

Creating Space VI

April 15-16 2016, Montréal

**Health Humanities:
Social Accountability in Action
L'humanisme en santé:
un engagement social**

**Programme officiel
Official Program**



Creating Space 2016 Program - Friday April 15, 2016 (Morning)

Fairmount Queen Elizabeth Hotel / Fairmount Reine Elisabeth

7 :30	Accueil des participants Fairmount Queen-Elizabeth / Reine-Élisabeth Convention floor / Étage des congrès			
8 :30	HOCHELAGA 5			
	Opening Remarks/Mots de bienvenue Marc Zaffran Allan Peterkin and Pamela Brett-Mclean			
8 :40	KEYNOTE Graphic Medicine and The Bad Doctor? Dr Ian Williams , physician, comics artist and writer, based in Brighton, UK.			
9 :30	SP-01 Stasis, Changes and Challenges: A Current Portrayal of Humanities' Contributions to Canadian Medical Education			
10 :00	Pause café Locate the room / Repérer la salle			
10 :30	HOCHELAGA 5	HOCHELAGA 6	ST-CHARLES	MATAPÉDIA
	PN-01 Perils and Promises: Arts, Health, and Public Participation	WS-01 Santé globale, travail social de groupe et karatédo	WS-03 Les possibles de l'art comme outil d'intervention dans la communauté	WS-11 Évaluer l'invisible: le cas des apprentissages en arts
11 :30	SP-02 Re-shaping the landscape of medicine for aesthetic and political engagement	SP-08 Are the Biomedical body and Citizenry incompatible? A Literary Inquiry	SP-13 Art-science collaborations: medical research in the context of social awareness	SP-18 Quelle place pour l'anthropologie dans le domaine de la formation des professionnels de la santé? Entre théorie et application. Pertinence, enjeux et limites.
12 :00	Diner libre Square Dorchester Food Trucks (http://camionderue.com/), Downtown restaurants and Food courts are just seconds away. Locate the room / Repérer la salle			

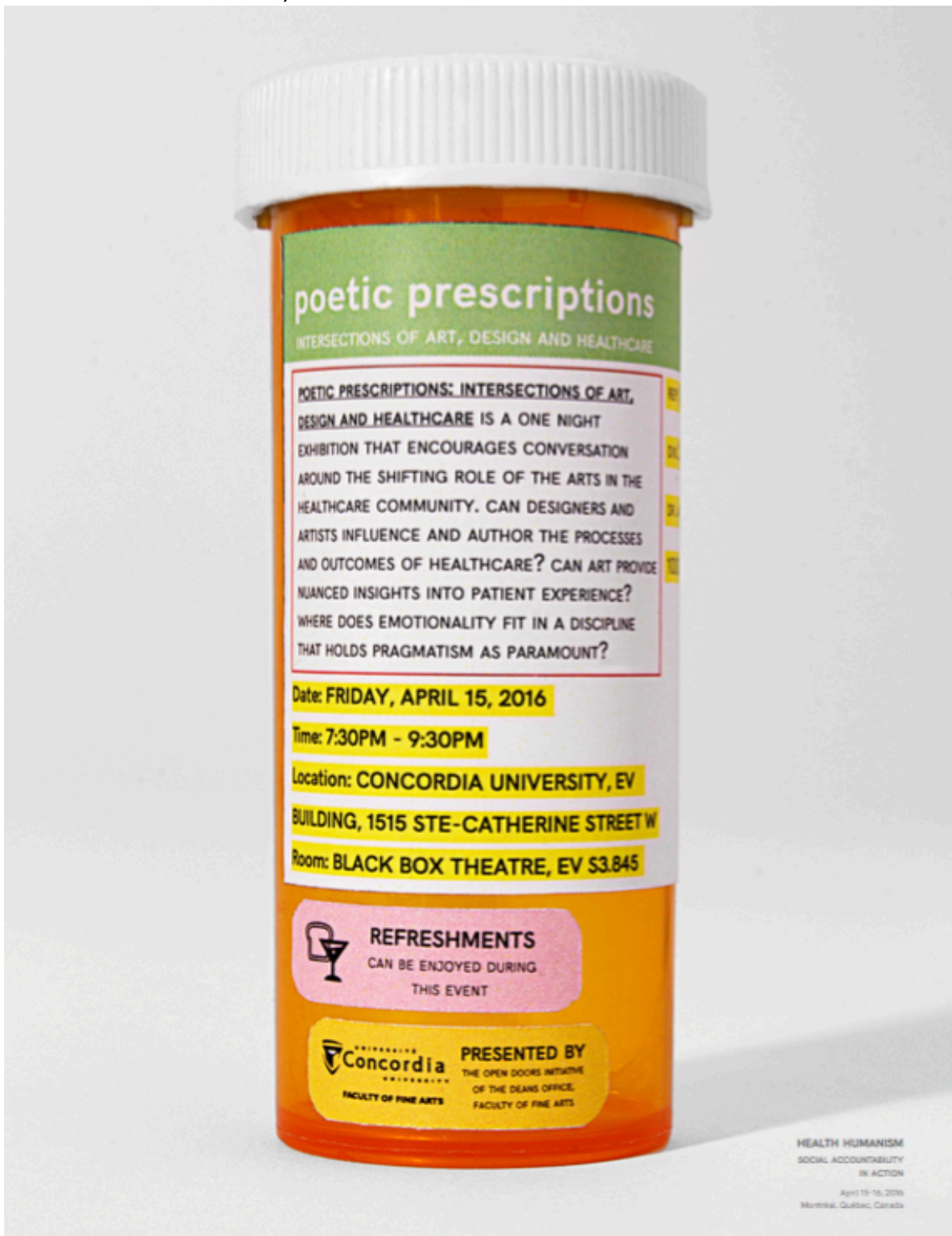
Creating Space 2016 Program - Friday April 15, 2016 (Afternoon)

