



Cleveland Museum of Art Vital Signs Sessions and VA Center of Excellence in Primary Care Education: Enhancing interprofessional relationships and patient centered care at the art museum

Laura Martin, PhD¹, Christina Larson, PhD¹, Laura Clementz, MA, MS², Lisa Bell, MEd², Mary A. Dolansky, PhD, RN^{2,3}, Elizabeth Painter, PsyD², Mamta K. Singh MD, MS^{2,4}



Cleveland Museum of Art¹, Louis Stokes Cleveland VA Medical Center², Frances Payne Bolton School of Nursing at Case Western Reserve University³, Case Western Reserve University School of Medicine⁴

Learning Objectives

- 1) Explain an innovative interprofessional curriculum for healthcare practitioners which improves mindfulness and understanding about different perspectives to promote a climate of mutual respect and shared values.
- 2) Illustrate how arts and humanities integration with health professions education is an enriching and value added experience.
- 3) Discuss examples of how the galleries and collections of the Cleveland Museum of Art are valuable laboratories to strengthen the capacity for interprofessional teamwork, refine communication and observation skills, build empathy, enhance cultural awareness, and underscore individual patterns of perception that guide different health care professionals.

Background

Transforming Out-Patient Care (TOPC)

Louis Stokes Cleveland Center of Excellence in Primary Care Education (CoE)

Five Centers of Excellence in Primary Care Education (CoE-PCE) were selected by the Office of Academic Affairs (OAA) for implementing and testing outpatient approaches for preparing physician residents, nurse practitioner residents, nurse practitioner students and health psychology learners to provide coordinated longitudinal care in the 21st century.

A specific segment of the TOPC CoE curriculum is dedicated to Culture and Health Care.

Culture and Health Care Curriculum

Theme	<i>Approach with Awareness, Not Assumptions</i>
Goals	<ul style="list-style-type: none"> • Foster mindful practitioners • Engage learners in adaptive reasoning exercises • Develop learners who have understanding of multiple perspectives that make up healthcare
Curriculum Highlight	Vital Signs: Cleveland Museum of Art Programs for Healthcare Professionals

Methods

Vital Signs: Cleveland Museum of Art Programs for Healthcare Professionals

Gallery Activities¹



- Vital Signs sessions augments Culture and Health Care curriculum goals: knowledge or belief that art fosters creativity, innovation, tolerance, observation skills, cultural competence and self-knowledge²
- Participants include CoE learners and faculty who experience one or two 1 ½ hour sessions including 3 parts:
 - **Gallery Activities** use galleries and collections as laboratories for observation and reflection
 - **Art Labs** focus on exploration and analysis of art objects through the senses
 - **Contour Drawing** enforces mindfulness and focus

