

Interprofessional Collaboration: Health Humanities in Physician Assistant Education (IHAPAE)

Beth Culross, Ph.D., RN, GCNS-BC
UNMC, College of Nursing

Pamela Dickey, MPAS, PA-C
UNMC, College of Allied Health Professions

We have no financial relationships.

Shaun Horak, DMSc, PA-C
UNMC, College of Allied Health Professions

Steve Langan, M.F.A.
UNO, College of Arts & Sciences

1

Learning Objectives

By the end of the presentation, participants will be able to:

1. Describe the innovative interprofessional humanities and arts-based program.
2. Identify the use of VARK in development activities to build empathy.
3. Describe the evaluation of the program.

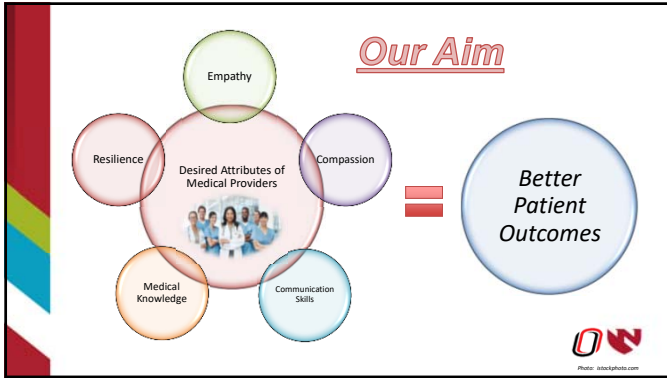
2

The Reality of Medical Education

Didactic Knowledge

*Empathy, Compassion,
Communication, Resilience*

3



4

Interprofessional Collaboration

...Taken One Step Further

The Introduction of Health Humanities & Arts into Physician Assistant Education pilot study was aims to evaluate the effectiveness of integrating medical humanities into Physician Assistant education.

Qualitative **VS** Quantitative

5

- ### Building the team:
- Samantha Ammons, Ph.D.:** UNO, Associate Professor Sociology & Anthropology
 - Timi Barone, Ph.D.:** UNO, Associate Professor Medical Anthropology, Ethnomedicine, Human Adaptation
 - Melissa Berke, Ph.D.:** UNO, Associate Dean College of Communication, Fine Arts, and Media
 - Adrian Duran, Ph.D.:** UNO, Associate Professor, Arts and Art History
 - Daniel Hawkins, Ph.D.:** UNO, Chair & Associate Professor of Sociology in the Dept. of Sociology & Anthropology.
 - Steve Langan, M.F.A.:** UNO, Director and Community Liaison, Medical Humanities
 - Joseph McCaffrey, Ph.D.:** UNO, Assistant Professor of Philosophy and Medical Humanities
 - Amy Morris, Ph.D.:** UNO, Associate Professor, Assistant Director, School of the Arts
-

6

Creating the Modules

Introduction: Steve Langan/Beth Culross

Modul #1: Visual

- Perspective Taking**
Dan Hawkins/Beth Culross/
Sam Ammons/ Timi Barone
- Renaissance/Static Images**
Amy Morris/Adrian Duran

Module #3: Read/Write

- Abstraction to Image**
Steve Langan/ Joe McCaffrey
- Narrative Reading**
Joe McCaffrey

Module #2: Auditory

- Music in Medicine**
Melissa Berke
- Responding to Sound**
Melissa Berke/Beth Culross/
Pam Dickey

Module #4: Kinesthetic

- Drawing Emotion (burnout)**
Timi Barone/Adrian Duran
- Sensory Countdown**
Timi Barone/Beth Culross/
Sam Ammons/Pam Dickey

7

Modules lead to....

- Improved communication and documentation
- Building resources for self care and resilience
- Student Performance in a Medical Scenario where the Student must Deliver "Bad News" to a Simulated Patient

PHOTO: GETTY IMAGES

8

Evaluation & Assessment Approach

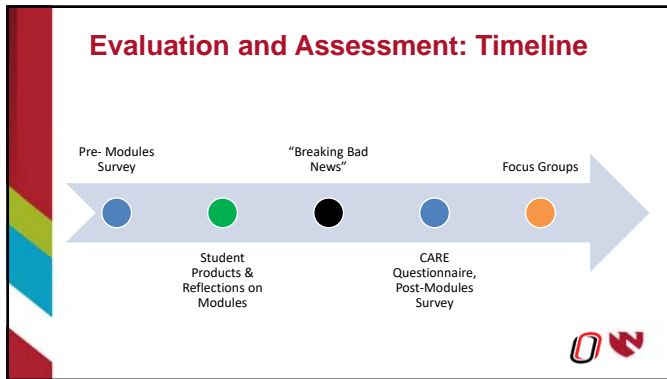
❖ **Survey Content**

- Self Reflection and Insight Scale
- Brief Wisdom Screening Scale
- Shirom Melamed Burnout Scale
- Jefferson Scale of Empathy-HPS (Health Professions Student)
- CARE Questionnaire

