2012 Webinar Series

Designing Curricula Connecting Visual Art and Health: Interdisciplinary Courses in Higher Education

The Society is grateful to the National Endowment of the Arts for its support of this webinar series, which strives to provide affordable resources to individuals and organizations wishing to establish or advance arts and health programming.
Designing Curricula Connecting Visual Art and Health: Interdisciplinary Courses in Higher Education

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Society for the Arts in Healthcare Webinar
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Agenda

• Introduction
• A Place to Begin
• Building curriculum
• Product and Process
• Evaluation and Assessment
• Q & A
• Closing remarks
Introduction

• My background
• Learning Objectives
  ➢ Explore the benefits of teaching the intersection of visual art and health
  ➢ Begin to assemble tools for building a course
  ➢ Identify potential challenges and resources
Why Visual Art and Health?

• Wide range of potential disciplines
• Common skill sets needed by artists and healthcare professionals
  – Creative thinking
  – Critical thinking
  – Hand/eye coordination
  – Seeing beneath the surface: visual acuity and perception
• Head, hands, heart
• Potential for collaboration
• The healing environment
A Place to Begin

• Establishing the context
  – Art school, medical school, liberal arts university?
  – A disciplinary home

• Identifying the stakeholders
  – Creating allies
  – It takes a village: administration, faculty, staff, students, community

• Understanding the process
  – Time frame for new courses
  – Proposal process for new courses
  – Curriculum committees
Building Curriculum

• Decide on your goals for the course
• Create learning objectives
  – What are the outcomes you hope students will have at the end of the course?
  – Consider both art and health
    • Are there studio-based skills you are focused on?
    • What do you want students to learn about health?
How to create goals and objectives:

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Sample goals and objectives

• Goals:
  – Art students and medical students will learn ways in which their perspectives can intersect in order
  – Students will understand the impact of visual art in healthcare environments

• Objectives:
  – A collaborative mural at the Community Health Clinic will be created by students and children in the Fitness Class
  – Students will visit the campus art museum and increase their visual observation skills
Ideas for curriculum components:

1. Art in the healthcare environment
2. Service Learning
3. Contemporary Artists
4. Artmaking
5. Visual Thinking Strategies
6. Healing Art and Art Therapy
Ideas for curriculum components:

1. Art in the healthcare environment

Understand the impact of art in creating a healing environment

- Guest speakers: hospital art curator; artist, child life specialist, hospital administrator
- Site visit (tour or observation)
- Hospital websites (comparisons)
- Use SAH!
Examples of art in healthcare environments
The CT Scanner for Advocate Hope Children’s Hospital in Oak Lawn, Illinois by Jeff Koons
Healing Garden at Florida Hospital Celebration Health Celebration, FL
Dell Children’s Medical Center of Central Texas
Ideas for curriculum components:

2. Service Learning

*Understand community healthcare while addressing a community need*

• Project that allows students in the course to collaborate with community members (staff or patients) or project done just by students?
• Project that contributes an art deliverable?
• Fundraising project?
Ideas for curriculum components:

2. Service Learning (continued)

Best practices:

- Project should be based on a community-identified need
- Consider funding issues
- Help may be available from your university’s center for service learning or community service
- Use an asset-based approach
- Issues of process vs. product may arise
- Reciprocity/mutual benefits
- Acknowledgement/celebration
Examples of Service Learning Projects
Quilts for Project Linus

Mindy Nierenberg
Pairs of art and medical students create art for community health clinic
Tufts University and School of Museum of Fine Arts
Mindy Nierenberg
Prayer Bundles
Mindy Nierenberg
*Lens on Health* (created by Tufts University Medical School student Alan Hsu): Medical students paired with youth to utilize photography to explore determinants of health
What I Want To Do To Make A Difference In This World

When I grow up I want to be a doctor to help people at all times and to stop people from getting sick. That’s why my aunt had died, but it was not fair. The grown-ups had to pull the plug on her.

My name is Amenia Gilstrap and I am eight years old and this is a good thing to do for my community.
Healing Ceilings
Mindy Nierenberg
Ideas for curriculum development:
3. Contemporary Artists

View the work of contemporary artists whose works focus on health issues

• Show slides of work
• Visit galleries or museums
• Ask students to explore artist websites
• Assign students response papers
Examples of contemporary artists
Mindy Nierenberg
Resource example:

**Rutgers University: Paul Robeson Gallery**

What Can’t Be Cured Must Be Endured: Medicine and Healing through the Eyes of Contemporary Artists

Opening reception September 13, 2012, 5-7pm

Ideas for curriculum development:

4. Artmaking

Create art that has a connection to health-related skills or issues

• Identify skills that can be strengthened through artmaking

• Consider comfort level with artmaking: create a safe environment

• Create frameworks that allow success
Examples of artmaking projects
Fibers: Stitching and Staples
Mary Ruth Smith, Faculty, Baylor University
Self Portraits (Leah Force, Faculty, Baylor University)
Ideas for curriculum components:

5. Visual Thinking Strategies

*Using art to strengthen the observation skills of medical students*

- Utilize documented strategies from Harvard and Yale medical schools
- Visits to campus museums
- Involve art history faculty
- Physicians i.e. radiology, diagnosis
Ideas for curriculum components:

6. Healing Art and Art Therapy

Art as a means towards achieving wellness

• Consider physical and mental health issues
• Clarify the field of art therapy (consider an art therapist as a guest speaker)
• Explore artist in residence programs
• Utilize SAH as a resource!
  – Example of SAH website as an assignment
Product and (or versus) Process

• Who are your students?
• For public viewing or in-class?
• Community-based art and public art best practices
• Goals and objectives
• Giving feedback
• Clarity to students
Evaluation and assessment

- Design survey instruments based on learning outcomes
- Remember to do both pre and post surveys
- Help from Institutional Research department
- Use results to improve course for future
- Include qualitative and quantitative
Sample course evaluation questions and results:

Pre and post tests given to 21 students in the Baylor University course “Visual Art and Healthcare”

- Are you familiar with the parallels in decision-making and process in art and medicine?

**Pre-test understanding:** Very familiar = 0; Somewhat familiar = 4
Total above “neutral” = 4

**Post-test understanding:** Very familiar = 14; Somewhat familiar = 5
Total above “neutral” = 19
Sample course evaluation questions and results:

Pre and post tests given to 21 students in the Baylor University course “Visual Art and Healthcare”

- How would you rate your current observational skills?

  **Pre-test:** Excellent= 0; Very Good= 10:
  Total above average: 10

  **Post-test:** Excellent= 3; Very Good= 17:
  Total above average: 20
Sample course evaluation questions and results:
Pre and post tests given to 21 students in the Baylor University course “Visual Art and Healthcare”

• How familiar are you with the practice of using art to train healthcare professionals?

Pre-test: Very familiar= 0; Somewhat familiar= 3:
Total above neutral: 3

Post-test: Very familiar= 6; Somewhat familiar= 12:
Total above average: 18
Excerpts from qualitative evaluations: Baylor course “Visual Arts and Healthcare”

1. “When considering the entirety of this class...I must admit that I was initially apprehensive of how beneficial this class would be. I struggled to see how art could have a noticeable impact on patient health and well-being. However, as this class concludes, I can assert that this has been one of the most useful classes I’ve taken at Baylor.”

2. “The first night of class I was extremely intimidated by this course...I am so glad I stayed because I had no idea of the great treasures that were in store for me throughout this semester.”

3. [This] course did wonders both for my perspective on medicine and my visual abilities as a student...It has proven to be revolutionary to my experience as a Baylor medical humanities major.”
Excerpts from evaluations of visual arts and healthcare course students: 
Tufts University School of Medicine and School of the Museum of Fine Arts, Boston

1. Medical student: “I took this course because of my interest in photography as an undergraduate. I had no idea that there would be so many connections between the ways that artists and medical students go about solving problems. I feel that ‘exercising’ my creativity has been enormously beneficial to my critical thinking in other courses.”

2. Medical student: “Through this course, I was able to truly connect with members of the Chinatown community. Even though our medical school is in this neighborhood, I had never before learned about the health issues being faced here. Learning about Asian art and then making art with patients allowed us to make connections that otherwise would not have been possible.”

3. Art student: “I would never have guessed that my partner—a medical student—would contribute creative ideas to our work that were as good or better than mine! We were coming at our work from different places but ended up bringing the best of ourselves to the project. I had never though about combining science and art, and feel like a learned so much about new perspectives on healing.”

4. Art student: “Before this class, I never felt as though my passion for art could be applied as being beneficial to anyone else. Seeing the many ways that artists can create work that makes statements about healthcare and also seeing how the creation of art can bring healing to people has made me rethink the direction I want to take my art in the future.”
A Few Resources (SAH has many more!)

• “Teaching Compassion Through Art”


• WEBSITES:
  The Art of Pain
  http://www.painexhibit.com/

  The Awaking Project
  http://www.awakeningsproject.org/galleries.shtml

  Combat Paper Project
  http://www.combatpaper.org/

  Snow City Arts
  http://www.snowcityarts.com/

  The Creative Center
  http://www.thecreativecenterarts.org/

• MEDIA:
  Laura Splan: http://www.kqed.org/arts/programs/spark/profile.jsp?essid=4580
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