Art Labs



Contour Drawing³

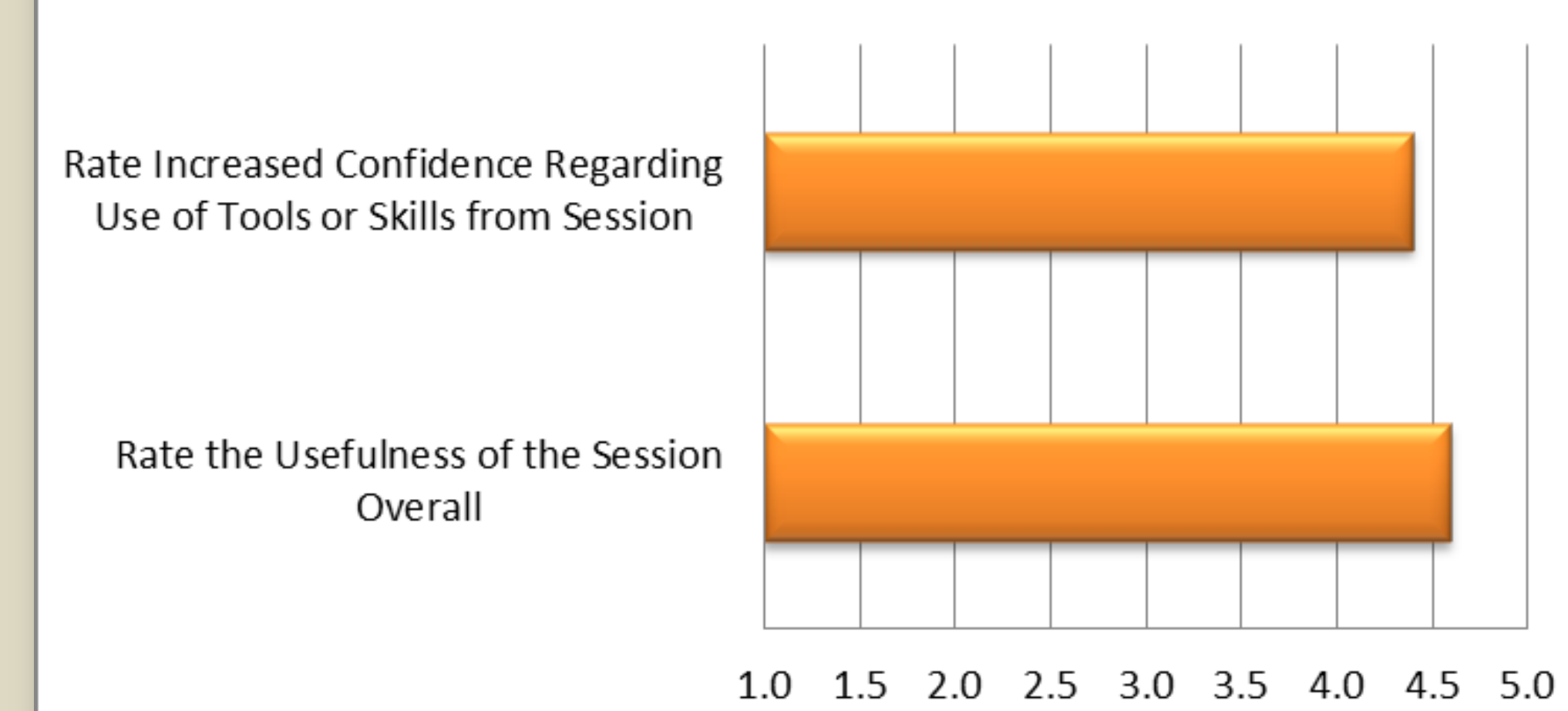


Results

Usefulness and Confidence

- Between January 2012 and December 2014, 64 evaluations have been completed and collected immediately following the session
- Trainees asked to rate the **Usefulness of Session** and how much the session **Increased Confidence in Skills** (Likert Scale: 1=not at all 5=very much)
- For both questions, range: 2-5 and median: 5

Learner Self Evaluation Averages



“Paying attention and focusing on alternative explanations will be helpful in clinic settings and to relate to patients”

“Skills can be built for practice in one area (medicine, psychology) by exposure and practice of them in another area (art museum). Good tie in to our work.”

