



**The National Gallery of Art & The Making of the Modern Physician**  
Fall Term, 2018

Lorena Bradford  
Accessible Programs  
National Gallery of Art  
202-842-6905 (o); 404-735-9768 (c)  
l-bradford@nga.gov

Julia Langley  
Faculty Director  
GU Arts and Humanities Program  
202-444-7228 (o); 301-367-7686 (c)  
julia.langley@georgetown.edu

**Schedule and Location of Meetings**

All meetings take place on Wednesdays from 1:00-3:00 p.m.

August 8	Georgetown campus, Building D, room 302
August 15	National Gallery of Art, Rotunda, West Building
August 22	National Gallery of Art, Education Studio
August 29	National Gallery of Art, Education Studio
September 5	National Gallery of Art, Education Studio
September 12	National Gallery of Art, Education Studio

**Overview**

Students will critically analyze original works of art to build skills that support visual literacy, communication, and empathy. Working independently and collaboratively in small groups, participants will learn to closely examine works of art, articulate and acknowledge their personal preconceived notions, collaborate on problem-solving, and increase communication through analysis and discussion. Students will then create a plan to apply these skills to their work to enhance relationships with patients, other members of medical teams, caregivers and colleagues. The course will be completely interactive and largely discussion-based.

**Objectives**

Each meeting at the National Gallery focuses on one of five major themes: observation, communication, empathy, and bias. Open-ended activities will help students build skills in each of these areas.

**Contact Information**

Lorena and Julia can be reached at any time through e-mail and are also available by phone. Please keep both cell phone numbers with you in case you need to communicate with them on meeting dates. Otherwise please use e-mail for questions about the material or projects.

### **Meet the Instructors**

**Lorena Bradford** has a Master's degree and Doctorate in Art History from the University of Delaware. She has worked in museum education for over 15 years and has been at the Gallery since 2008. She spent several years working with teenagers in High School Programs before moving into a new position as the Gallery's first Head of Accessible Programs. She is prone to geeking out about Dutch art in particular and anything related to Elvis.

**Julia Langley** is the Faculty Director of the Georgetown Lombardi Arts and Humanities Program. She has a Master's degree in Ancient Greek Art History from the University of California, Los Angeles, and a certificate in Museum Studies from The George Washington University. Before coming to Georgetown, she was a teacher in the Education Department of the National Gallery of Art and an adjunct professor of art history at Montgomery College. She is a mother of two, a cancer survivor and an avid viewer of cat videos.

## Course Logistics

### Suggested Readings

Herman, Amy E., *Visual Intelligence: Sharpen Your Perception, Change Your Life* – available on amazon.com

Caroline Wellbery, MD, PhD, “The Value of Medical Uncertainty,” *The Lancet* 375: 9727 (May 2010): pp. 1686-1687

Joel T. Katz, MD and Shahram Khoshbin, MD, “Can Visual Arts Training Improve Physician Performance?,” *Transactions of the American Clinical and Climatological Association* 124 (2014), pp. 331-341.

Other class readings will include excerpts from books and articles and will be provided.

### *Final Project: Reflective Self-Portrait*

Using her or his experience within the course as a lens, each student will prepare a creative self-portrait and share it with fellow students during the last meeting, on September 12. Using one or a variety of elements, such as visual art (photographs, drawings, paintings, digital art, etc.), writing, collage, music, dance or movement, and/or a collection of objects, students will reflect on the five major themes of the course and connect them back to their professional identity. Each project must contain a 1-3 page written summary that explains the self-portrait process and its connections to the course in detail. See the handout for more information.

→ Self-portraits will be presented on September 12.

### Grading

Participation	50%
Final project: Reflective Self-Portrait	50%

### Participation

Each student is expected to actively participate in all six meetings. The Committee on Medical Education (COME) has stated that attendance in all small groups is mandatory. Based on this declaration, attendance and active participation is required and constitutes 50% of the module grade. To gain a grade of Satisfactory, students must attend and actively participate in all seven sessions. *If the student misses a session they must contact Lorena and Julia before the missed class.* More than one absence will result in failure of the module. For extended illnesses, contact the module director. Application of this attendance policy and exceptions to it will be the sole discretion of the module director.

