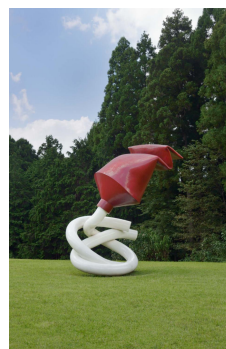


Get the heart of art In your science eyes



1



2

since 2022.4

Contact information

Kohei Morinaga
kmorinag@dokkyomed.ac.jp



¹ BIGOT Georges, Atami Beach: Japanese fishermen, circa 1888

² OLDENBERG Claes, Tube Supported by Its Contents, 1985

Introduction.

Fourth-year has passed since the "Essence of Medical Practice Trained by Masterpieces" course for first-year medical students, based on the interactive appreciation method from 2019 and further updated with the cooperation of the Utsunomiya Museum of Art starting from the 2022 academic year.

We know that there are many inadequacies and imperfections, so we welcome your genuine encouragement and advice. Furthermore, it would be our great pleasure if we could help spread similar activities in Japan and give a little push to our colleagues who are starting the same kind of activities in the future.

Contents

1. Background of the class
2. Course: overview, schedule, goals, outcomes
3. Introduction to Instructors
4. Resources
5. Reference

1. Background of class opening

Observation is important. We can only observe patients in the examination room (or bedside). If we ignore the patient, even if there are important clues, the examination will proceed as if they are not there. There is a difference between recognizing a patient's words as a textual information and the three-dimensionality and depth of information obtained from the combined data of the patient's facial expressions and gestures.

Communication is built on words. Unfortunately, students, these days are so severe that while disease names and diagnostic criteria come out smoothly, arguments such as "why did you decide to do this test?" are often missing from the context of medical records and presentations.

I have a longing to become a doctor with the observational skills of Sherlock Holmes (but I don't know of any specific training methods). On the other hand, I wonder if there is an excellent educational method that can also develop language skills (Japanese language skills) directly related to medicine. So I asked what to do when the subject of "art" and the keywords "interactive appreciation" appeared before me.

In Japan, There are still limited reports on the use of art in education at medical schools. On the other hand, overseas (especially in Western countries), art has a long history in medical education as a liberal art (humanities), and the specific abilities that can be expected to be improved through the use of art are as follows five reported areas³:

- ① Clinical observation / diagnosis
- ② Empathy
- ③ Team building/communication
- ④ Promoting wellness/preventing burnout
- ⑤ Cultural sensitivity

Many universities collaborate with local (neighborhood) art museums, and the classes seem to be interactive style (VTS, VTC, etc.), using actual artworks in their collections.

As part of my efforts to utilize art in medical education, I contacted [the Art Communication Research Center of Kyoto University of Arts](#), headed by Prof. [Noriko Fuku](#), a pioneer in spreading interactive art methods appreciation in Japan. I participated in seminars and other events to experience and learn interactive art appreciation.

According to Prof. Fuku, the experience of interactive appreciation helps students acquire the **ten most essential skills**(→), and she also proposes **six changes** in thinking skills:

Observation, Inference, Rationale, Hypothesis, Elaboration, Reconsideration.

Stimulation of intellectual inquiry Focused and purposeful observation skills Systematic and logical view Creative interpretation Problem-solving skills Ability to verbalize Basic Communication Acceptance of diversity Interpretation and reinterpretation of works done collaboratively Self-dialogue skills

³ Mukunda, Neha, et al. "Visual art instruction in medical education: a narrative review." *Medical education online* 24.1 (2019)

As medicine deals with people, the medical field is not all about what is expressed in numbers and words. Still, it is essential to gain insight into the non-quantifiable aspects and information obtained through non-verbal communication and reflect it in medical treatment. It is necessary. I believe that the cultivation of the ability to proactively gather information, read and understand, and solve problems is a blind spot that is not adequately compensated for in the current educational curriculum, which is based on the imparting of knowledge.

In the age of VUCA, society has become increasingly complex, and the methodologies that worked in the past may not necessarily work in the future. Moreover, it is easy to predict that we will undergo similar changes in medical practice. Therefore, it is dangerous to seek the correct answer or rely on rational thinking immediately. Instead, it is increasingly important to consider the best solution, using information that we can only obtain through observation and dialogue in the front line (like examination room or at the bedside) as an ally. At such times, art, which has no "right" answer, can provide great value.

2. Introduction to Instructors



Kohei Morinaga, MD, MFA (Master of Arts)

(Medical treatment: general internal medicine, public practice, infectious diseases, etc.)

