

The Human Dimensions of Medicine

November 16, 2018



Weill Cornell
Medicine-Qatar

Overview

This activity will consist of three workshops and will seek to demonstrate how humanities can improve patient outcomes and professional healthcare workplace conditions.

Weill Cornell Medicine-Qatar

Weill Cornell Medicine – Qatar (WCM-Q) is at the forefront of medical education, clinical care, and biomedical research in the Middle East.

Established in 2001 as a partnership between Cornell University in the US, and Qatar Foundation for Education, Science and Community Development, WCM-Q is part of Cornell University and was the first US university to offer its MD degree overseas. From their very first year, medical students gain clinical experience with the country's finest healthcare providers, and go on to residencies in some of the best teaching hospitals in the world.

WCM-Q's Division of Continuing Professional Development is accredited to provide continuing medical education for physicians and in doing so disseminates information about clinical best practice, augmenting local healthcare delivery.

In line with our commitment to focus on diseases prevalent in Qatar, WCM-Q established a world-class biomedical research program, the first of its kind in the Middle East that will help inform more efficient healthcare delivery by ushering in the era of precision medicine. The research program also provides robust training programs, helping to build local research capacity and contributing to Qatar's knowledge economy.

WCM-Q's affiliation with Cornell University and Weill Cornell Medicine in New York, as well as Hamad Medical Corporation and the Ministry of Public Health, has created powerful partnerships that are dedicated to delivering excellence in education, patient care and biomedical research. Website: <http://qatar-weill.cornell.edu>

Identified Practice Gaps / Needs

A growing evidence base suggests that humanistic knowledge can contribute to positive patient outcomes in providing patient education stories, contributing to reflective capacity, and improving communications. The arts are also used in recognized therapies by certified practitioners. Studying narratives by physicians aids in educating medical students, and narrative writing by healthcare workers can aid in resolving stress and conflict. These new trends in the medical field are not widely known or practiced in Qatar, but discussed in the peer reviewed medical literature in the field of "Medical Humanities."

Target Audience

This activity is designed for Physicians, Nurses, Dentists, Pharmacists, Allied Health Professionals, Students, Researchers, and Educators.

Overall Learning Objectives

At the end of this activity, participants will be able to:

- Describe the scope and goals of the fields of Narrative Medicine.
- Evaluate the evidence base for improved patient outcomes using narrative medicine and interventions for: better patient education, improved doctor-patient relations, culturally sensitive healthcare, improved diagnostic accuracy, and improved follow up / home care.
- Assess the value of using narrative medicine in your practice and patient education programs.
- Evaluate a resource pack of materials for implementing narrative medicine in your clinic and for private study.
- Discuss the basic principles and the theoretical components (evidence-based research on effectiveness) of visual arts in medicine and Art Therapy.
- Describe how Art Therapy can be an effective treatment intervention to help clients deal with trauma and chronic illness.
- Explain the Art Therapy process for people experiencing chronic illness; including how the use of art materials, metaphor, and play can provide an inner resource for positively confronting an ongoing illness and ultimate psychological relief.
- Discuss culturally specific knowledge to better holistically support the Qatari patient and compare it to current treatment research across Arab nations.
- Explain framework for making appropriate referrals to Art Therapy.
- Describe the importance of approaching treatment from a perspective that encompasses both mind and body.
- Analyse and write stories about physicians.
- Write about their own experiences to explore professional and personal issues.

Disclosure of Relationships/Content Validity

It is the policy of Weill Cornell Medicine-Qatar to adhere to Qatar Council for Healthcare Practitioners (QCHP) and Accreditation Council for Continuing Medical Education (ACCME) Criteria, Policies, and Standards for Commercial Support and content validation in order to ensure fair balance, independence, objectivity, and scientific rigor in all its sponsored programs. All faculty participating in sponsored programs are expected to disclose relevant financial relationships pertaining to their contribution to the activity, and any discussions of off-label or investigational uses of approved commercial products or devices, or of any products or devices not yet approved in the United States and elsewhere. WCM-Q CME/CPD activities are intended to be evidence-based and free of commercial bias.