13 :30	HOCHELAGA 5	HOCHELAGA 6	ST-CHARLES	MATAPÉDIA
	<u>PN-02</u> Promoting Critical Consciousness in Medical Education: a key mechanism for social accountability	<u>WS-02</u> Encouraging Self-Reflection in History of Medicine Researchers	<u>WS-04</u> Space is the Place: situating art in medicine	<u>WS-06</u> Drama Therapy & Developmental Transformations
14 :30	<u>SP-03</u> Exploring Student Leadership in Developing the Medicine and Humanities Curriculum	<u>SP-09</u> Interdisciplinarity for Social Justice: Reading Jamaica Kincaid's <i>Girl</i>	<u>SP-14</u> Cancer : démocratiser les résultats de recherche par l'art	<u>SP-19</u> Heart in Darkness: Revisiting the Pain of Others
15 :00	<u>SP-04</u> How to Understand?: The Radicalization and Diversification of Narrative Medicine	<u>SP-10</u> Imprinting Care: An Analysis on the Production of Patient Charts and the Standardization of Medicine	<u>SP-15</u> Memory, Aging & Expressive Arts: Fostering community and knowledge through shared art experiences	PECHAKUCHA EVENT <u>PECHA-01</u> Conversations Worth Starting: Utilizing Art as Connective Tissue in Health Perceptions <u>PECHA-02</u> Pourquoi enseigner le narratif aux futurs professionnels de la santé? <u>PECHA-03</u> Humanity Emergency: Poetry of a Medical Student
15 :30	Pause café			
	<u>Locate the room /Repérer la salle</u>			
16 :00	HOCHELAGA 5	HOCHELAGA 6	ST-CHARLES	MATAPÉDIA
	<u>SP-05</u> Unmasking the Hidden Curriculum: Restoring Health to Undergraduate Education through 1st-Year Narrative Medicine Approaches	<u>SP-36</u> I Eat; Therefore I Am: Constructing identities Through Food	<u>SP-16</u> The Art Hive Science Shop: Creating third spaces for informal knowledge creation and exchange	<u>PF-06</u> Silencing Struggle": Exploring Medical Student Experiences Through Verbatim Theatre
16 :30	<u>SP-06</u> Lessons from the Field: An analysis of physicians' and medical learners' reflective narratives	<u>SP-11</u> Comment travailler ensemble? Travail collectif, partage des tâches et justifications dans un cours de santé communautaire à la faculté de pharmacie	<u>SP-37</u> The Art of Clinical decision Making	<u>WS-09</u> Comfort with Uncertainty: Medical Improvisation as an Education Intervention
17 :00	<u>SP-07</u> Taking Care of Ourselves and of Each Other: The Power of Mindfulness Practices, Caring Relationships and Community on Patient Well-Being .	<u>SP-12</u> Visual representations of atrocities: preparing students for work in an asylum clinic	<u>SP-17</u> Faculty Reflections on our Role in the Student-led Arts & Literary Journal "Murmurs: East Meets West": A Collaboration between Medical Students from the University of Ottawa and Jiao Tong School of Medicine.	
17 :30	HOCHELAGA 5			
	Discussion on the development of a Canadian Health Humanities Association. Inspired by the work of American and European associations, help us define our future path.			