Biography

2011 Graduated from the University of Tsukuba, School of Medicine

2011-2015 Suwa Central Hospital

2015- [Dokkyo Medical University](#) (2021-parttime instructor)

2022 Graduated from [Kyoto University of the Arts \(interdisciplinary Design Studies Field\)](#)

I started an educational project, "Mirukiku" for healthcare professionals and students, which began in the classroom and expanded its activities to healthcare professionals and students.

<https://med-mirukiku-1.jimdosite.com/>



Nobuko Ito

Head of General Affairs and Curatorial Section, [Utsunomiya Museum of Art](#)

I received M.A. in aesthetics and western art history from the Graduate School of Tohoku University. My research focused on 15th century Netherlandish painting, one of the most critical and controversial topics for hermeneutics.

After I started working at the Utsunomiya Museum of Art, my interest in "what people say when they see a painting" grew because I learned a lot of unique viewpoints from our audience.



Shuji Kobori kobori@u-moa.jp

Curator, [Utsunomiya Museum of Art](#)

I graduated from Chiba University (M.A in Art Education) and New York University (M.A. in Art Management). My focus is contemporary art and art education. The reason why I am working as a curator is to enjoy the feeling of wonder continuously. I always enjoy encountering cutting-edge contemporary artworks. This is my first interactive class with medical students, and I am pretty much looking forward to it.

3. About the course

Target: Students who take "Essence of Medical Treatment I (or II)" as a Humanities and Nature elective.

-1. Outline

In medical treatment, physicians need to collect necessary information through careful observation of the object (the patient themselves and the results of imaging tests) and through dialogue with the patient and their family, which can be regarded as the foundation of medical treatment. It is almost impossible for us to complete medical treatment on our own. It is essential to have the ability to organize and think about the information gathered, formulate hypotheses to solve problems, and communicate with specialists using linguistic skills and dialogue to work as a team. Despite the apparent importance of these skills, there have been limited opportunities to learn and train them in the classroom during college.

In this course, students will acquire the skills required for future medical practice through "interactive appreciation" of artworks, which are crystals of visual information that our predecessors have tried and tested for expression. In addition, students will gradually acquire communication skills through dialogue in front of paintings based on observation, language skills, consideration for others, a friendly attitude toward others, and aesthetic senses in judging sensitivity and value that they find "good" throughout the class. So let's use it as an opportunity.

-2. General Learning Objectives

To learn and acquire the observational skills, logical and critical thinking skills, and other language skills necessary for future medical practice and communication with multiple professions, and to explore ways to develop the sensitivity and aesthetics essential to confront complex and difficult-to-answer problems with perseverance and to make decisions independently. The course will include the following.

-3. Behavioral Objectives

After discussions with the [Utsunomiya Museum of Art](#), we have set the following five objectives as the pillars of the course (details of the behavioral objectives are given in the overview of each lecture).

- ① **Clinical observation**
- ② **Language arts**
- ③ **Acceptance of diversity of perspectives**
- ④ **Communication and Collaboration**
- ⑤ **AWARE (Mono No Aware)⁴, Negative Capability⁵**



⁴ "Mono No Aware" is a Japanese term used to describe the awareness of impermanence or the transience of things and a bittersweet sadness at their passing. The term was coined in the eighteenth century by the Edo-period Japanese cultural scholar **Motoori Norinaga**(he worked as a town doctor), and has become representative Japanese cultural tradition.

⁵ Negative capability is a phrase first used by Romantic poet John Keats to explain the capacity of the greatest writers (particularly Shakespeare) to pursue a vision of artistic beauty even when it leads them into intellectual confusion and uncertainty.

Correspondence Table of Goals and Lessons

Objective		Supported classes						
		1	2	3	4	5	6	7
① Clinical observation	The ability to observe a work over time and from various angles and perspectives and objectively elicit information to perceive structure and intent.							
② Language arts	The ability to examine the data from the viewpoints of subject matter, facts, and interpretation, and verbalize and communicate this information to others while thinking logically and critically.							
	Able to detect "ambiguous information" and proactively confirm necessary information by asking questions.							
	Understanding the structure (frame) of a story and improving the quality of its delivery and interpretation.							
③ Acceptance of diversity of perspectives	Able to accept the same object without denying it, knowing that different viewers can express diverse viewpoints.							
	Can ask questions with interest and respect about the origin of others' comments.							
④ Communication and Collaboration	The ability to choose words and formulate questions in an understandable way to the characteristics of the person you are talking to and get the information you need from them.							
	The ability to share information in a verbalized order with efficiency/accuracy in mind.							
	Able to conduct a collaborative meaning-making process with the object being viewed while maintaining respect for the perspectives of self and others.							
⑤ AWARE(mono no aware) Negative Capability	Understand "Mono no aware" and other words(wabi-sabi, yugen,mujo and so) expressing Japanese Aesthetics .							
	Learn meanings of Aware and negative capability and get tips on tackling ambiguous, complex, and unanswerable problems.							
	The ability to face the stressful subject through art appreciation, extract and verbalize information carefully, infer the artwork's intent, and deepen the appreciation of the painting.							
Students will keep thinking about their sensibilities and aesthetics throughout the entire class and the work at the beginning of each class.								

