

# The Art of Examination

## Art Museum and Medical School Partnerships

# Forum Report

**Bonnie Pitman**

Distinguished Scholar in Residence

The Edith O'Donnell Institute of Art History

The University of Texas at Dallas

October 2016



Organized and sponsored by The Edith O'Donnell Institute of Art History, The University of Texas at Dallas  
Hosted by the Museum of Modern Art, New York City, June 8 and 9, 2016

**MoMA**

THE EDITH O'DONNELL INSTITUTE OF ART HISTORY  
THE UNIVERSITY OF TEXAS AT DALLAS

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***“I thought it was a seminal event that showcased the range of partnerships between museums and medical schools, museum educators and medical educators, and the many ways cross-disciplinary expertise and methods impact the training of physicians and, ultimately, the care and well-being of patients and the communities we all serve.”***

— **Jay Baruch, M.D.**, Associate Professor of Emergency Medicine,  
The Warren Alpert Medical School at Brown University

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# Overview and Goals

## Medical schools are expanding their education programs by partnering with local art museums.

The use of original works of art from museum collections is a unique approach when engaging medical students, residents, physicians and nurses in this innovative learning process. Embracing a more humanistic understanding of health and well-being is part of a new movement toward improving new physicians' clinical training. By developing observation, critical thinking and communication skills, medical students relate these to diagnostic practices when working with patients.

Medical students, interns, residents and fellows are taught to look at works of art and in turn relate that to their own professional practices. By doing so, they develop observation, interpretative, empathic and collaborative skills in order to enhance their clinical diagnosis and practices.

*The Art of Examination: Art Museums and Medical School Partnerships Forum* – a landmark gathering that brought together more than 135 leading professionals in these fields at a two-day convening on June 8 and 9, 2016 – was designed to share information about programs and partnerships between the art community and the medical community.

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***“The spirit of collaboration, of ‘being in this together’ and willingness to share was truly inspiring.”***

— **Nancy Richner**, Museum Education  
Director, Hofstra University Museum, NY

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***“Wonderful to bring the various disciplines together in conversation, museum educators and medical educators. So much to learn from each other. Perspective enhancing!”***

— **Elizabeth Gaufberg, M.D.**, Associate  
Professor of Medicine & Psychiatry, Harvard  
Medical School, Cambridge Health Alliance,  
Director of the Arnold P. Gold Foundation

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The presentations and knowledgeable voices of both museum and medical school professionals with long-standing partnerships provided a sound overview of the fields' best practices, goals, history, terminology, evaluation, challenges and future direction. The art museum and medical school partnerships at leading institutions in the U.S. and abroad improve and advocate these programs and demonstrate they are a bridge between the arts and sciences.

Information on research and evaluation studies was also shared. The scope, length and format of the workshops and courses varied. *The Art of Examination* gathering attests to and endorses the value of arts and humanities-based education in medical education.



## The Art of Examination: Art Museums and Medical School Partnerships

### Forum Goals

- Explore new ideas and formats for programs and partnerships for engaging medical schools and art museums to deepen awareness of looking closely and responding creatively to works of art and then relating these to clinical practice;
- Connect with a network of collaborators working in this field; and,
- Translate ideas into action for future innovations in programs, research and partnerships.

Over the years, there has been an expansion of both the number and types of programs and partnerships. In 1999, Dr. Irwin Braverman, Yale School of Medicine, and Linda Friedlaender, Senior Curator of Education at Yale Center for British Art, collaborated on a program to enhance observational skills of first-year medical students. Additionally, they conducted a controlled study published three years later in the *Journal of the American Medical Association* as part of Dr. Jacqueline Dolev's medical school thesis, which showed that museum intervention did indeed enhance students' observational skills.

The programs and publications about these collaborations between art museums and medical schools have flourished. There is an excellent body of literature – primarily published in medical journals – that addresses the pedagogy of these programs and an evaluation of their impact on students. Additionally, a Bibliography is published as part of the Field Resources on the Edith O'Donnell Institute of Art History's website under the section Field Resources.

In 2011, the Harvard Art Museum presented "Cultivating Humanism: A Symposium on Medicine and the Arts," organized by Ray Williams, Former Director of Education and Academic Affairs at Blanton Museum of Art at the University of Texas at Austin. This daylong, interactive CME event cultivated personal reflection and renewal and helped physicians and museum educators further investigate the social and cultural facets of wellness, illness and death through works of art. This is another aspect of the importance of medical education programs that involve dentists, nurses, physician assistants, physical therapists and other healthcare professionals.