Poetic Prescriptions Event - Friday April 15, 2016 (Evening Event)

Concordia University, EV Building, 1515 Ste-catherine Street W,

Room: Black Box Theatre, EV S3.845



Poetic Prescriptions Event - Friday April 15, 2016 (Evening Event)

As part of the Creating Space 6 Symposium in Montreal, you are invited to attend our Friday Night Art Event.

Concordia's University Fine Arts and Design Faculties are please to invite you at :

Poetic Prescriptions: Intersections of Art, Design and Healthcare is a one night exhibition that encourages conversation around the shifting role of the arts in the healthcare community. Can designers and artists influence and author the processes and outcomes of healthcare? Can art provide nuanced insights into patient experience? Where does emotionality fit in a discipline that hods pragmatism as paramount?

Date: Friday, April 15, 2016

Time: 7:30 PM-9:30 PM

Location: Concordia University, EV Building, 1515 Ste-catherine Street W,

Room: Black Box Theatre, EV S3.845

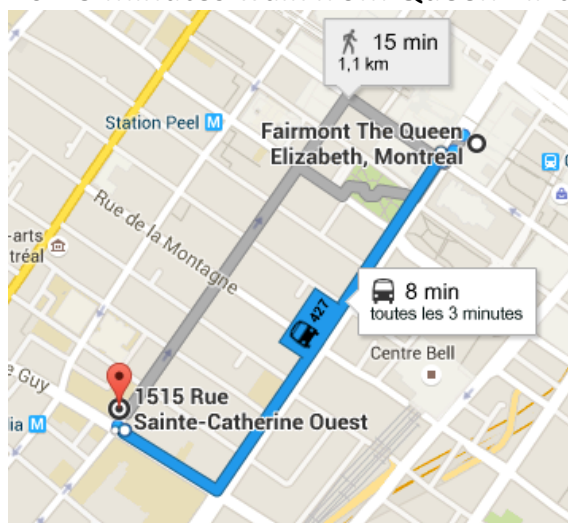
To register: <https://www.eventbrite.ca/e/billets-poetic-prescriptions-event-creating-space-6-symposium-art-event-24263734483?ref=estw>

Metro: Exit Guy Concordia Station

Bus from the Queen Elizabeth Hotel (corner Mansfield and René-Lévesque):

[427 W](#)

10-15 minutes walk from Queen Elizabeth Hotel.



Creating Space 2016 Program - Saturday April 16, 2016 (Morning)

