

University of Michigan University Musical Society

Project Title

Medical Training and the Arts

Applicant Organization and Contact Information

University Musical Society
The University of Michigan
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Project Overview

The University Musical Society (UMS) of the University of Michigan and its partners will design and pilot test a program for medical students to become better practitioners of health care by integrating specially designed arts experiences into their treatment protocols, and to engage artists in the delivery of health care. The project aims to create a replicable model for university hospitals nationwide.

Key Outcomes

- Develop a curriculum integrating arts experiences into medical training programs
- Test, and hopefully demonstrate successfully, that immersion in the arts can have a measurable, positive impact on the delivery of health care
- Improve conditions for physicians
- Increase awareness amongst health care workers of the complexity of the social framework of health care
- Design and test a process for integrating visiting artists into the program

Project Partners (Campus and Community)

University of Michigan
Health System
Museum of Art (pending)
School of Music, Theatre and Dance (pending)

Artists (Visiting Artists, Faculty Artists, Student Artists, Community Artists)

UMS proposes to work predominantly with touring artists. The proposal identified the following artists as collaborators:

Cleveland Orchestra
Detroit Symphony Orchestra
Jazz at Lincoln Center Orchestra
Jerusalem Quartet
Merce Cunningham Dance Company
Sequentia/Benjamin Bagby

Takacs Quartet

Project Summary Narrative

University Musical Society (UMS) and our principal partner, the University of Michigan Health System (UMHS), seek support for a project entitled *Medical Training and the Arts*, whose goal is to enhance the ability of medical students and house officers (trainees) at the University of Michigan to deliver high-quality, humanistic clinical care through immersion in and analysis of specially designed arts activities and to offer experiences in health care for artists. The partners will offer eight sessions each year to a select group of 25 medical students and house officers. Each session will comprise a dinner meeting, where a visiting and/or local artist will be paired with a clinician to lead a discussion about the art to be experienced, followed by attendance at an arts performance and subsequent engagement with artists through post-performance discussions, master classes, open rehearsals, hands-on demonstrations, or other residency activities. Artists will also have firsthand opportunities to observe the delivery of health care.

Anticipated project outcomes include the development of a curriculum integrating arts experiences into medical training programs, measurable improvements in the delivery of the trainees' clinical care, and the dissemination of project results as a model for peer institutions. Benchmarks for project success include decreased levels of self-reported burnout and cynicism, higher levels of professionalism, and a measurable increase in the participants' awareness and responsiveness to the needs of their patients. These measures will be compared to a control group of fellow learners. This is a highly focused, cross-campus, innovative, arts-based project, one with enormous potential to raise the profile of all university-based presenters among their health care colleagues, serve as a replicable, credible model curriculum of arts engagement with health care trainees for presenters and affiliated hospitals nationwide, and strengthen the proposition that the arts are integral to campus life.

Project overview

The primary project partner is UMHS. UMS and UMHS have collaborated on similar past ventures, including an event during a 2006 Royal Shakespeare Company residency titled *Shakespeare Comes to the Medical School*. Each partner's interests and concerns have been integrated into the project design and implementation plan. The project addresses several interests at UMS: to integrate the arts more fully into academic life, to explore new areas of cross-campus study in the arts, and to help validate, in a new way, the importance of the arts in civic and professional life. These interests would be shared by the University of Michigan (U-M) Museum and its School of Music, Theatre and Dance as potential partners. For UMHS, the project fits well with its academic goals for trainees, to help them improve their humanistic practice of medicine and to encourage interdisciplinary work directed at improving patient care.