❖ **Focus Groups**

❖ **Student visual and written materials**

9



10

Resources

Bramstedt KA. The use of visual arts as a window to diagnosing medical pathologies. *AMA J Ethics.* 2016;18(8):843-854.

Brechet C, Baldy R, Picard D. How does Sam feel?: Children's labelling and drawing of basic emotions. *Br J Dev Psychol.* 2009;27(Pt 3):587-606.

Buckman HB, Wendland M, Mooney C, et al. The impact of a program in mindful communication on primary care physicians. *Acad Med.* 2012;87(6):815-819.

Buckman R. *How to break bad news.* 1992; Baltimore, MD: Johns Hopkins University Press.

Dow AW, Leong D, Anderson A, Wenzel RR, VCU Theater-Medicine Team. Using theater to teach clinical empathy: A pilot study. *J Gen Intern Med.* 2007;22(8):1114-1118.

Fleming ND, Mills C. Not another inventory, rather a catalyst for reflection. *To improve the academy.* 1992;11(1):137-155.

Graham J, Benson LM, Swanson J, Potyk D, Daratha K, Roberts K. Medical humanities coursework is associated with greater measured empathy in medical students. *Am J Med.* 2016;129(12):1334-1337.

Grant A.M., Franklin, J., Langford, P. Self reflection and insight scale: A new measure of private self-consciousness. *Social Behavior and Personality.* 2002;30(8):821-836.

Glück, J., König, S., Naschenweng, K., Redzanowski, U., Dömer, L., Straßer, I., & Wiedermann, W. Brief Wisdom Screening Scale. 2013; Retrieved from PsycTESTS. doi: <https://dx.doi.org/10.1037/a68230-000>

Hojat, M. *Empathy in health professions education and patient care.* 2016; New York: Springer International.

11

Resources cont.

Hojat M, Axelrod D, Spandorfer J, Mangione S. Enhancing and sustaining empathy in medical students. *Med Teach.* 2013;35(12):996-1001.

Irving JA, Park-Saltzman J, Fitzpatrick MR, Dobkin PL, Chen AL, Hutchinson T. Experiences of health care professionals enrolled in mindfulness-based medical practice: A grounded theory model. *Mindfulness.* 2014;5:60-71

Mangione S, Chakraborti C, Stalton G, et al. Medical students' exposure to the humanities correlates with positive personal qualities and reduced burnout: A multi-institutional U.S. survey. *J Gen Intern Med.* 2018;33(5):628-634.

Melamed S., Kushir T., Shirom A. Burnout and risk factors for cardiovascular disease. *Behavioral Medicine.* 1992;18:53-60.

Pellegrino ED. Educating the humanist physician. an ancient ideal reconsidered. *JAMA.* 1974;227(11):1288-1294.

Peloquin SM. Art: An occupation with promise for developing empathy. *Am J Occupational Ther.* 1996;50(8):655-661.

Shapiro J. Words and wards: A model of reflective writing and its uses in medical education. *J Med Humanit.* 2006;27(4):231-244.

Skye EP, Wagenschutz H, Steiger JA, Kumagai AK. Use of interactive theater and roleplay to develop medical students' skills in breaking bad news. *J Cancer Educ.* 2014;29(4):704-708.

Stewart MA. Effective physician-patient communication and health outcomes: A review. *CMAJ.* 1995;152(9):1423-1433.

Sonke J, Pesata V, Nakazbwe V, et al. The arts and health communication in Uganda: A light under the table. *Health Commun.* 2018;33(4):401-408.

Wheeling K. *How looking at paintings became a required course in medical school.* 2014; New York: Springer International.

12

Beth Culross – bculross@unmc.edu Shaun Horak – shaun.horak@unmc.edu
Pam Dickey - pamela.dickey@unmc.edu Steve Langan - slangan@unomaha.edu



**University of Nebraska
Medical Center**
BREAKTHROUGHS FOR LIFE.™

UNIVERSITY OF
Nebraska
Omaha

Nebraska
Medical Center