Fairmount Queen Elizabeth Hotel / Fairmount Reine Elisabeth

7 :30	Poster Installation /Installation des affiches (HOCHELAGA 5)			
8 :30	HOCHELAGA 5 KEYNOTE-02 Quelle place pour les patients dans une vision humaniste de la santé?	HOCHELAGA 6 PN-04 Art as a tool for the promotion of reflexive practice in health care education	ST-CHARLES	MATAPÉDIA
9 :00	Vincent Dumez , codirecteur Direction Collaboration et Partenariat Patient (DCPP), faculté de médecine, Université de Montréal		SP-29 Lire les journaux pour comprendre ses patients : analyse sociologique des débats sur l'aide médicale à mourir au Québec et l'assistance au suicide en Suisse	SP-28 Cyberbullying Physicians and Impact on Empathy
9 :30	SP-34 Verbatim theatre in healthcare education: understanding patient partnership through the patient voice	SP-25 What Does it <i>Really</i> Mean to "Create Space" for Humanities in Undergraduate Medical School Admissions? Autoethnography as a Method for Generating Critical Reflection and Practical Recommendations	SP-30 Comment faire bouger les attitudes et les connaissances vis-à-vis du suicide chez les étudiants en pharmacie? Evaluation d'un cours de sensibilisation à la prévention du suicide à la Faculté de Pharmacie de l'Université de Montréal	WS-12 heART ART Workshop: Teaching Cardiac Anatomy through Studio Based Art
10 :00	HOCHELAGA 5			
	Pause Café First Poster Session / Première séance d'affichage			
10 :30	SP-21 Quels types de patients pour quelles situations d'enseignement?	PF-04 Le « mur de la rencontre »: l'art comme espace de transmission et de savoirs sur les soins de santé en milieu urbain destinés aux inuit.	SP-31 Naming Not Blaming: a Narrative of a Surgery Gone Wrong	SP-35 Maladjusted: An Interactive Play about Human Centered Care
11 :00	WS-07 Approches narratives et patients formateurs dans l'enseignement de l'éthique clinique en médecine : une formule gagnante?	PN-05 Encounters and non-encounters : navigating services for Inuits	WS-08 What kinds of knowledge can we gain from creating art?	PN-03 La spiritualité au cœur du soin : l'incompétence comme terreau fertile de croissance relationnelle
12 :00	HOCHELAGA 5			
	Lunchbox / Boîtes à lunch Second Poster Session / Deuxième séance d'affichage			

Creating Space 2016 Program - Saturday April 16, 2016 (Afternoon)

	HOCHELAGA 5	HOCHELAGA 6	ST-CHARLES	MATAPÉDIA
13 :30	<p><u>SP-27</u> Ways of being and knowing: narratives of arts, selves, creativity and advocacy among faculty teaching in medical schools</p>	<p><u>WS-05</u> Voicing the body</p>	<p><u>WS-10</u> Teaching medical Humanities: From Concept to Theory to Practice</p>	<p><u>PN-06</u> TIFF Reel Comfort: Community Partnership as Informal Education</p>
14 :00	<p><u>SP-23</u> Can the patient speak? Applying postcolonial theory to patient involvement in medical education</p>			
14 :30	<p><u>SP-24</u> Separating What from Who: Discursive Constructions of the Patient Role</p>	<p><u>SP-26</u> An Interdisciplinary Approach to Teaching and Addressing the Challenges of Aging and Dying in Healthcare Education</p>	<p><u>PF-01</u> Un séminaire pour apprendre à travailler ensemble, des artistes au service de l'interprofessionnalité</p>	<p><u>SP-33</u> Music Man: a Narrative of Accountability to Self, to Others and to Community</p>
15 :00	HOCHELAGA 5			
	Creating Space- Final Remarks / Mot de clôture			
16 :00	Fairmont the Queen Elizabeth, le Grand Salon and Marquette			
	CCME Opening Welcome Plenary - AFMC J. Wendell MacLeod Memorial Lecture			

Posters / Affiches

Summaries of all posters are posted below. / Le résumé de toutes les affiches se retrouvent ci-dessous.

Three posters sessions are planned during the symposium. Presenters are expected to be there at the following place, date and time.

Trois plages horaires ont été prévues pour la présentation des affiches. Les auteurs sont priés d'être présent aux dates et heures suivantes:

Saturday April 16 / Samedi 16 avril

07:30-08:30

10:00-10:30

12:00-13:30

Fairmount Queen Elizabeth / Convention Floor/ Hochelaga 5

Posters must not exceed: 87 inches (height) x 36 inches (width)

Les affiches ne doivent pas dépasser: 87 pouces de haut x 36 pouces de large

POS-01

Development and Evaluation of a Program to Introduce Medical Humanities to Teachers of Clinical Medicine

Bloom, L¹; Bloom, LF²; Archibald, D¹; Robertson, C³; Parson, R⁴; Arseneau, M⁵; Roy, J¹

