior to medical school, she worked in health policy, biotechnology, youth leadership, and historic preservation.

Trisha Paul BA *University of Michigan*

Trisha Paul is a first year medical student at the University of Michigan Medical School who graduated from the University of Michigan with a BS in Honors English. She recently published the book *Chronicling Childhood Cancer: A Collection of Personal Stories by Children and Teens with Cancer*, and she aspires to become a pediatric oncologist.

Trisha chronicles her explorations in learning, researching, and teaching about illness narratives at [illnessnarratives.com](http://illnessnarratives.com).

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***On Hemingway and the brain: Combining literature and neuroimaging to uncover the neural correlates of mental state reasoning Poster***

The ability to reason about others' mental and affective states is impaired in several psychiatric disorders. Understanding the neural systems involved in mental state reasoning could increase awareness and offer targets for treatment. To examine the neural correlates of individual differences in mental state reasoning, we (a) administered the Short Story Task (SST) to healthy participants, which consists of reading a short story written by Hemingway and answering questions regarding the emotional and interpersonal dynamics between the characters, and (b) measured the functional synchronicity of brain networks with functional MRI. We found that participants with higher mental state reasoning skills showed more synchronicity between areas involved in narrative comprehension (precuneus) and inferring other's intentions and beliefs (temporo-parietal junction). Our work shows that literature can be incorporated into biomedical research or clinical practice and combined with more traditional tools to explore the neural basis of mental state reasoning.

Participants will be able to engage in the experimental task we used (reading the short story "The end of something" by Hemingway and give their interpretation of the interpersonal dynamics between the characters), to give their opinion on other art pieces that might be similarly used as diagnostic and research tools to investigate mental state reasoning abilities, and to observe and give feedback on the way art can be combined with neuroimaging in order to make both assessment procedures and research protocols more sensitive, ecologic and enjoyable for patients and clients.

**Arianna Rigon MS** *University of Iowa*

Arianna got her BA in Psychology and her MS in Cognitive Neuroscience and Neuropsychological Rehabilitation from the University of Padua and is now a second year graduate student in the Neuroscience Interdisciplinary Program at the University of Iowa. Her research interests include the application of resting state fMRI to the field of social neuroscience and the study of intrinsic connectivity in TBI populations.

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***The ART of IF: Navigating the Journey of Infertility Visual art display***

The ART of IF: Navigating the Journey of Infertility is a traveling exhibit that uses visual, written and audio art installations to reveal the world of those diagnosed with the disease of infertility. The methodological design of this project captures embodied experiences of Infertility and interrogates intersections of the arts and medicine. The goal of the project is to educate the public by providing information while creating a community of support and creative outlet for those who have been diagnosed with the disease. Attendees of the conference will view a collection of portraits and interviews capturing the stories of infertile individuals along with artwork created by those in various stages of their journeys.

Participants will be able to walk through the art installation, read and listen to the stories of infertile individuals going through medical treatment and resolving their infertility. It is hoped that these installation will engage participants to critically question how art and storytelling can be used as mediums for interrogating intersections of art and medicine.

**Elizabeth Walker AS** *University of Michigan*

Elizabeth Walker is a Pathology Imaging Specialist at the University of Michigan Medical School and the creator and curator of the ART of Infertility Project. The ART of Infertility and the corresponding traveling exhibit, the ART of IF: Navigating the Journey of Infertility, capture images and stories of and by individuals on various stages of their infertility journeys. Elizabeth is also a peer-led infertility support group leader and infertility advocate.

**Maria Novotny MA** *Michigan State University*

Maria Novotny is a doctoral student in Writing & Rhetoric at Michigan State University. She studies cultural rhetorics, focusing on rhetorics of (in) fertility and examines how medical discourses of reproductive technology treatment interact with embodied orientations to the infertility experience. Maria works in conjunction with The ART of IF to capture the infertility journey using oral history methods. She also leads two infertility support groups in West Michigan.

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***Art as Self-Expression for Three People with Aphasia Visual art display***

The art of three people with aphasia is displayed in this presentation. The artists, in recorded interviews, discuss how pursuing their art or craft has enhanced their lives and helped them live well with aphasia. Aphasia, a loss of speech and language abilities due to acquired damage to the areas of the brain that control these functions, often results in frustration and isolation. These artists have developed their abilities to express themselves through their art or craft. In doing so, they reveal their inherent competence and ability despite having to live with a significant disability. Andy Quinting displays a fine eye for photographic composition. Brian Sheehan continues to complete fine woodworking. Sarah Bender has redeveloped her sense of self through painting. The work of these artists invites us to consider that impairment in a certain area of brain functioning may result in enhanced ability in a different area of function.

Participants will be able to appreciate art as an activity that can enhance the lives of people with disabilities; understand people with aphasia as being inherently competent and skilled; and consider the idea that impairment in a certain aspect of brain functioning may result in enhanced ability in a different aspect of brain functioning.

**Alison Lemke MA, MPA** *University of Iowa/Wendell Johnson Speech and Hearing Clinic*

Alison Lemke is a speech pathologist and Clinical Associate Professor in the Department of Communication Sciences and Disorders/Wendell Johnson Speech and Hearing Clinic at the University of Iowa. Through her work, she has provided services to numerous people with aphasia and their families. With her students, she coordinates the Modalities Aphasia Group-Improving Communication (MAGIC) and the Aphasia Reading Club (ARC) at the WJSHC and is active in the Brain Injury Alliance of Iowa-Iowa City support group.

(Note: The three artists whose work will be displayed, and who will be interviewed in the video, are not considered as co-presenters. They have given permission for this presentation about them and their work to be created and shown. They may (or may not) be able to attend the conference for short periods of time).

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