Off-campus artists committed to our project are: the Cleveland and Detroit Symphony Orchestras, Jazz at Lincoln Center Orchestra, Jerusalem Quartet, Merce Cunningham Dance Company, and the Takacs Quartet. UMS will invite more 2010/2011 artists to participate, including the Mariinsky Orchestra, Sequentia/Benjamin Bagby, Propeller Theater Company, and others. (Invitations for Year 2 project artists will take place during Year 1.) On-campus artists committed include Piano Professor Louis Nagel and Dance Professor Peter Sparling, former Martha Graham principal, with additional faculty artists to come as off-campus artist scheduling is solidified. On-campus artists will participate primarily as pre-performance dinner speakers, with all artists offering additional arts experiences including post-performance sessions, master

classes, open rehearsals, and other activities. All artists will be invited to observe the delivery of health care firsthand and will be invited to present grand rounds, go on patient care rounds with hospital physicians (some of whom will be trainees), and witness patient care in other settings such as the operating room, where a noted vascular surgeon is allowing artists to come observe his surgeries. This level of access, to witness firsthand the delivery of health care, is unprecedented and will be memorable for artists who elect to participate, thus supporting their creative processes. There are no plans for new work to be created, but we hope that the experiences to be offered and the interactions with medical students and faculty at a leading research university will be instructive and even enlightening for interested artists.

The project targets U-M students either enrolled in the Medical School or residents or interns in training (house officers) at UMHS. In order to provide a deeper, richer experience for everyone involved, the program will be limited to 25 primary participants. House officers will come from the departments of internal medicine and surgery, specialties chosen because: they are large departments, house officers directly care for a wide range of patients and staff frequently interact with one another, increasing the likelihood of heightened teamwork among the trainees.

Expected Outcomes and Evaluation

We elected to keep the project focus very narrow in order to maximize the depth of this impact. This narrow project focus also enables us to implement an academically rigorous, credible project with a strong evaluative component, whose outcomes will withstand the scrutiny of arts and medical peers alike. By having an intensive, well-evaluated project, we ultimately hope to impact the way in which the arts can infuse the general medical curriculum at fellow research universities. Anticipated project outcomes include the development of a curriculum integrating arts experiences into medical training programs, measurable improvements in the delivery of the trainees' clinical care, and the dissemination of project results as a model for peer institutions. Benchmarks for project success include decreased levels of self-reported burnout and cynicism, higher levels of professionalism, and a measurable increase in the participants' awareness and responsiveness to the needs of their patients.

Evaluation of project results is at the core of this project. If the partners can demonstrate, through a carefully controlled project, that immersion in the arts can have a measurable, positive impact on the delivery of health care, such an outcome would have enormous ramifications for both the arts presenting and health care fields. Not only will we have created a model to be replicated by our arts presenting peers, we will have project outcomes that are credible and will be respected in the arts and medical communities and will be of great interest to both. All project activities will be documented and evaluated relative to a comparison group of 25 learners, who will be allowed to participate in the project at a minimal level (which will be necessary in order to create some incentive for participating) and will complete the identical evaluation tools. Evaluation strategies will include: 1) Quantitative measures of physician attitudes and values to assess burnout, cynicism, and professionalism at the start of the project and yearly afterward, since all of these factors have been linked to suboptimal patient care practices, along with increased levels of teamwork, increased attention to the complexity of the social framework of health care, and increased attention to the contextual issues surrounding health care. 2) Qualitative, narrative-based surveys to measure change in the trainees' awareness and responsiveness to challenging situations in their medical practices, where each trainee will choose a real-life situation from their own experience, write about it and analyze

their response to the situation, and then re-visit and re-analyze that same scenario over the course of the project period. 3) Open-ended surveys to be administered to the trainees after each arts experience to solicit their reactions.

Select project activities will be videotaped and participating students, artists and faculty members will be interviewed for short podcasts, all to be compiled into a comprehensive podcast at the close of the grant period. Trainees, participating faculty members, and artists will be invited to contribute to a project blog, which will exist as a microsite where project partners and trainees can interact, view podcasts, and access meeting notes. Project highlights will be accessible to the general public through a new UMS social media web site, www.umsLOBBY.org. UMHS faculty will write up and submit papers on project results for publication in major medical journals.