

COURSE IDENTIFICATION**Course Title:** Art and Medicine**Description and Prerequisites**

The propose of this course is to introduce medical students to the principles of visual art in order to enhance their understanding of visual communication and to promote discussion about topics impacting medical professionals such as the representation of their profession in the media, body image, and cultural perceptions of physical appearance. Students will engage in hand-on activities involving drawing and other creative media, participate in lectures and discussions with a variety of guest speakers, visit art museums to discuss works of art involving human physiology or psychology.

Textbooks and Required Materials

Excerpts from the following books will be made available in Course Reserve on Blackboard. Hard copies will be available in the Library.

Southgate, M. Therese (1996) *The Art of JAMA: One Hundred Covers and Essays from the Journal of the American Medical Association*. Also: *The Art of JAMA II* (2001); *The Art of JAMA III* (2011) by the same author.

Materials: drawing paper, sketchbook, drawing pencils. Other art supplies may need to be purchased depending on the student's choice of project media.

COURSE OUTCOMES & OBJECTIVES

Outcomes	Objectives
Knowledge: What students should know	
Understand the history, current issues, and direction of the artistic discipline	Students will gain an appreciation for the intersection of medicine and art through direct experience with artistic works.
Place works in the historical, cultural, and stylistic contexts of the artistic discipline	Students will engage with artistic works touching on the representation of health, the body, or medicine in various historical, cultural, or stylistic contexts.
Use the technology and equipment of the artistic discipline	Students will participate in introductory art-making techniques using various technologies and equipment.
Skills: What students should be able to do	
Use the elements and principles of art to create artworks in the artistic discipline	Students will gain an understanding of the elements and principals of art to create their own artistic works.

Create artwork that demonstrates perceptual acuity, conceptual understanding, and technical skill	Students will create artworks that demonstrate grown in perceptual acuity, conceptual understanding, and technical skill.
Analyze and evaluate works of art in the artistic discipline	Students will analyze and evaluate artworks of various at media, both those created by the peers and those produced by other artists.
Synthesis: How students will combine knowledge and skill to demonstrate learning	
Produce artworks demonstrating technical skill and disciplinary knowledge	Students will produce works of art related to medical topics or concepts.
Use knowledge of art and disciplinary vocabulary to analyze artworks	Students will participate in individual and group critique, utilizing appropriate artistic and medical vocabulary and applying the principles of artistic evaluation.
Participate in critiques of own work and work of others	

CLASS SCHEDULE

Week	Lesson	Assignment
1	<p>Lecture: Art and Medicine—how is the body portrayed in the visual arts? Overview of art historical representations of the human body and medical topics (Vesalius, Da Vinci, Rembrandt “the Anatomy Lesson”...)</p> <p>Hands-on: Draw a self-portrait without the use of a visual aid (no mirror or photo as reference). Note: you will repeat this exercise at the end of the course and compare your initial drawing with the later version.</p>	Response 1: How does your perception of yourself affect your professional interactions? How do patient’s appearance affect the way the doctor treats them? (All responses papers should be approximately 300-words long, typed, and are due the first day of the following week.)
2	<p>Lecture: Why should a doctor learn how to draw?</p> <ul style="list-style-type: none"> • Understanding of shapes and structures— learning how to see • Sketching as a communication tool in conversation with patients and families <p>Hands-on: Sketching from a still life—a selection of medical implements and objects will be provided. Students draw a realistic and detailed portrayal of these items.</p>	Watch PowerPoint presentation regarding elements and principles of art and design (located on Blackboard or sent to you as a YouTube link). Be prepared to discuss this next week.
3	<p>Lecture: the elements and principles of art</p> <ul style="list-style-type: none"> • Apply learning about these elements and principles to selected artworks • Discuss representation and abstraction 	Choose one of the artistic media presented in class and create something that represents one of the following:

	<p>and the communicative advantages of each</p> <p>Hands-on: Exploration of different art media: classroom set up with demonstration areas for painting, ceramics, photo manipulation, and other art media, led by graduate students in the arts</p>	<ul style="list-style-type: none"> Your reason for choosing a career in medicine Your career aspirations Health The body A topic of your choice (seek instructor approval first)
4 and 5	<p>Lecture: Film Criticism 101—the basics of how to take a clinical approach to movies</p> <ul style="list-style-type: none"> Watch “The Doctor” (1991), starring William Hurt. Discuss the film in class, using the attached film analysis guidelines (items 1-9). 	<p>Response 2: Address the film “The Doctor” that we viewed in class according to the film analysis guidelines provided to you (items 10, 11, 12).</p> <p>Extra Credit: watch one of the other films on the list, and complete a bonus response paper. This may be completed at any time prior to the last day of class.</p>
6	<p>Lecture: doctors in the media—professional representations</p> <ul style="list-style-type: none"> Doctor as hero/ideal man (Marcus Welby, MD, M*A*S*H,) Doctor as villain (Hannibal Lecter) Doctor as genius/innovator (Jonas Salk) Doctor as conflicted/ambiguous (House) <p>Video: Jonas Salk—the Man Who Saved the Children http://www.youtube.com/watch?v=H6NkM61HIB8</p> <ul style="list-style-type: none"> Analyze the techniques used in the video to show Salk as a heroic figure. <p>Hands-on: Drawing from Life Part I—sketch a human figure using a live, in-studio model dressed in a hospital gown.</p>	<p>Response 3: How does the media shape public perception of medical professionals? Use specific examples and provide a rationale for your opinions.</p>
7	<p>Lecture: Class to be held in art museum. Guest lecturer (curator) leads the class through representations of the body.</p> <p>Hands-on: Students sketch their impressions of one of the works of art shown on today’s tour (onsite—time allowed for sketching in the museum). How can this work inform your ability to perceive details about a patient’s condition?</p>	<p>Response 4: which work of art most moved you today? Why? How is this relevant to your medical practice?</p>

8	<p>Midterm: Drawing from life—Part II Students complete a drawing of a live studio model. Drawings must be completed during the class period.</p>	No assignment
9	<p>Lecture: Scientists as Artists: examples of notable individuals who found their creative expression enhanced their scientific discoveries (Edison, Einstein, DaVinci, and also Eric DeMaine or Jerome Freidman from MIT)</p>	<p>Search for a medical image (may be of any type). Make a digital copy of this image and edit it using Photoshop or other imaging software to enhance its aesthetic appearance.</p>
10	<p>Presentation of student medical images: Students attempt to identify the subject/condition portrayed in the images. Discuss—why was there agreement or disagreement about the content each student’s presentation? Which images were the most aesthetically successful? Which were the most medically successful? What is the difference?</p>	No assignment
11	<p>Lecture: JAMA cover art:</p> <ul style="list-style-type: none"> • What does this say to us as doctors? How does the profession see itself? • The JAMA covers are works by professional artists. What might it mean to have physician-artists produce the cover art? • What is the significance of the journal’s recent decision to discontinue the tradition of using artworks on their covers? <p>Hands-on: Students randomly select one sketching assignment involving explaining a medical procedure to a patient. Assign students a partner, and trade roles, using the sketches to communicate.</p>	<p>Design a cover for JAMA. You may use any artistic medium. Due Week 13.</p>
12	<p>Lecture: Mental Illness and Art http://www.cnn.com/2014/01/22/world/the-dark-side-of-creativity-vincent-van-gogh/</p> <ul style="list-style-type: none"> • Can art assist in the treatment of mental illness? • Can art assist in the understanding of mental illness? (Hugh Diamond's <i>Physiognomy of Insanity</i>, Guillaume-Benjamin Duchenne's <i>The Mechanism of Human Facial Expression</i>) <p>Discuss the assignment. Students may use part of the class period to explore their ideas through sketching and discuss them with their peers.</p>	<p>Create a series of visual presentations of one of the following:</p> <ul style="list-style-type: none"> • How a patient with mental illness looks to the doctor • How the world looks to the mentally ill patient • How the mentally ill person looks to society <p>You may use any visual medium (drawing, photography, painting...) Due Week 14</p>