¹ Department of Family Medicine, University of Ottawa;

2. Department of Innovation in Medical Education (DIME), University of Ottawa;

3. Department of Psychiatry, Faculty of Medicine, University of Ottawa

4. Office of Continuing Professional Development, University of Ottawa

5. Department of English, University of Ottawa;

Purpose

Within the Faculty of Medicine, University of Ottawa, as well as elsewhere, the medical humanities have been identified as a focus of curriculum enrichment. While an increasing number of University of Ottawa medical faculty have introduced humanities into their teaching, and a compilation of creative works has been developed, there are no specific faculty training workshops demonstrating how these works can be used. The overall goal of this four part workshop series was to inspire faculty to use medical humanities in their teaching.

Methods

A multiple methods approach was used to evaluate the impact of the four training modules. Informed consent to participate in the study was requested at the beginning of each workshop. Participants completed brief surveys about their experiences with the relevant facet of medical humanities immediately before and after each workshop, and again 3-6 months later. Semi-structured interviews were conducted to determine the impact of the workshop on the teaching practices of participants. This method allowed for the triangulation of aggregate data from the session evaluation surveys with the qualitative information from semi-structured interviews.

Results

Results from the four workshops will be presented. Findings include a positive response to a workshop on

Narrative Medicine, History of Medicine, Visual Thinking Strategies, and Use of Theatrical Methods in Medical Teaching as well as newly inspired teaching goals among workshop participants.

Conclusion

Workshop feedback shows a receptiveness to medical humanities among educators and a growing interest in incorporating humanities-based techniques into medical teaching.

Key Words: Medicine Humanities Teaching

POS-03

Capital City Knits: Highlighting Foundational Needs in Medicine

Tyler E. James, University of Ottawa Faculty of Medicine

Andrea C. Bakker, University of Ottawa Faculty of Medicine

Edward Lee

Ottawa is one of the coldest capital cities in the world. Unfortunately, this makes life very difficult for the underprivileged members of the Ottawa community that cannot afford to purchase warm winter clothing. Poor access to warm clothing is a socioeconomic barrier with profound impact on an individual's health. To help alleviate this inequity we have created *Capital City Knits*.

Capital City Knits is a registered charity that uses a network of volunteers to knit warm winter hats for underprivileged citizens of Ottawa. With help from community sponsors we provide our volunteers with yarn, needles, knitting lessons and online video tutorials. Once hats are completed they are distributed through the pre-existing distribution networks of local soup kitchens and shelters.

Most of our volunteers are medical students. Medical students are accustomed to working within a biomedical framework of disease, however with underprivileged populations foundational needs, such as access to warm clothing, food security and housing, can often be more influential in the individual's health and wellbeing. Through the time and effort put forth by these students the importance of foundational needs is highlighted and the student gains a deeper understanding of how to address such needs effectively within their community.

In our first year of operation we have raised nine-hundred dollars in donations and donated over fifty-five warm winter hats produced by a network of twelve active volunteers. In the coming months, we plan to expand the program to involve other community members.

Keywords: socioeconomic barrier, knitting, underprivileged populations

POS-06

Empathy Change during Physician Assistant (PA) Education

Ellen D. Mandel DMH, MPA, MS, PA-C, Clinical Professor, Pace University, Department of Physician Assistant Studies, NY, NY.

William Schweinle PhD, Associate Professor, University of South Dakota, Health Sciences and Basic Biomedicine Biostatistician.

Purpose: This research investigated empathy trends among PA students through their education including gender differences and specialty job interest. This research partially replicates similar studies of medical and other health professionals' students.

Methods: The Jefferson Scale on Physician Empathy was administered to PA students three times in this 33 month program. Data were analyzed using both parametric (ANOVA) non-parametric (binomial) methods.