CoE Learner Quotes

Take Home Lessons

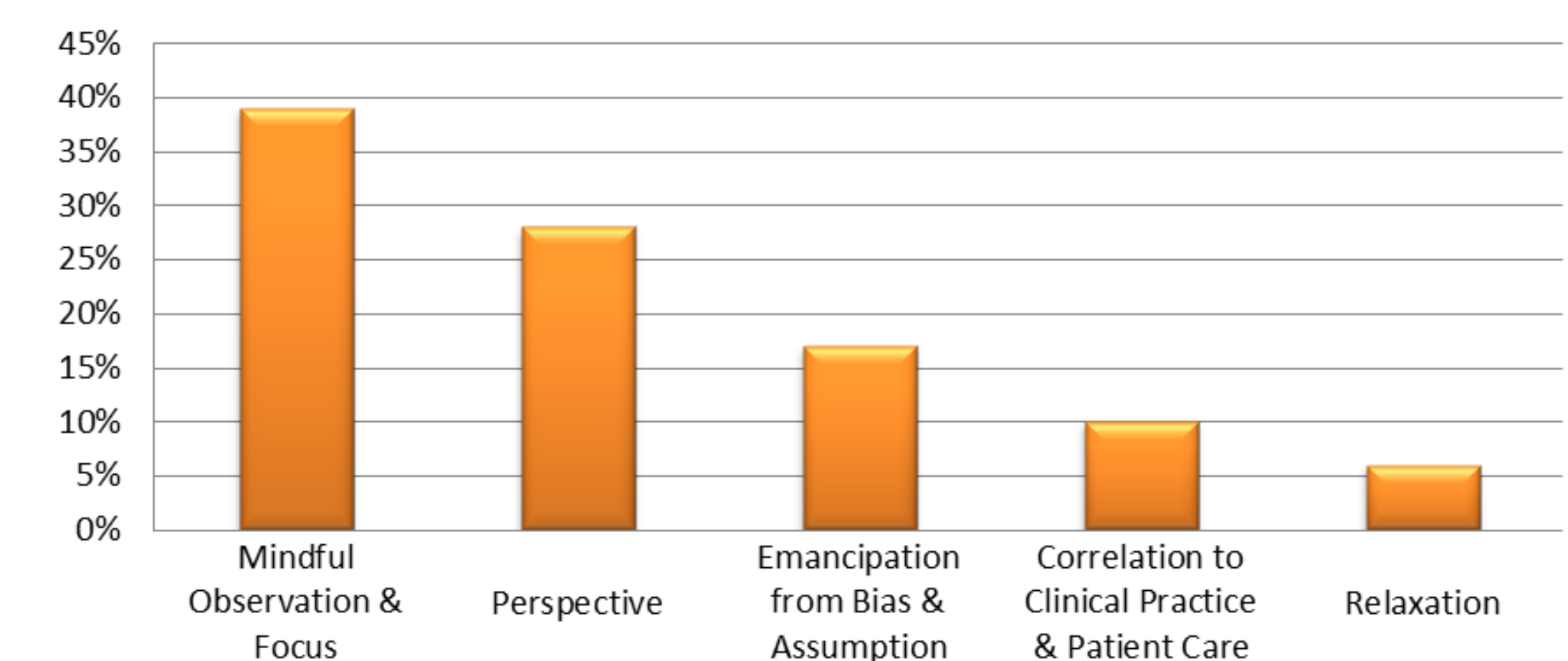
- After each session learners also provided free-text responses to a question asking what are the take home lessons from the session.
- Grounded theory/common themes qualitative analysis was completed⁴
- From the 64 evaluations, 69 pieces of information were identified with 13 responses that fit within more than one category

“Step back and take a look at your problem, issue that you are trying to solve. Don’t always use your first impression.”

“People have different perspectives on the same thing.”

CoE Learner Quotes

Major Take-Home Lessons



Conclusions

- Collaboration between TOPC CoE and CMA has been successful in meeting curricular goals.
- Health care professional learners identify the Vital Signs sessions as successful in eliciting skills or concepts including mindfulness, observation and facing bias, and indicate these skills to be applicable to the clinical setting.
- Arts integration for healthcare is a creative and memorable method for healthcare professionals to explore different perspectives which is useful for interprofessional teamwork and patient-centered care.
- Vital Signs Sessions will continue to be a part of the Culture and Healthcare curriculum in TOPC-COE as we plan to develop a concomitant faculty development series.

References

1. *Frieze of Dancers*, c. 1895. Edgar Degas (French, 1834-1917). Oil on fabric; 70.0 x 200.5 cm. The Cleveland Museum of Art, Gift of the Hanna Fund 1946.83
2. Klugman, C.M., Peel, J., Beckmann-Mendez, D. (2011). Art rounds: Teaching interprofessional students visual thinking strategies at one school. *Academic Medicine*, 86(10), 1266-1271
3. *The Age of Bronze*, 1875-1876. Auguste Rodin (French, 1840-1917). Bronze; 182.2 x 66.4 x 47.0 cm. The Cleveland Museum of Art, Gift of Mr. and Mrs. Ralph King 1918.328
4. Kostere, K., Kostere, S., & Percy, W. (2009). *Qualitative analysis parts I-III: Residencies learning activity workbook*. School of Human Services, Capella University, pp. 26-38.