## Statement on Academic Integrity

**Academic Honesty and the “Code of Professionalism”** You are expected to abide by the School of Medicine "Code of Professionalism. The expectations include the application of academic integrity and honesty in your class participation and assignments; and that you will listen without bias or preconception to the ideas of your classmates, while giving them, as they give you, the benefit of opportunity to test out ideas and opinions in an educational environment of trust and openness. The GU statement is located in the Student Handbook at <http://som.georgetown.edu/docs/Handbook%20Appendix%20O.pdf>

**Cheating** - Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations shall be considered cheating. It is the responsibility of the student not only to abstain from cheating but, in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat. Any student who helps another student to cheat is as guilty of cheating as the student he or she assists.

**Plagiarism** - Plagiarism is the using of other's words or ideas as your own without giving credit to the original user. This is a serious offence that can result in failing grades on papers or in classes and even in expulsion from the university or legal action. It is expected that all students correctly credit information gathered from others. You are expected to take care not to use - intentionally or unintentionally - work by others. If you have questions about how to handle a particular situation, please get in touch with the module director.

**Disciplinary Action** –Any student found engaged in cheating, aiding in cheating, plagiarism, or any other unfair practice or violation of the testing guidelines will be dealt with immediately and strictly according to University policies. The violation of this rule will be considered violations of the Code of Professionalism and may result in very serious consequences, up to and including suspension and dismissal. Complete information is available in Appendix Q of the GU SOM Student Handbook, which is available at <http://som.georgetown.edu/studentservices/administrative/studenthandbook/>, <http://som.georgetown.edu/docs/Handbook Appendix Q.pdf>.

## MODULE EVALUATION

Selectives module is evolving annually as new Selective leaders develop curricula to share with students. We value your input that greatly influences future module revisions. We are open to your comments and suggestions on the module overall, as well as, on specific class sessions. Selectives will be evaluated via CourseEval, GU’s online course evaluation tool. We intend to have the evaluation open during the entire module to allow you to evaluate your instructors as you progress through the module. Your instructors greatly appreciate your feedback. Please complete the evaluation within one week of the final module session. *Submissions are anonymous; candor makes responses more useful.* You are, of course, welcome to provide oral or written feedback to the module director or small group facilitator at any time.

Please note that effective July 2010, the Committee on Medical Education (COME) is requiring students to complete all module and course evaluations and that grades may not be released until the response rate meets an 80% threshold.

## Topics and Readings

**August 8**      **Introductions and Setting the Stage**  
Georgetown campus, Building D, room 302

Activities      Introductions  
Symbols and Personal Identity  
Thinking about Art  
Reflective Journaling

**August 15**      **Observation**  
National Gallery of Art, Rotunda, West Building

Reading      Caroline Wellbery, Md, PHD and Rebecca A. McAteer, MD, "The Art of Observation: A Pedagogical Framework," *Academic Medicine*, Vol. 90, No. 12, December 2015  
  
Jennifer Roberts, "The Power of Patience," *Harvard Magazine*, Nov-Dec 2013

Activities      Observing Mind Map  
See/Think/Wonder  
Reflective Journaling

**August 22**      **Communication**  
National Gallery of Art, Education Studio

Reading      Deborah Tannen, "The Power of Talk: Who Gets Heard and Why," *Harvard Business Review* 73:5 (1995)

Activities      Communication Mind Map  
Telephone Game  
Describing a Work of Art  
Objective vs. Subjective  
Introduce Themes in Art Project  
Reflective Journaling

**August 29**

**Empathy**

National Gallery of Art, Education Studio

Reading

Jamil Zaki & Carol S. Dweck, "Addressing the Empathy Deficit: Beliefs About the Malleability of Empathy Predict Effortful Responses When Empathy Is Challenging", *Journal of Personality and Social Psychology*, 2014, Vol. 107

David Swink, "I Don't Feel Your Pain: Overcoming Roadblocks to Empathy," *Psychology Today*, March 2013

Activities

Empathy Mind Map  
I Am Poem  
Ambiguity and Empathy  
Progress Check  
Reflective Journaling

**September 5**

**Bias**

National Gallery of Art, Education Studio

Reading

Fox Butterfield, "New Clues in an Old Murder Case," *The New York Times*, February 5, 1997

Katherine Hansen et al, "People Claim Objectivity after Knowingly Using Biased Strategies," *Personality and Social Psychology Bulletin* (2014), pp. 1-9

Activities

Bias Mind Map  
Shifting Perspectives activity  
In Whose Words activity  
Reflective Journaling

**September 12**

**Reflection and Application**

National Gallery of Art, Education Studio

Activities

Student Presentations: Creative Self-Portraits  
Reflection on Museum Experiences  
The Making of the Self  
Evaluation