<p>13</p>	<p>Lecture: Medical imaging as art—how do the tools of medicine produce visual beauty?</p> <p>Mini art show: students present their JAMA covers to the class in a 5-minute talk.</p>	<p>No assignment</p>
<p>14</p>	<p>Lecture: Obesity, Anorexia, and Self-Image</p> <ul style="list-style-type: none"> • Presentation of social norms and historical representations of beauty. • How do these impact a doctor’s work with patients? • What does optimal health look like? Idealized bodies (Michelangelo’s David, etc...) • Is beauty equivalent with health? • Can health be ugly? <p>Video: Dove Real Beauty Sketches http://www.youtube.com/watch?v=XpaOjMXyJGk Also http://realbeautysketches.dove.us/</p> <p>Students present their works of art related to mental illness (5-minute presentations)</p>	<p>Self-Portrait II: create a representation of yourself using any media. You MUST bring this to class for the final next week.</p>
<p>15</p>	<p>Final: Consider your first and last self-portraits. What have you learned in this class? Write an essay of 300-400 words using evidence from your two artworks plus information and experience based on the previous class periods.</p>	<p>n/a</p>

ASSIGNMENT & ASSESSMENTS	
Assignment	Weight (points possible)
Response Papers: due on the first day of the week following the assignment. (4 papers—due Weeks 2, 6, 7, and 8)	20 (5 points each)
Class participation (ongoing)	20
Project 1: Student's choice of subject and art media (due Week 5)	10
Project 2: Medical image (due Week 10)	10
Project 3: JAMA cover (due Week 13)	10
Project 4: Depiction of mental illness (due Week 14)	10
Project 5: Self-Portrait II (due Week 15)	10
Final Paper: Reflective essay (due Week 15)	10
Total	100 points

Attachments-1**Written directions for assignments****Response Papers**

- You will write a total of 4 response papers in this class. Each should be approximately 300-words in length, using formatting guidelines provided in this syllabus.
- These papers give you the opportunity to reflect on topics presented in class and to demonstrate your understanding of class discussions or activities.

Class Participation

- This class will take you out of your comfort zone, considering issues of aesthetic philosophy, visual representation, human psychology and physiology, and the relationship between vision and emotion.
- You will be asked to listen and discuss, but also to draw and create other works of art, to evaluate works of art, and to engage in thoughtful analysis of artworks and how they impact the human experience as it intersects with the medical profession.
- Your active participation is expected, demonstrated by verbal contributions to discussion, engaged listening, and enthusiasm for the hands-on art experiences provided in the class.

Project 1 (Week 3)

- You will choose any art medium and complete a project representing one of the following themes:
 - Your reason for choosing a career in medicine
 - Your career aspirations
 - Health
 - The body
 - A topic of your choice (seek instructor approval first)
- Due Week 5

Project 2 (Week 9)

- Locate and copy a medical image of any type (x-ray, microscopy, CAT scan, MRI, ect)
- Using digital imaging software such as Photoshop, edit the image to enhance its aesthetic appearance.
- The point of this assignment is to take a medical subject and transform it into a creative presentation, producing a work of art that is simultaneously informative and emotionally provocative.
- Due Week 10

Project 3 (Week 11)

- Design a cover for JAMA based on your experience during our museum visit and the artworks in the course textbooks.
- You may use any artistic medium, although 3D art would need to be photographed for suitable presentation as a journal cover. If you choose to do a 3D project, the artwork itself and a high-quality photograph must be submitted in tandem.
- Due Week 13, when we will have a mini-art show to display our cover art.

Project 4 (Week 12)

- Create a series of visual presentations of one of the following:
 - How a patient with mental illness looks to the doctor
 - How the world looks to the mentally ill patient
 - How the mentally ill person looks to society
- You may use any visual medium (drawing, photography, painting...)
- Due Week 14

Project 5: Self-Portrait II (Weeks 1 and 15)

- You will draw a self-portrait during our first class period. The instructor will keep this on file until the end of the course, when it will be returned to you during our last class period. The first self-portrait is not graded.
- During Week 14, you will create a second self-portrait, following our lecture about the body and self-image. You may use any art medium and representational approach to create this self-portrait, but it may NOT be an un-edited cell phone “selfie”.
- The second self-portrait should demonstrate your growth in the understanding of art and should reflect your professional self-concept
- Due Week 15