This year, *The Art of Examination: Art Museums and Medical School Partnerships*, a convening held at the Museum of Modern Art in New York City, was the largest gathering of professionals dedicated to work in this area and the first time that many had an opportunity to exchange information and ideas about these programs. Ten recommendations developed by the Forum are included at the end of this report.

Research conducted during the development of *The Art of Examination: Art Museums and Medical School Partnerships* Forum led to the development of the Field Resources section on The Edith O'Donnell Institute of Art History's website (Art and Medicine: Field Resources): [www.utdallas.edu/arthistory/medicine](http://www.utdallas.edu/arthistory/medicine).

## Art and Medical School Partnerships Field Resources

### Bibliography

Sources of research articles, studies and books relating to the field.

### Program Descriptions

A list of 70 art museum and medical school-partnered programs.

### Sample Syllabi

A selection of syllabi from art museum and medical school courses.



# Participants in the Forum



Participation in *The Art of Examination* Forum was by invitation and required an art museum professional and medical educator (who partner in a museum-based program) to attend together. Team participation increases collaboration and shared information among the partner institutions and highlights the complementary areas of expertise that each partner brings to the table. A total of 135 professionals participated, including representatives from Canada, England and Italy.

Representatives from 60 medical schools attended, including Columbia University College of Physicians and Surgeons, Colorado School of Medicine, New York Medical College School of Medicine, Harvard Medical School, Mayo Clinic Center for Humanities in Medicine, Stanford University School of Medicine, David Geffen School of Medicine at the University of California at Los Angeles, University of Colorado School of Medicine, University of Michigan Medical School, University of Rochester School of Medicine, University of Texas Southwestern Medical School, University of Virginia School of Medicine, Warren Alpert Medical School at Brown University, and Yale School of Medicine.

Sixty art museums participated, including Ackland Art Museum at the University of North Carolina, The Art Institute of Chicago, Cleveland Museum of Art, The Dallas Museum of Art, The Frick Collection, Hood Museum of Art, Isabella Stewart Gardner Museum, The Metropolitan Museum of Art, The Museum of Modern Art, Museum of Fine Arts, Boston, Philadelphia Museum of Art, Rhode Island School of Design Museum of Art, Utah Museum of Fine Arts, and Yale Center for British Art.

Interest in Forum attendance exceeded all expectations. There were more than 40 professionals on the waiting list, and many more expressed interest in attending. Forum attendance was restricted by the limited capacity of MoMA's auditorium and classrooms. Future convening, and the opportunity to expand the number and types of medical professionals who could attend, was identified as an important next step.

The Forum Participant Roster is available on The Edith O'Donnell Institute of Art History website: [www.utdallas.edu/arhistory/medicine](http://www.utdallas.edu/arhistory/medicine).



# Organization of the Forum

*The Art of Examination: Art Museum and Medical School Partnerships* was organized by Bonnie Pitman, Distinguished Scholar in Residence at the University of Texas at Dallas. The Forum was generously supported by UTD's Edith O'Donnell Institute of Art History, a center for innovative research and graduate education in the history of art. Research and teaching at the O'Donnell Institute embraces a global history of art that ranges across geography, chronology and medium. The O'Donnell Institute – the first art history research institute founded in the digital age – explores in particular the intersection between the visual arts and the sciences and technology. The Art of Examination's meeting content is available on the Edith O'Donnell Institute of Art History's website: [www.utdallas.edu/arhistory/medicine](http://www.utdallas.edu/arhistory/medicine).

Planning for the conference included Wendy Woon, The Edward John Noble Foundation Deputy Director for Education; a dedicated team from Museum of Modern Art's Education Department, especially Francesca Rosenberg, Director of Community and Access Programs and Carrie McGee, Assistant Director of Community and Access Programs; as well as our colleagues at The Frick Collection, including Rika Burnham, Director of Education; and the Metropolitan Museum of Art's Rebecca McGinnis, Senior Museum Educator for Access and Community Programs.

Dr. Joel Katz and Dr. Elizabeth Gauferg from Harvard Medical School and Ray Williams from the Blanton Museum of Art at UT-Austin were among the many professionals who very generously gave their time and ideas to create the program and to present at MoMA.

The Education Department at the Museum of Modern Art hosted the two-day convening on June 8-9, 2016.



Wendy Woon, The Edward John Noble Foundation Deputy Director of Education at MoMA, New York (left) and Bonnie Pitman, Distinguished Scholar in Residence at The Edith O'Donnell Institute of Art History (right).