Course Directors & Faculty:

Alan S. Weber, PhD, Mohamud A. Verjee, MD, MBA, CCFP, FCF, Frank Arthur, PhD, Sara Roach, MS, Sara Powell, MA Art Therapy, Natalia Gomez Carlier, MA Art Therapy – *Have no relevant financial relationships to disclosure and WILL NOT BE DISCUSSING any unlabeled/unapproved use of drugs or products.*

Scientific Planning Committee:

Alan S. Weber, PhD, Mohamud A. Verjee, MD, MBA, CCFP, FCF, Sara Powell, MA Art Therapy, Natalia Gomez Carlier, MA Art Therapy, Ashok Bhagat – *Have no relevant financial relationships to disclosure.*

Jamie Gray has disclosed the following: Stock Shareholder – Biogen Idec; Bioveratic; UnitedHealthGroup; Allergen PLC

ICR: Alan S. Weber, PhD, has no relevant financial relationship to disclose.

CPD Coordinator:

Safia Rabia has disclosed the following: Spouse, employee of Al Wehda Medical group

ICR: Thurayya Arayssi, MD, has no relevant financial relationship to disclose.

Evaluation

All participants are required to complete the evaluation form in order to qualify for a certificate. The evaluation allows us to assess the degree to which the activity met its objectives. It will also guide the planning of future activities and inform decisions about improving the educational program.

Accreditation

QCHP Accreditation Statement:

Weill Cornell Medicine-Qatar is accredited as a provider of Continuing Medical Education (CME) and Continuing Professional Development (CPD) by the Qatar Council for Healthcare Practitioners (QCHP) of the Ministry of Public Health.

QCHP Credit Designation Statement:

This activity is an Accredited Group Learning Activity (Category 1) as defined by the Qatar Council for Healthcare Practitioners-Accreditation Department and is approved for a maximum of 6 hours.

ACCME Accreditation Statement:

The Weill Cornell Medicine-Qatar is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

ACCME Credit Designation Statement:

The Weill Cornell Medicine-Qatar designates this live activity for a maximum of 6 *AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.



Morning workshop: Narratives in Medicine			
Time	Topic	Session Learning Objectives	Speaker
8:00 am – 9:00 am	Registration		
9:00 am – 9:15 am	Introductory Lecture: What are the Medical Humanities and Narrative Medicine? CPD Video	At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Explain the scope and evidence base for Narrative Medicine. 	Dr. Alan Weber and Dr. Mohamud Verjee
9:15 am – 9:45 am	Silent Reading: One poem on practitioners in the workplace. This activity includes small group discussion.	At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Discuss their medical workplace in relation to a narrative poem. 	Dr. Alan Weber and Dr. Mohamud Verjee
9:45 am – 10:00 am	Group reports on discussion and general discussion.	At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Evaluate a narrative medicine sample and discuss its potential use in medical education (identity formation) and professional reflective practice. 	Dr. Alan Weber and Dr. Mohamud Verjee
10:00 am – 10:10 am	Introductory Lecture: Stories in patient support and education. Online video stories. Narrative Ethics.	At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Describe the value of patient stories in patient education and in understanding social and cultural determinants of health. 	Dr. Alan Weber and Dr. Mohamud Verjee
10:10 am – 10:30 am	Pass out illness graphic novels and Qatar Cancer Society cancer survivor stories for review. This session includes small group analysis and discussion of a brief narrative medicine story from QCS Booklet.	At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Assess a local patient story for clinical use in patient education. 	Dr. Alan Weber and Dr. Mohamud Verjee
10:30 am – 11:00 am	Reflective writing exercise: Could narrative medicine be useful in your practice? Why or why not? Wrap up, group reflection and discussion of resource packet.	At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Demonstrate how narratives can be incorporated into professional healthcare practice in Qatar. • Identify resources for further informal and self-directed learning. 	Dr. Alan Weber and Dr. Mohamud Verjee

