

The Art of Examination

Art Museum and Medical School Partnerships

Forum Summary

Organized and sponsored by The Edith O'Donnell Institute of Art History, The University of Texas at Dallas
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MoMA

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

Forum Summary

The Art of Examination: Art Museums and Medical School Partnerships was the first national convening of over 130 professionals from 60 leading art museums and medical schools with programs for medical students. These programs develop rigorous methods of observation of works of art and apply these methods to strengthen problem solving, critical thinking, tolerance for ambiguity and teambuilding to the students' clinical practice and patient care. These collaborative programs are expanding in medical schools as research demonstrates their effectiveness in improving students' visual acumen and communication skills.

The Forum was organized by Bonnie Pitman, Distinguished Scholar in Residence at The University of Texas at Dallas, and generously supported by The Edith O'Donnell Institute of Art History. The Education Department, The Museum of Modern Art, New York hosted the Forum, with special thanks to Wendy Woon, The Edward John Noble Foundation Deputy Director of Education and her staff.

Forum Goals

- Explore approaches to programs and partnerships that deepen awareness of looking at works of art and applying these to clinical practice;
- Create a network for future collaborations; and,
- Identify projects for future research and innovations in teaching and partnerships.

The Forum final Report and additional resources are on The Edith O'Donnell Institute for Art History website at www.utdallas.edu/arthistory/medicine.



"Wonderful to bring the various disciplines together in conversation - museum educators and medical educators. So much to learn from each other. Perspective enhancing!"

— Elizabeth Gauferg, MD, Harvard Medical School, The Cambridge Health Alliance, Director of the Arnold P. Gold Foundation



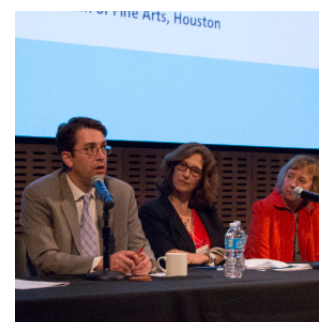
Surveying the Field

Introducing diverse practices

Plenary Sessions

Keynote speaker, Alexandra Horowitz, professor at Barnard College, Columbia University gave an insightful introduction to *On Looking: Eleven Walks with Expert Eyes*.

Panels and discussions demonstrated the wide range of program formats and partnerships and introduced new areas of teaching including empathic communication, cultural differences, team building, research and evaluation.





Idea Exchanges

24 joint presentations by museum and medical school partners highlighted different aspects of the programs including a variety of teaching strategies for close observation, cultural awareness, empathy, compassion, art making, the creative arts and research and evaluation.



"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



Approaches to Art Objects Teaching Demonstrations in the galleries

20 master classes conducted by 40 art museum and medical educators at The Frick Collection, The Metropolitan Museum of Art and The Museum of Modern Art. These sessions presented different themes and teaching pedagogies including the art of observation, approaches to engaging creative arts and art making, developing an awareness of empathy and cultural differences, negotiating ambiguity, promoting multidisciplinary teamwork and addressing burnout.





Future Forward: What is next for the field

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.

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.

For more information on the Forum please visit The Edith O'Donnell Institute of Art History, University of Texas at Dallas website at www.utdallas.edu/arhistory/medicine.