# The Forum

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***“This experience opened my eyes to so many new ideas. It strengthened my partnership with my medical school counterpart. It spurred even more questions than I had coming into it. I loved the variety of formats and activities and felt so privileged to have the opportunity to participate.”***

— **Molly Medakovich, Ph.D.**, Teaching Specialist,  
Adult Programs, Denver Art Museum

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The art of observation programs in medical schools and art museums are a bridge between the humanities and sciences. The core of these programs is the development of visual literacy skills – making detailed observations, identifying key pieces of visual data, pattern recognition and interpreting meaning from visual evidence – which are key to both medical decision-making and interpreting works of art.

Many programs have expanded their focus to address empathic communication, compassion, cultural differences, cultural biases and creativity. These art and medicine programs help medical students work in teams, strengthen their observation and communication skills, and develop tolerance with ambiguity and diverse interpretations of information. In turn, these skills are useful in the development of their clinical practices.

The design of the two-day Forum at the Museum of Modern Art in New York City afforded the maximum number of art museums and medical schools to present their programs. The variety of approaches to engaging medical students in looking deeply at works of art, developing creativity, and understanding implicit bias, empathy and cultural awareness were highlighted. Program formats ranged from three-hour workshops to formal courses offered by medical schools.

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***“It is so revitalizing for me to exchange ideas and share innovation and concepts with like-minded individuals who care deeply about shaping the future of medical practitioners in the ways of empathy, compassion, observation and understanding. I enjoyed it immensely! The conference was incredibly well organized, the themes and panels right on, the small groups very interesting, and the gallery teaching teams incredibly inspiring.”***

— **Ricardo Wellisch, M.D.**, Instructor in Medicine, Harvard Medical School

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The presentations and expertise of both museum and medical school professionals with long-standing partnerships provided a sound overview of the fields' best practices, goals, history, terminology, evaluation, challenges and future directions.

At the end of the conference, attendees gave the Forum and individual sessions high marks. Session rankings ranged from 1 (dissatisfied) to 5 (exceeds expectations). Almost every session received a 4.5 or higher, representing satisfaction with the convening. Evaluations were received from 75 percent of the participants.

The program brochure and roster of participants for The Art of Examination: Art Museums and Medical School Partnerships are on the Edith O'Donnell Institute of Art History at UT Dallas' website: [www.utdallas.edu/arthistory/medicine](http://www.utdallas.edu/arthistory/medicine).





# Plenary Sessions

## Surveying the Field

*The Art of Examination: Art Museums and Medical School Partnerships* included five plenary sessions and engaged all of the participants.

The sessions covered:

- Methodologies to working with works of art by demonstrating the range of program formats and partnerships;
- Empathy, communication, dealing with ambiguity, creative arts, research and evaluation;
- Developing new networks and collaborations for the future; and,
- Identifying key actions for the next phase of work and future convenings.

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***“Thank you again for inviting us to the symposium and to present on our programs this week! It was an inspiring gathering. As many people mentioned, we are working often in silos in these programs and to have the opportunity to share and learn from one another was wonderful. I look forward to continuing to keep in touch with folks.”***

— **Brooke DiGiovanni Evans**, Head of  
Gallery Learning, The Museum of Fine Arts, Boston

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## Keynote

The keynote address, “Observation of Trifles,” was given by Alexandra Horowitz, Adjunct Associate Professor at Barnard College, Columbia University. She gave a lively inside look into the research approach that led to her acclaimed book, *On Looking: Eleven Walks with Experts*. In her keynote address, “Observation of Trifles,” Horowitz elaborated on noticing details that most don’t see and introduced strategies to help explore beyond the obvious and introduced strategies to help us see anew.



Keynote speaker Alexandra Horowitz



*Moderator Joel Katz, MD (left) led the panel on Programs and Pedagogy*

## Programs and Pedagogy

The “Programs and Pedagogy” plenary session gave an overview of three museum and medical school partnerships and was moderated by Joel Katz, M.D., Harvard Medical School. The power of art as a bridge between the humanities and medicine was discussed by a panel of experts from leading universities and art museums – The Museum of Fine Arts, Boston and Harvard Medical School, Pennsylvania Academy of the Fine Arts, Cooper Medical School of Rowan University, the University of South Florida Contemporary Art Museum and USF College of Medicine.

This presentation offered different models for programs and described art museum and medical school collaborations, making the case for conducting and expanding programs at art museum galleries with original works of art.