Concurrent Afternoon Workshops

Workshop 1: Art Therapy and Visual Arts in Medicine		Workshop 2: Physicians Life Writing	
Time	Topic, Speaker and Session Learning Objectives	Time	Topic, Speaker and Session Learning Objectives
12:00 pm – 1:00 pm	Registration	12:00 pm – 1:00 pm	Registration
1:00 pm – 1:10 pm	Introduction /Accreditation <i>Ms. Sara Powell, Ms. Natalia Gomez Carlier and Ms. Sarah Roach</i> CPD Video	1:00 pm – 1:10 pm	Accreditation CPD Video
1:10 pm –1:25 pm	What is Art Therapy? <i>Ms. Sarah Roach</i> At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Demonstrate understanding of the origins of art therapy. • Describe the theoretical underpinnings of art therapy. • Identify the evidence base for art therapy. 	1:10 pm –1:20 pm	Workshop Overview <i>Dr. Arthur Frank, Dr. Alan Weber, and Dr. Mohamud Verjee</i> At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Discuss confidentiality issues involving sensitive topics and writing constructive feedback to peer writing.
1:25 pm – 1:40 pm	Icebreaker <i>Ms. Sara Powell, Ms. Natalia G. Carlier and Ms. Sarah Roach</i> At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Practice an art therapy experiential activity directed at creating rapport. • Identify the objectives and expectations of the workshop. 	1:20 pm – 2:00 pm	Introduction to writing techniques, common narrative frames for life writing, audience, language, style, and metaphor. <i>Dr. Arthur Frank, Dr. Alan Weber, and Dr. Mohamud Verjee</i> At the end of this session, participants will be able to: <ul style="list-style-type: none"> • Identify basic writing techniques and common structures for framing life-writing.

<p>1:40 pm – 2:10 pm</p>	<p>Introduction to Medical Art Therapy <i>Ms. Sara Powell</i></p> <p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of medical art therapy. • Recognize why art therapy is suitable for a variety of medical population(s). • Identify the importance of a mind-body connection. 	<p>2:00 pm – 2:30 pm</p>	<p>Writing exercise: Career Timeline. <i>Dr. Arthur Frank, Dr. Alan Weber, and Dr. Mohamud Verjee</i></p> <p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Write brief narratives that explore career development in medicine.
<p>2:10 pm – 2:40 pm</p>	<p>Experiential: Emotions on the Body <i>Ms. Sara Powell, Ms. Natalia G. Carlier and Ms. Sarah Roach</i></p> <p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Practice an art therapy directive to encourage emotional expression through art. • Practice shifting focus from art product to art process during activity. 	<p>2:30 pm – 3:00 pm</p>	<p>Critique of writing exercise <i>Dr. Arthur Frank, Dr. Alan Weber, and Dr. Mohamud Verjee</i></p> <p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Compose critical and constructive responses to peer writing by medical professionals.
<p>2:40 pm – 3:10 pm</p>	<p>Neuroscience, Trauma, and Art Therapy <i>Ms. Natalia Gomez Carlier</i></p> <p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a basic understanding of the clinical applications of neuroscience in art therapy. • Recognize the impact of trauma and how art therapy can address it. 		
<p>3:10 pm – 3:30 pm</p>	<p>Coffee Break</p>	<p>3:00 pm – 3:20 pm</p>	<p>Coffee Break</p>
<p>3:30 pm – 4:00 pm</p>	<p>Experiential: Activity Based on the CREATE Model <i>Ms. Sara Powell, Ms. Natalia G. Carlier and Ms. Sarah Roach</i></p> <p>At the end of this session, participants will be able to:</p>	<p>3:20 pm – 5:00 pm</p>	<p>Writing exercise: physician's stories. Story readings and responses. Self-critiques <i>Dr. Arthur Frank, Dr. Alan Weber, and Dr. Mohamud Verjee</i></p>

