



Art, Health Disparities, and Medical Education

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Dawn Clements. "My bed pleins d'oeurs légères" detail, 2007.

Learning Objectives

- Discuss the intersection between particular works of art and health disparities
- Describe the benefits of integrating the arts into medical education



Yellow House, 2019.



Former Segregated Wards (Interior), 2019.

Artists use visual representations to lead, and contribute to, dialogue on healthcare disparities.



Park McArthur, Ramps, 2-14. Installation at Essex Street, NY.



Tsoku Maela. Ma Ndau from *Abstract Peaces*. 2016.



Sahara Clemons, Mural on 10th St. and West Main St. 2020.

Art and Medical Education

These works co-exist with a growing body of knowledge indicating that attentive observation and analysis of art, or “slow looking” can contribute positively to medical student education.



Francesca Danieli. Gamma Knife #28. 2005.

USC –MOCA Program

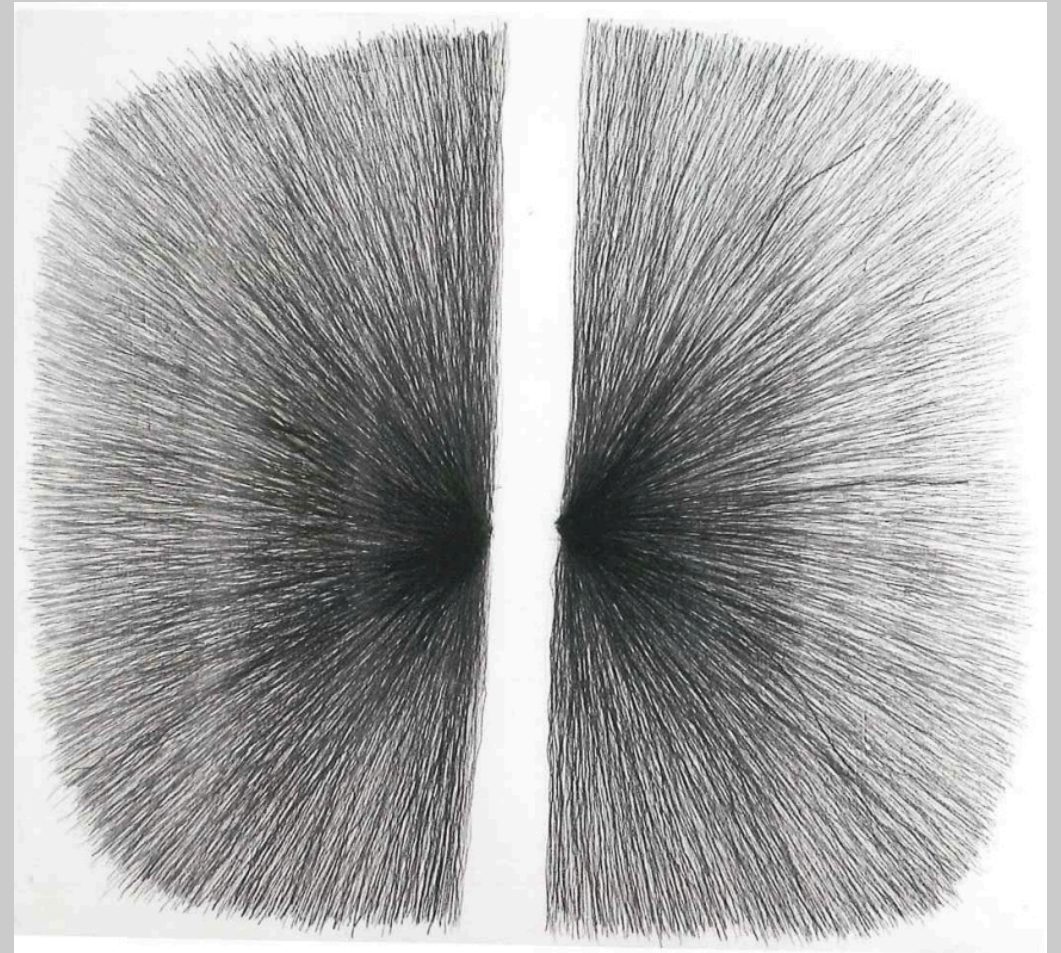
- Medical students applied skills in observation, exploration, listening, and interpretation
- They showed improvement in **accepting ambiguity**⁶



Jennifer Packer. Idle Hands. *Every Shut Eye Ain't Sleep*. On exhibition at MOCA, 2021.