## Vital Signs: Art, Empathic Communication and Patient Care

“Vital Signs: Art, Empathic Communication and Patient Care” explored incorporating empathic communication using works of art. Participants shared diverse approaches to the narratives in works of art that deal with grief, loss, difficult information, and loss of life. This in-depth look at relating artwork to the medical field covered teaching medical students how to address these issues in their clinical practice. “Vital Signs” was moderated by Ray Williams from the Blanton Museum of Art at UT-Austin. Panel participants included colleagues from the University of Michigan’s Medical School and Museum of Art and Harvard Medical School.



*Moderator Ray Williams*





Moderator Elizabeth Gaufberg

## Counting What Counts: Research and Evaluation in Arts-based Medical Education

“Counting What Counts: Research and Evaluation in Arts-based Medical Education” illustrated different approaches to evaluation and research. The conflict between what is considered research in biomedicine and how art and medicine programs are being evaluated was discussed.

Divergent perspectives were offered by a panel of participants, including the Museum of Fine Arts, Houston, McGovern Medical School in Houston, Columbia University College of Physicians and Surgeons, Isabella Stewart Gardner Museum and Brigham and Women’s Hospital in Boston. Elizabeth Gaufberg, M.D., from Harvard Medical School moderated the session.



Linda Friedlaender addresses the audience

## Future Forward: Thoughts on the Forum and the Future of the Field

“Future Forward: Thoughts on the Forum and the Future of the Field” was designed so participants could share their observations of the Forum and contribute ideas to move the field forward. The passionate, thoughtful insights and cooperative spirit present were palpable during this lively and well-attended session held on the last day. Medical and museum educators articulated the challenges and opportunities that they face and hope to address in the future.

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***“An amazing meeting effectively advancing the mission of integrating the art of medicine with other creative arts on a national and international scale. Great learning and great fun!”***

— **Adam V. Ratner, M.D.**, Deputy Chair for Strategic Development and Socioeconomics, University of Texas Health Science Center at San Antonio

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# Three themes of these discussions included:

## The Power of Art

Can looking at an Etruscan sarcophagus, a portrait by American painter John Singleton Copley, or an abstract painting by Franz Kline change the way medical students see their patients? Can reflection, mediation and creative writing on works of art enhance empathy for patients?

Art museum programs for medical students, residents and physicians are much more than just honing observation and critical thinking skills. The powerful narrative in works of art illustrates how new approaches address empathy, wellness and comfort with ambiguity. Art museums are safe and aesthetically beautiful environments that provide a respite for a profession with a high rate of burnout, from preclinical students to seasoned practitioners.

Some participants suggested developing a best practices resource to exchange ideas on how sessions are taught in galleries and to illustrate various pedagogical approaches, including constructivism, object-based learning and visual thinking strategies, among other approaches to observing works of art.



## Networking

The success of the Forum and meeting with colleagues led to recommendations to expand the network of professionals engaged in this dialogue, as well as future convenings that would include nurses, other health professionals and international partners. Additionally, the need to share information and resources – including program descriptions, syllabi, bibliographies and research – was strongly advocated.

Participants stressed increasing national awareness of this bridge between art and sciences with medical, medical humanities, art museum and museum professional associations, making a strong case for the value of this work. The varied types of collaborations/partnerships between the medical schools and art museums highlighted the issues of sustainability, curriculum development and collaboration.



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***"It was an invaluable experience to be at the forum with my health affairs colleagues, to hear, see, and discuss so many other programs, and to process what we learned together."***

— **Carolyn Allmendinger**, Director of Academic Programs,  
Ackland Art Museum, The University of North Carolina at Chapel Hill

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## Research and Evaluation

There was general agreement that the most important result of these programs will be improved patient care. Therefore, measuring improvement of core competencies for healthcare professionals could provide important information to advocate expanding the field. Research approaches and types of methodologies were debated. Some participants suggested that qualitative and quantitative studies were not relevant while others strongly supported additional impact studies. Many medical schools are interested in conducting research and, in some cases, expanding their research to collaborate with other medical schools. A number of participants advocated the need to disseminate research and assessment methods on navigating ambiguity and empathy, as well as visual literacy.

*The Art of Examination* Program, PowerPoint presentations and video recordings for plenary sessions and Idea Exchanges are available on The Edith O'Donnell Institute of Art History website:

[www.utdallas.edu/arthistory/medicine](http://www.utdallas.edu/arthistory/medicine).





# Idea Exchanges

Idea Exchanges provided opportunities for 24 programs that engage medical students in learning to look more closely for art museums and medical schools to be presented jointly. The 45-minute sessions were fast paced and gave general overviews or focused on certain aspects of the program, such as cultural awareness and empathy, art-making activities, research and evaluation.