Results: A total of 239 survey responses (200 females and 39 males from the graduating classes of 2009 thru 2013 at a northeastern university) were analyzed. Sixty-four percent had lower JPSE empathy scores at the end of their didactic training than the median score at the time of matriculation ($p = .007$ while the difference between empathy scores from years two and three was not significant ($p = .25$). Women were significantly more empathetic (Mean = 5.00) at the time of matriculation than men (Mean = 4.71, $p = .007$) while both genders appeared to lose empathy in a parallel fashion during didactic training ($p = .80$). Fifty-one percent of the responses included an interest in non-technical specialties, 23% were interested in technical specialties, and 26% were undecided, did not respond, or indicated that they had interest in both technical and non-technical specialties.

Discussion: There is a decline in empathy among both genders, similar to medical and other healthcare providers' educations. No association was found between empathy scores and students' expressed specialty interest. These findings support the need for further dialogue and inclusion in humanistic training in PA education.

Key Words: Empathy, Physician Assistant (PA), Education

Citations:

Diseker R, Michielutte R. An Analysis in Medical Students before and Following Clinical Experience. *Journal of Medical Education*. 1981;56:1004-1010.

Misch DA. Evaluating Physicians' Professionalism and Humanism: the Case for Humanism "Connoisseurs." *Academic Medicine*. 2002;77(6):489-495.

Hojat M, Mangione S, Nasca TJ, et al. An Empirical Study of Decline in Empathy in Medical School. *Medical Education*. 2004;38:934-941.

POS-07

Discovering we are one: collaborative art project in community building

AiLi Wang, Melissa Maltez, Nikhat Nawar, Tetyana Maniuk, University of Ottawa, Faculty of Medicine

At the Ottawa Faculty of Medicine, the Arts in Medicine Interest Group is continuing its exploration of using collaborative sculptures as a catalyst to foster health and community building. After having success with the Tree of Life, the Earth is selected to represent the interdependence and diversity present in the healthcare community, which consists of students, healthcare workers, researchers, educators, administrators and related professionals. Through various social media outlets, participants from healthcare fields are encouraged to submit creative images with the guiding theme of discovery, which will then be attached to a 3-dimensional globe. Throughout this collaborative process, the participants will be sensitized to available art programs such as the Art Show, as well as the availability of creative output through art. By combining the experiences and ideas of different groups of students, staff and professionals, participants are invited to perceive their individuality in the context of their professional communities. As they create this collective identity, they are also invited to situate the care they provide in a local, national and global context. Thus, the public sculpture will become a powerful symbol of connection and set the stage for partnership and multidisciplinary work in the future.

Key words: Arts in Medicine, collaborative sculpture, community building

POS-08

The Evolution of Murmurs: the Magazine of Art and Healing

Andrea Zumrova, Agata Dzwonek, Elizabeth Morrison, AiLi Wang, Marlon Danilewitz, Jonathan Blankenstein, Dr. Pippa Hall, Lynn Bloom, all of the above affiliated with the University of Ottawa
Yizhi Zhang, Daozhen Wang, and Suping Wang, affiliated with Jiao Tong University of Shanghai

BACKGROUND: Murmurs: the Magazine of Art and Healing is entering its third year as an outlet for reflective writing and creative expression for medical students. While the previous editions were open to Canadian medical students, the current initiative is taking Murmurs Magazine to an international level. The new partnership with the Jiao Tong Medical University in Shanghai has sparked creativity on both continents. Murmurs is a project that has spanned many years and this presentation aims to celebrate the past and the future of literary expression amongst medical students. This includes the history and development of Murmurs, the challenges and successes of the international issue the vision for the future of Murmurs.

METHODS: Collaboration is the key to building a national and international magazine. Strong ties to other Canadian schools and to the Jiao Tong medical school allows the Murmurs vision to spread and encourages students to participate in literary expression. A trilingual editorial team ensures that the final product is accessible to students in all three languages.

RESULTS: The output of several years of work have culminated in two Canadian bilingual editions and one international trilingual edition.

CONCLUSIONS: Medical humanities is a rapidly growing interdisciplinary field. Murmurs Magazine has taken on a unique role within this field, providing an opportunity for medical students within Canada and now internationally to participate in this arena. It is the hope that the creative works will contribute to the discipline at large and that the experience of creative expression will impact the next generation of physicians.