	<ul style="list-style-type: none"> Practice an art therapy activity to aid in the understanding of neuroscience and art therapy. 		<p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Practice writing skills for and about medical professionals. Compose critical and constructive responses to peer writing by medical professionals. Analyze their own writing.
4:00 pm – 4:30 pm	<p>Cultural Considerations: GCC & Qatar <i>Ms. Sara Powell, Ms. Natalia G. Carlier and Ms. Sarah Roach</i></p> <p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Describe the emotional challenges of rare genetic disease and the benefits of art therapy as an intervention, from a cross-cultural context (Gulf & Qatar). Identify red flags for psychological support. 	5:00 pm – 5:30 pm	<p>Group discussion: issues raised by the exercises, how to move forward with further skill building. <i>Dr. Arthur Frank, Dr. Alan Weber, and Dr. Mohamud Verjee</i></p> <p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Evaluate the role of life writing in their professional practice and personal lives.
4:30 pm – 5:30 pm	<p>Experiential: Reflective self-care & Questions and Answers <i>Ms. Sara Powell, Ms. Natalia G. Carlier and Ms. Sarah Roach</i></p> <p>At the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Describe how vicarious trauma can affect mental illness. Practice art making to aid in understanding cultural considerations in the region. Compose questions to deepen understanding according to his or her needs. 		

Speakers (in alphabetical order)



Arthur Frank, PhD
Professor emeritus of Sociology
University of Calgary
Professor II
VID Specialized University – Oslo, Norway

Dr. Arthur Frank is professor emeritus of sociology at the University of Calgary, where he taught from 1975 until 2013. He currently is professor at VID Specialized University, Oslo, Norway. He lives in Calgary.

Trained as a medical sociologist (Ph.D., Yale, 1975), he is the author of a memoir of critical illness, *At the Will of the Body* (1991; new edition 2002); a study of first-person illness narratives, *The Wounded Storyteller* (1995; expanded edition, 2013); a book on care as dialogue, *The Renewal of Generosity: Illness, Medicine and How to Live* (2004); and most recently, a book on how stories affect our lives, *Letting Stories Breathe: A Socio-narratology* (2010).

Dr. Frank has been visiting professor at the University of Sydney, Ritsumeikan University in Kyoto, Keio University in Tokyo, and the University of Toronto, and a visiting fellow in bioethics at the University of Otago, New Zealand. For many years he was book review editor of the journal *health: an interdisciplinary journal* and among other editorial board appointments, he is a contributing editor to *Literature and Medicine*.

Dr. Frank has been elected a Fellow of The Hastings Center and the Royal Society of Canada. He was the 2008 recipient of the AbbyannLynch Medal for Bioethics, awarded by the Royal Society of Canada, and the 2016 recipient of a Lifetime Achievement Award from the Canadian Bioethics Society.



Natalia Gomez Carlier, MA Art Therapy
Art Psychologist
ATIC Psychological & Counselling Center

Ms. Natalia Gomez Carlier has a degree in Psychology from Universidad de Los Andes, a Masters in Art Therapy from the School of the Art Institute of Chicago and is a Registered Board-Certified Art Therapist with the American Association of Art Therapy. She has practiced as a psychotherapist for more than 15 years in Bogota, Chicago, New York, Muscat and now Dubai.

Ms. Gomez Carlier speaks English and Spanish fluently. She is trained in psychodynamics and is able to use and adapt different techniques and modalities according to the needs of each individual. Incorporating techniques from CBT, Gestalt, Brief Therapy, Jungian Therapy, Transpersonal, Mindfulness, and other modalities; therapy is oriented by the uniqueness of each individual.