The Idea Exchanges addressed the varied formats of programs and different approaches to teaching observation, cultural awareness, and implicit bias, empathy and compassion, art making, and the creative arts. Some Idea Exchanges addressed the need to avoid assumptions in art or observation and patient care; illustrated how narrative can differ despite the same set of data; and addressed how personal experience influences diagnosis.

The Idea Exchange sessions also introduced different approaches to medical and museum partnerships, variations in program and course formats, and research and evaluation methodologies. The presentations offered examples integrating with broader efforts in medical humanities, such as music, literature, narrative and the performing arts within medical educational programs.

Several participants noted in their Forum evaluation that Idea Exchange presenters needed more time. This assessment is correct, however, as this was the first gathering of these diverse programs, the decision was made to present as many programs as possible in a two-hour time frame.

The 24 PowerPoint presentations from these sessions are available on The Edith O'Donnell Institute of Art History website: [www.utdallas.edu/arthistory/medicine](http://www.utdallas.edu/arthistory/medicine).

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***“An inspiring, thought-provoking and important convening. It was wonderful to hear about the range of programs and to collectively think about how we can all move this meaningful work forward.”***

— **Corinne Zimmermann**, Director of Visitor Learning, Isabella Stewart Gardner Museum, Boston

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# Approaches to Art Objects

## Teaching Demonstrations in the Galleries

"Approaches to Objects, Teaching Demonstrations in the Galleries" included 20 tours by 40 museum and medical educators conducted in the galleries of The Frick Collection, The Metropolitan Museum of Art and The Museum of Modern Art.

These 45-minute sessions engaged and illustrated a variety of teaching pedagogies and covered a range of topics, including the art of observation, approaches to engaging the movement, creative arts and art making, engaging students in the process of developing an awareness of cultural differences, negotiating ambiguity, promoting multidisciplinary teamwork and collaboration, and addressing burnout.






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***“Our MoMA in-gallery session touching the Boccioni – one of the most moving experiences of my life!”***

— **Caroline Goeser**, W.T. and Louise J. Moran Chair of the Department of Learning and Interpretation, Museum of Fine Arts, Houston

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Teaching demonstrations actively engaged Forum participants in experiences similar to those that medical students have in art museums. The engagement with the works of art varied by which team was teaching the session. It also provided a bridge between the history of art and medicine by promoting observation, creative interpretation, art history, art making and cross-artistic disciplines that incorporate the visual, literary and performing arts. The sessions demonstrated the powerful experience of silently looking for an extended time by slowing down, noticing and recording details, exploring and interpreting information and gaining new insights about the history, context and creative process.

Paintings and sculptures in museum collections tell powerful stories. The impact of these creative works provides insight into individual and cultural differences, life and death, the passage of time, and religious beliefs.

For many attendees, the teaching demonstrations in the museum galleries were a conference highlight. Forum participants commented extensively on the power of these master-class sessions. They appreciated the variety of pedagogical approaches that were modeled and the sharing of new ideas that can be incorporated into their own programs.





# Art Museum and Medical School Partnerships: What is Next for the Field



Among the most important goals of the Art of Examination Forum was to create a network of colleagues in both the art museum and medical professions. This connection will expedite mutual learning, which can then be shared with medical students. The Forum offered a platform for medical and museum educators to learn new skills and discuss program and partnership strengths, weaknesses and challenges, the value of research and evaluation, and the impact on the medical and museum professions.

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***"I have just returned from a visit with colleagues that I met at the 'Art of Examination' conference. The opportunity to network and share ideas was invaluable and should strengthen and energize many art and medicine programs."***

— **Linda F. Pessar, M.D.**, Director, Center for Medical Humanities Jacobs University of Buffalo School of Medicine and Biomedical Sciences, Buffalo, New York

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This successful convening provided opportunities for participants to promote partnerships between medical schools/academic medical centers and art museums, as well as raise national awareness at medical, medical humanities, art museum and museum professional associations through presentations and writings about the programs and their impact on medical students, professionals and patients. Stress and loneliness will be among the greatest health challenges ahead and these programs have the unique capacity to engage these topics.