POS-09

Professionalism and Social Accountability

David Ponka, MCCM, CCFP(EM), FCFP, MSc, University of Ottawa

Jess Ngan, MD, University of Ottawa

Doug Archibald, PhD, University of Ottawa

Brendan Wong, MD(c), University of Ottawa

Sharon Johnston, MD, LLD, University of Ottawa

The links between professionalism and social accountability continue to evolve. More precisely, our understanding of these links continue to evolve: social accountability is historically at the root of medical professionalism, but it is only more recently that organizations such as the Association of Faculties of Medicine of Canada (AFMC) are calling for a re-examination of this important link.

The Department of Family Medicine at the University of Ottawa has recently focused on professionalism for its faculty development program. But it is less clear to what extent this includes social accountability as a sub-domain of professionalism, and to what extent faculty and different cohorts of trainees agree on the importance of this sub-domain.

We conducted a mixed-methods, sequential, explanatory design study to explore this relationship in our Department, using a pre-validated instrument (Blackall et al.) that explores an individual's emphasis on different aspect of medical professionalism. Our results were revealing for several trends:

- Faculty who took the uOttawa "Essential Teaching Skills 3 – Professionalism" course had an overall greater appreciation for **all facets of professionalism** compared to faculty who did not take the course;
- International Medical Graduates (IMGs) appear to have a lesser appreciation for **'altruism'** compared to non-IMGs;
- Residents enrolled in our global health stream or having served in underserved communities had a greater appreciation for **'honour and integrity'** than those who were not.

We are now in the process of conducting qualitative interviews with both residents and faculty to further elucidate these results and to explore the notion of social accountability more precisely. These will be analyzed in time of the presentation.

It is important to understand cohort differences in the emphasis on social accountability if we are to design targeted programs to promote this important component of professionalism.

POS-10

L'art-thérapie, de l'air pour le médecin face à l'épuisement professionnel

France Gilbert

L'épuisement professionnel des médecins, dont la prévalence est bien connue et préoccupante, variant autour de 40 à 50%, est en bonne partie reliée à des difficultés émotionnelles et relationnelles dans le cadre de leurs rapports avec leurs patients. Ignorées, ces difficultés engendrent un cercle vicieux qui aggrave la problématique. Par contre, il a aussi été démontré que la relation patient/médecin pouvait également constituer une grande source de satisfaction personnelle et une protection contre l'épuisement professionnel. Il est également connu que les personnes perfectionnistes, comme c'est l'apanage des médecins, répondent moins bien aux psychothérapies traditionnelles. L'art-thérapie, en offrant un accès privilégié au cerveau droit, émotionnel, non verbal à prime abord, peut faciliter, chez le médecin, une prise de contact avec son monde intérieur, une prise de conscience et une régulation des affects lui permettant d'améliorer les paramètres reliés à l'épuisement professionnel.

UPDATES AND REMINDERS

Hotel and dates reminder

[Fairmont the Queen Elizabeth](#) and the [Hôtel Bonaventure Montréal](#)
April 15-16 2016 | Montréal, Québec

Travelling from or to the Pierre-Elliot Trudeau Airport

By taxi: <http://www.admtl.com/en/access/taxis-limousines>

Ground transportation: <http://www.admtl.com/en/access/transport>

Montreal in April

You may feel that I am probably too chauvinistic and pretentious but I believe that Montreal is one of the greatest city in Canada, even in the world.

Make sur to take time to discover its culture and charms.

<http://www.tourisme-montreal.org/>

<http://museesmontreal.org/fr>

Symposium Registration Mandatory for all

Dont forget that registration is mandatory for all attendees even speakers and panelists.

Symposium funding relies solely on registration.

Creating Space 2016 Symposium [Website](#)

Message to speakers

To host your presentations, lap tops, screens, projectors and microphones will be available in each room.

Presenters will be in charge of installing their own Power Point Presentation before each bloc of conferences.

Volunteers will be available on site to assist.

Poster Sessions

Two posters sessions are to be held on Saturday April 16th.

The first one from 10h00-10h30 and the last one from 12h00-13h30.

Posters must fit on a 87 inches high by 36 inches wide board.

Poster boards will be available starting 7h30 AM on Saturday April 16th.