<https://docs.google.com/spreadsheets/d/11JH8zTNgH12R7AEhrYFEPfCSIHy4y5xx9H1TI6DCJ8/edit?usp=sharing>

-4. Artworks used and class format.

Until FY2021, classes mainly used open-source materials and projected image data, but from FY2022, we plan to use works from [the Utsunomiya Museum](#) of Art's collection. Because we would like to propose that the students should visit the museum on their own in the future to experience the actual works of art directly.

-5. Recording:

Considering the ease with which students can speak, we will make no recording or videotaping in principle.

-6. Schedule

I (Example of the semester I course) 4th Period: 13:10-14:10

[Important] Assignments throughout the entire process

Students will receive a catalog from the Utsunomiya Museum of Art in the first period.

Students will select a work by the beginning of the second period.

After the second period, students will have 3 minutes to observe the selected artwork.

After the 7th period, students will submit a report (about 800 words) on their noticed changes.

SESSION 1: Introduction

Outline

Self-introduction of instructor and participating students (name, expectations for the class, etc.)

Course content, background, and learning objectives

Explanation of the rules of interactive viewing, hands-on experience

Objective

Students can observe a work of art over time and from various angles and perspectives and objectively elicit information to perceive its structure and intent.

Be able to detect "ambiguous information" and proactively confirm necessary information for oneself by asking questions, etc.

Homework

- Assignment until next time: Select one work from the catalog by next time.

SESSHON2: Techniques for detecting and eliciting ambiguous information

Overview

Observe a work of your choice for 3 minutes

Short lecture

Interactive viewing

Objective

Students can examine the information from the viewpoints of subject matter, facts, and interpretation and verbalize and communicate them to others while thinking logically and critically.

Can detect "ambiguous information" and proactively confirm necessary information by asking questions, etc.

Homework

- Select any news item, color-code the text "Fact -> Red" and "Interpretation -> Blue," and post it to Microsoft Teams along with your impressions.
-

SESSION3:

Tips for conveying visual information

Overview

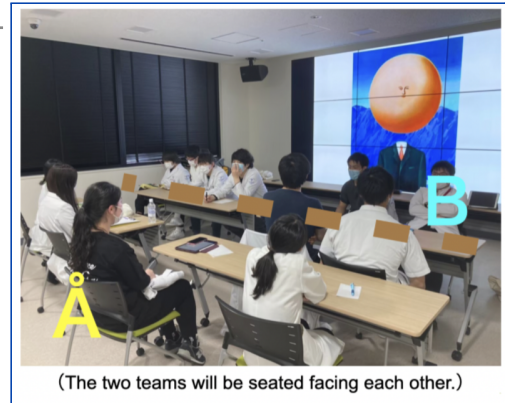
Observe a work of your choice for 3 minutes
Short lecture

★Blind Talk (revised edition) ⁶

Rules: Students were divided into two groups:

(A) must explain the work using only words while looking at the pictures.

(B) must listen A's statement carefully without looking at the pictures
and actually drew pictures based on the explanation.



Objective

Able to detect "ambiguous information" and proactively confirm necessary information for oneself by asking questions, etc.

Can choose words and formulate questions so that others can understand according to their characteristics and ask for the information they need.

Students can verbalize the order in which they can share information with efficiency and accuracy.

Homework

Create a description of the painting presented in class (with the image of a person unfamiliar with the work) to be shown objectively and post it on Teams.

SESSION4: Understand the structure of the story

Overview

Observe a work of your choice for 3 minutes
Mini-lecture
Interactive viewing



Objective

The following is a list of things I have learned from my experience.

Students can share information verbally with efficiency and accuracy in mind.

Students can improve the quality of the communication and interpretation by understanding the structure (frame) of the story.

Homework

What is this? Be prepared to name one artist and one work of art that you feel is

⁶ "Blind Talk" is based on an experience at a seminar at [the Art Communication Center of Kyoto University of Arts](#). This time, We have arranged the game in such a way **to make the participants actually draw the pictures.**

SESSION5 ★ Developing Hypothetical Thinking (1)

Overview

Self-introduction of guest instructor from U-MOA and participating students (name, expectations for the session.)