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*“This conference was a wonderful opportunity to delve deeper into the purposes and practices uniting medical education and art museum teaching. One comment, which has lingered for me from the forums, is that of a senior medical educator who commented on the importance of the element of time in excellent, humanistic medical care. I see this as a critical shared practice for meaningful use of works of art in medical education.”*

— **Ruth Slavin**, Deputy Director for Education, University of Michigan Museum of Art

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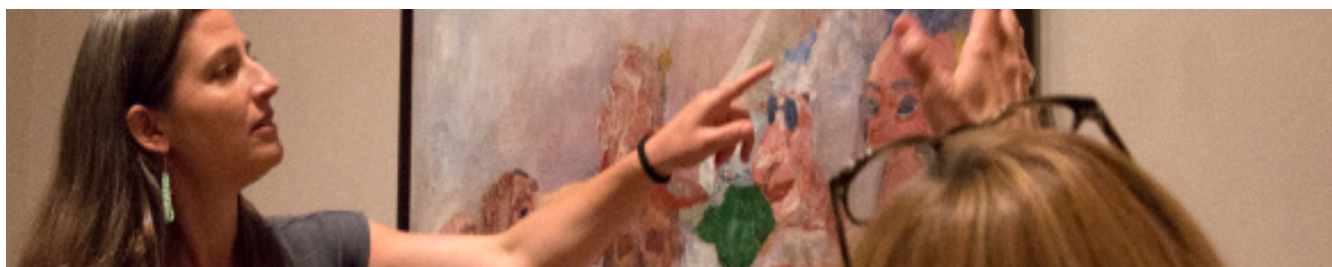
Forum participants strongly encouraged future convenings on an annual or bi-annual basis to share information and research and to develop faculty skills. The participants supported the development of a more inclusive group that represents all stages of professional development, from preclinical students to seasoned practitioners, and the inclusion of nurses and other health professionals, including international partners. Some colleagues supported forming a new professional society and setting standards with the mission of integrating the art of medicine with other creative arts on a national and international scale. Others advocated the advancement of the field through existing medical and museum professional associations.

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*“Thank you for bringing us all together for such a stimulating forum. There’s momentum building here that we shouldn’t ignore and might productively harness.”*

— **Marcia Day Childress Ph.D.**, Associate Professor of Medical Education, U of Virginia School of Medicine

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## Future Forward: Recommendations

The number, variety and purpose of collaborative art museum and medical education programs are expanding. Forum participants recommended exchanging program resources and teaching methodologies, as well as establishing networks for research, evaluation and future convenings. The Edith O'Donnell Institute for Art History provides access to many of these resources on the Art and Medicine website at [www.utdallas.edu/arthistory/medicine](http://www.utdallas.edu/arthistory/medicine).

1. Establish a database of existing programs and practices that engage participants with works of art to teach healthcare competencies. This database will be open-access and promote multi-institutional collaboration and scholarship and demonstrate how these approaches can improve students' skills of observing, communicating with and diagnosing patients.
2. Compile and provide resources in the database, including program descriptions (e.g., goals, methods, outcomes), bibliographies, evaluation tools and conference proceedings.
3. Promote innovation in the field using works of art to incorporate broad teaching themes such as professional identity formation, the patient interview and physical examination, communication skills, cultural competency, ethical principles, empathy/compassion, tolerance of uncertainty/ambiguity, reflective practice, team building, and provider wellness.
4. Promote innovation in the field that incorporates methods using works of art to develop observation, visual literacy, creative interpretation, art history, art making and cross-artistic disciplines that incorporate the visual, literary and performing arts.
5. Conduct and disseminate evaluation and effectiveness research on how observation of works of art impacts diagnostic and other healthcare delivery-related skills. Study the longitudinal impact of these programs on student learning and patient care. Develop, test and share study methods and outcomes that are both relevant to the work and clinically meaningful.
6. Expand the network of medical and museum partnerships and create connections to facilitate and disseminate innovations in the field:
  - Engage all stages of professional development, from preclinical students to seasoned practitioners;
  - Expand the network of professionals through the inclusion of nurses and other health professionals, as well as international partnerships; and,
  - Integrate with broader efforts in the medical humanities, such as music, literature, narrative and the performing arts.
7. Expand the network of collaborators and faculty skills through regular regional and national meetings and publications.
8. Raise national awareness at medical, medical humanities, art museum and museum professional associations through presentations and writings about these programs and their impact on medical students, professionals and patients.
9. Promote partnerships between medical schools/academic medical centers and art museums by facilitating bridges between these often-disparate groups. Partnerships rely on identifying shared goals and complementary benefits.
10. Advocate for funding of these partnerships to promote respectful, scholarly, civic-minded and sustainable models, and thereby help both art museums and medical schools make the case for the value of this work.