UVA Clinician's Eye

- Improvement in **understanding others' worlds**
- Emotional intelligence
- Tolerance for ambiguity
- Reflective practice
- Communication
- Teamwork



William Anastasi, *Brio*, 2004. The Fralin Museum of Art, Charlottesville, VA.

Columbia, Weill Cornell – MOMA

- Statistically significant improvement in Groningen **Reflection Ability** Scale
- Improvement in Tolerance for Ambiguity and Best Intentions (**personal bias awareness**) scales

Results of Paired-Samples *t* Test and Descriptive Statistics for Surveys Administered Pre and Post Intervention

	Pretest			Posttest			95% CI for mean difference		<i>t</i>	<i>df</i>	<i>P</i> value	Effect size ^a
	Mean	SD	No.	Mean	SD	No.	Lower	Upper				
Tolerance for Ambiguity	15.72	5.52	35	16.8	5.54	35	−0.387	2.90	−1.55	34	0.065	0.19
Best Intentions (personal bias awareness)	44.36	3.32	35	44.91	2.54	35	−1.82	0.510	−1.15	34	0.130	0.19
Groningen Reflection Ability Scale	89.89	8.47	35	92.66	6.94	35	−4.84	−0.705	−2.72 ^b	34	0.005	0.46

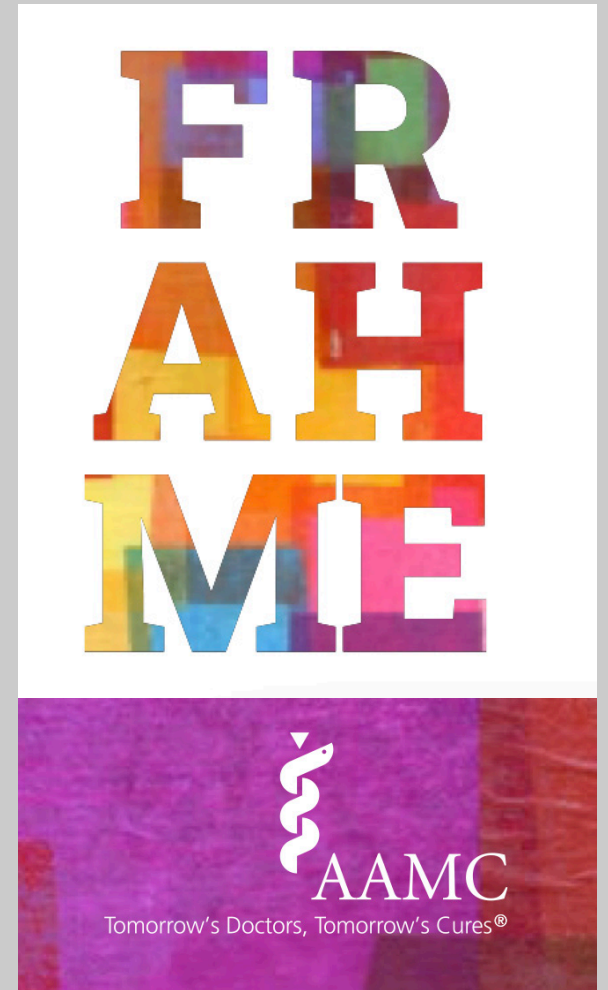
Abbreviations: SD indicates standard deviation; CI, confidence interval; *t*, one-tailed *t*-test statistic, and *df*, degrees of freedom.

^aEffect sizes were determined with Cohen's *d*.

^b*P* < .005.

AAMC: Call to Incorporate Arts into Curricula

- “Well-designed arts and humanities curricula can support renewal and restoration of meaning, as well as help learners navigate inherent paradoxes and tensions in the learning and practice of medicine today.”



Taking care of Health Care Providers



Elizabeth Pedinotti. There's a Certain Slant of Light, 2010.

There's a certain Slant of light,
Winter Afternoons –
That oppresses, like the Heft
Of Cathedral Tunes –

Heavenly Hurt, it gives us –
We can find no scar,
But internal difference –
Where the Meanings, are –

None may teach it – Any –
'Tis the seal Despair –
An imperial affliction
Sent us of the Air –

When it comes, the Landscape listens –
Shadows – hold their breath –
When it goes, 'tis like the Distance
On the look of Death –

Emily Dickinson, There's a certain Slant
of light, (320)

In Summary

- Artists and their art can teach us about patients' experiences of illness and health disparities
- Observing art can help medical students to build relevant skills for serving a diverse patient population
- Art can help us take better care of ourselves as providers



Henri Matisse. Icarus, plate VIII from “Jazz”.

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