Observe a work of your choice for 3 minutes

Interactive art methods appreciation on the U-MOA collection and contemporary artworks

Mini-lecture

SESSION6 ★ Developing Hypothetical Thinking (2)

Overview

Self-introduction of guest instructor from U-MOA and participating students (name, expectations for the session.)

Observe a work of your choice for 3 minutes

Interactive art methods appreciation on the U-MOA collection and renaissance artworks

Mini-lecture

Objective for SESSION 5 and 6

Can ask questions with interest and respect about the origin of others' statements.

To be able to choose words and construct questions so that students can understand according to the characteristics of the other party and elicit the information you need.

Students can share information in a verbalized manner with efficiency and accuracy in mind.

Able to conduct a collaborative meaning-making process with the object being viewed while maintaining respect for the perspectives of others.

Homework

Select one item from the catalog, assume a viewing card, and come up with three open-ended questions.

SESSION7 : Summary

Overview

Mini-lecture (review)

Observe a work of your choice for 3 minutes (3 minutes)

Explanation of report assignment

Objective

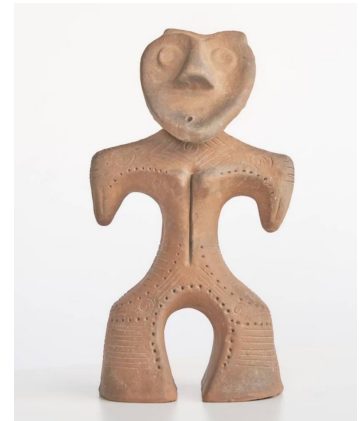
To accept without denying, knowing that the same object has various viewpoints depending on the viewer.

Learn the concept of negative capability and get hints on tackling ambiguous, complex, and unanswerable problems.

Through art appreciation, students will cultivate the ability to confront "difficult-to-understand = stressful subjects" with persistence, carefully extract and verbalize information, infer the intent of artworks, and deepen their appreciation of paintings.

Homework

- Submit the report by the due date.



Replica of a heart-shaped clay figurine
(Jomon period)

4. Resources

BIGOT, Georges Atami Beach: Japanese fishermen in Atami, c.1888

MAGRITTE, René The Great Family, 1963

KANDINSKY, Wassily Reduced Contrasts, 1941, etc

5. Reference

The Edith O'Donnell Institute of Art History The University of Texas at Dallas

<https://arthistory.utdallas.edu/medicine/resources/>

[Dolev JC, Friedlaender LK, Braverman IM. Use of Fine Art to Enhance Visual Diagnostic Skills. JAMA 2001; 286: 1020-1021.](#)

[Mukunda, Neha, et al. "Visual art instruction in medical education: a narrative review." *Medical education online* 24.1 \(2019\)](#)

[Jasani, Sona K., and Norma S. Saks. "Utilizing visual art to enhance the clinical observation skills of medical students." *Medical teacher* 35.7 \(2013\): e1327-e1331.](#)

[Klugman, C, Peel, J, BeckmannmMendez, D. Art Rounds: Teaching Interprofessional Students Visual Thinking Strategies at One School. *Academic Medicine* 2011; 86\(10\): 1266-1271](#)

[Naghshineh S et. Formal art observation training improves medical students' visual diagnostic skills. *Journal of General Internal Medicine* 2008; 23\(7\): 991](#)

[Reilly JM, Ring J, Duke L. Visual thinking strategies: a new role for art in medical education. *Family Medicine* 2005; 37\(4\):250](#)

Monono Aware

[Prusinski, Lauren. "Wabi-sabi, mono no aware, and ma: Tracing traditional Japanese aesthetics through Japanese history." *Studies on Asia* 4.2 \(2012\): 25-49.](#)

6. Articles Written by this class Instructors (all Japanese SOURCE)

[New Medical World Weekly](#)

- [Will Art's Perspective Change the Future of Medical Education?
The Power of "Seeing" Developed through Interactive Appreciation](#)
- [Essentials of Medical Practice Trained by Masterpieces \(12 sessions\)](#)
- [Help improve observation and diagnostic skills in clinical practice! Introduction to
"Interactive Art Appreciation"](#)

[ACOP Public Report "The Potential of Introducing Interactive Appreciation in Medical Education."](#)

It summarizes the process and aims of offering the class at Dokkyo Medical University, the voices of participating students, and correspondence with the [Art Communication Center of Kyoto University of Arts](#).