# Art of Examination Resources

Resources from *The Art of Examination: Art Museum and Medical School Partnerships Forum* can be found on the website of The Edith O'Donnell Institute of Art History at [www.utdallas.edu/arhistory/medicine](http://www.utdallas.edu/arhistory/medicine). These include:

## Art Museum and Medical School Partnerships Field Resources

### **Bibliography**

Sources of research articles, studies and books relating to the field.

### **Syllabi**

Selection of syllabi from art museum and medical school partnered courses.

### **Program Descriptions**

Listing of 70 art museum and medical school partnered programs.

## The Art of Examination: Art Museum and Medical School Partnerships Forum Resources

### **Forum Report**

Findings from the *Art of Examination* Forum

**Forum Summary** *Art of Examination* Forum photographs and highlights

### **Forum Program**

*Art of Examination* Forum program and schedule

### **Forum PowerPoint Presentations**

Presentations from the *Art of Examination* Forum

### **Forum Participant Roster**

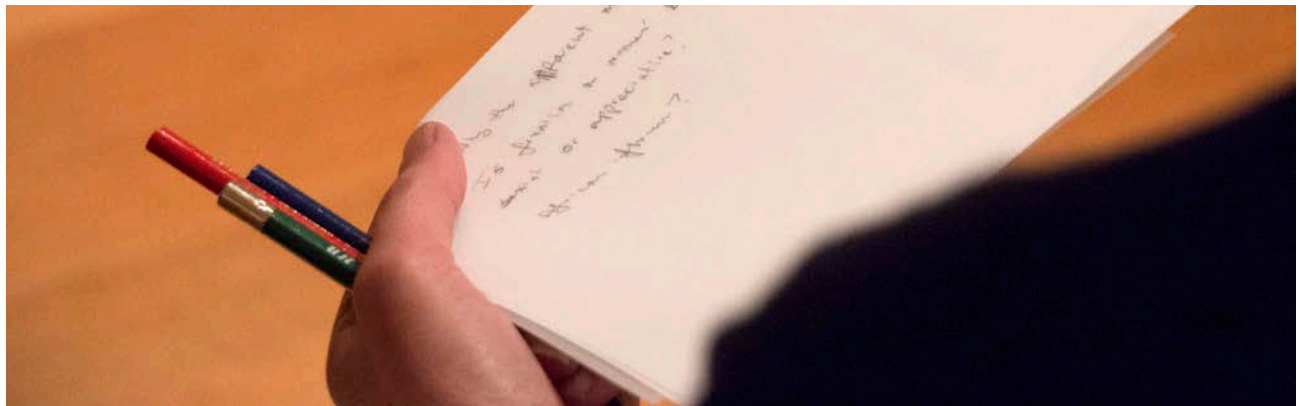
Attendees of the *Art of Examination* Forum

### **Forum Videos from Plenary Sessions**

Recorded sessions of the *Art of Examination* Forum

### **Press**

List of press from the *Art of Examination* Forum



# Forum Participant Roster

The complete Participant Roster from *The Art of Examination: Art Museum and Medical School Partnerships Forum* is available on the website of The Edith O'Donnell Institute of Art History: [www.utdallas.edu/arthistory/medicine](http://www.utdallas.edu/arthistory/medicine)

**Shelley R. Adler, PhD** San Francisco, CA  
University of California, San Francisco / OSHER Center for  
Integrative Medicine

**Carolyn Allmendinger** Chapel Hill, NC  
Ackland Art Museum, The University of North Carolina at Chapel Hill

**Nancy R. Angoff, MD, MPH, MeD** New Haven, CT  
Yale School of Medicine

**Horace D. Ballard, Jr.** Birmingham, AL  
Birmingham Museum of Art

**Lisa K. Barsom, PhD** Pittsburgh, PA  
University of Pittsburgh School of Medicine

**Jay Baruch, MD** Providence, RI  
The Warren Alpert Medical School of Brown University

**Barbara Bassett** Philadelphia, PA  
Philadelphia Museum of Art

**Jay M. Behel, PhD** Chicago, IL  
Rush Medical College

**Valerie M. Bell, DNP, CRNA** Miami, FL  
University of Miami, School of Nursing and Health Sciences

**Amanda Blake** Dallas, TX  
The Dallas Museum of Art

**Riva Blumenfeld** Brooklyn, NY  
The Museum of Modern Art, New York

**Irwin M. Braverman, MD** New Haven, CT  
Yale School of Medicine

**Peggy Burchenal** Boston, MA  
Isabella Stewart Gardner Museum

**Rika Burnham** New York, NY  
The Frick Collection

**Kate Carey** San Antonio, TX  
McNay Art Museum

**Gretchen A. Case, PhD** Salt Lake City, UT  
University of Utah School of Medicine

**Elizabeth Cerceo, MD, FACP, FHM** Camden, NJ  
Cooper Medical School of Rowan University

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**Marcia Day Childress, PhD** Charlottesville, VA  
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**Julia Clift** Philadelphia, PA  
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The University of North Carolina at Chapel Hill

**Courtney Crothers** Dallas, TX  
University of Texas Southwestern Medical Center

**L. Gail Curtis, MPAS, PA-C** Winston-Salem, NC  
Wake Forest University School of Medicine

**Susan Dodge-Peters Daiss** Rochester, NY  
Memorial Art Gallery and Division of Medical Humanities  
University of Rochester

**Sara De Santis, Doctor** Rome, Italy  
GP Specialization School ASL RM1, Rome

**Jackie Delamatre** Providence, RI  
Rhode Island School of Design Museum

**Horace M. Delisser, MD** Philadelphia, PA  
University of Pennsylvania Perelman School of Medicine

**Gretchen Dietrich** Salt Lake City, UT  
Association of Art Museum Directors & Utah Museum of Fine Arts

**Rachel Dubroff, MD** New York, NY  
Weill Cornell Medical College

**David Ecker, MD** Tampa, FL  
Morsani College of Medicine, University of South Florida

**Brooke DiGiovanni Evans** Boston, MA  
Museum of Fine Arts, Boston

**Vincenza Ferrara** Rome, Italy  
Sapienza University of Rome

**Andy Finch** Washington, DC  
Association of Art Museum Directors

**Alice Fornari, EdD, RDN** Hempstead, NY  
Hofstra Northwell School of Medicine

**Pamela Franks** New Haven, CT  
Yale University Art Gallery

**Linda Friedlaender** New Haven, CT  
Yale Center for British Art

**Alicia Hudson Garr** Cleveland, OH  
The Cleveland Museum of Art

**Elizabeth Gauferg, MD, MPH** Cambridge, MA  
Harvard Medical School / The Cambridge Health Alliance and the  
Arnold P. Gold Foundation

**Florence Gelo, DMin, NCPsyA** Philadelphia, PA  
College of Medicine, Drexel University

**Henry P. Godfrey, MD, PhD** Valhalla, NY  
New York Medical College

**Caroline Goesser** Houston, TX  
Museum of Fine Arts, Houston

**Tanya Gregory, PhD** Winston-Salem, NC  
Wake Forest University School of Medicine

**Ann Grimaldi** Greensboro, NC  
Weatherspoon Art Museum at The University of North Carolina at  
Greensboro

**Donna Gustafson** New Brunswick, NJ  
Zimmerli Art Museum at Rutgers

**Todd Guth, MD** Denver, CO  
University of Colorado School of Medicine

**Caren Gutierrez** San Francisco, CA  
Asian Art Museum Chong-Moon Lee Center for Asian Art and  
Culture

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Arts & Minds

**Elizabeth Hornor** Atlanta, GA  
Michael C. Carlos Museum of Emory University

**Alexandra Horowitz** New York, NY  
Barnard College, Columbia University

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University of Michigan Medical School

**Kathleen F. G. Hutton, MFA** Winston-Salem, NC  
Reynolda House Museum of American Art

**Megan Johnston** Rochester, MN  
Rochester Art Center

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**Bhavika Kaul, MD** Houston, TX  
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**Shahram Khoshbin, MD** Boston, MA  
Harvard Medical School

**Jennifer Koestler, MD** New York, NY  
New York Medical College School of Medicine

**Martin Kohn, PhD** Cleveland, OH  
Cleveland Clinic Lerner College of Medicine

**Sarah K. Kozlowski, PhD** Dallas, TX  
The Edith O'Donnell Institute of Art History  
The University of Texas at Dallas

**Vivian Ladd** Hanover, NH  
Hood Museum of Art, Dartmouth College

**Marilyn Lajeunesse** Montreal, Quebec, Canada  
Montreal Museum of Fine Arts

**Issa Lampe, PhD** Stanford, CA  
Iris & B. Gerald Cantor Center for Visual Arts at Stanford University

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<b>Andrea Morgan</b> Grand Rapids Art Museum	Grand Rapids, MI		

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# **The Art of Examination**

## **Art Museum and Medical School Partnerships**

# **Forum Report**

Bonnie Pitman

Distinguished Scholar in Residence

The Edith O'Donnell Institute of Art History

The University of Texas at Dallas

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