Sara Powell, MA Art Therapy
Art Psychologist
ATIC Psychological & Counselling Center

Ms. Sara Powell is from the UK and is the founder of ATIC. She has an MA specializing in Art Psychotherapy from LASALLE University Singapore. She is a registered member of the professional association for Creative Arts therapists in Australia, New Zealand and Asia (ANZACATA). Ms. Powell has over 8 years clinical experience and has provided art therapy to children, adolescents, adults, families, and has facilitated a variety of groups. She has worked on numerous projects in collaboration with Government agencies, consulting on addiction, child-protection, vulnerable populations, eating disorders, chronic illness and palliative care. Ms. Powell specializes in women issues, child and adolescent related disorders and has worked extensively with those with special needs. Her research interest is in neurodevelopmental disorders and Attention Deficit Hyperactivity Disorder (ADHD). She follows an eclectic therapeutic approach, and is a published author presenting many conference papers, her latest publication is centered around the benefits of Art Psychotherapy in support of the family with a child diagnosed with ADHD.



Sarah Roach, MS Art Therapy
Teaching Specialist - Psychology
Weill Cornell Medicine-Qatar

Ms. Sarah Roach obtained a BS in Education and a BFA from Northwest Missouri State University. She then earned a MS in Art Therapy from Emporia State University in 2001. Following graduate study, Ms. Roach worked with children and families as a Case Manager and Case Management Supervisor for the Mental Health Center of East Central Kansas. She taught as an adjunct faculty member for Washburn University and Emporia State University. After moving to Qatar, she taught secondary art and served as the Head of the Art Department at the Gulf English School in Qatar for two years. Ms. Roach is currently in her fourth year as the Teaching Specialist for Psychology at Weill Cornell Medicine-Qatar.



Mohamud A. Verjee, MD, MBA, CCFP, FCF
Associate Professor of Family Medicine
Assistant Dean of Medical students Affairs
Weill Cornell Medicine-Qatar

Qualifying at the University of Dundee, Scotland with a Bachelor of Science in Biochemistry in 1973 before completing his medical degree in 1978, Dr. Verjee has remained single-minded about family medicine. He continued his postgraduate training in Oxford when teaching and academic medicine developed as an interest. Entering general practice as a primary care physician in Abingdon, Oxfordshire, England, he established a new clinic which became a formal Oxford University teaching site for medical students. In 1994, he first moved to Newfoundland and Labrador to experience rural practice before relocating to Calgary, Alberta, Canada in 1996. He was subsequently appointed the Clerkship Director for Family Medicine in 2003 at the University of Calgary, later also appointed in the role of one of the Chief Examiners in Alberta for the Medical Council of Canada. In 2007, Dr. Verjee joined Weill Cornell Medicine - Qatar as the inaugural Director for the Primary Care Clerkship. A full-time faculty member, teacher, educator, and researcher, he is also an active family physician. Being a writer, motivational speaker, and promoting music and the arts in learning medicine, his academic fields of interest are widespread and include exploring the real and metaphorical spaces of narrative medicine. Alum of the Harvard Macy Institute in Boston, Massachusetts since 2009, he completed his MBA in Leadership & Sustainability in 2015. He was accorded Fellowship of the College of Family Physicians of Canada in 2014, and in 2017, appointed a Senior Fellow in Research at the Bedfordshire Mental Health Care Research (BMHCR-CU), a body associated with Clare College, Cambridge University, England. He is a Board member of the Regional Scientific Committee for the Middle East Academy for Medicine of Ageing. Dr. Verjee is now the Assistant Dean for Medical Student Affairs at WCM-Q, the Co-Director of the Primary Care Clerkship, and an Associate Professor of Family Medicine in Clinical Medicine. A number of publications have resulted from research grants.



Alan Weber, PhD
Professor of English
Weill Cornell Medicine-Qatar

Dr. Alan S. Weber, PhD, has taught the Medical Humanities—including the history, philosophy and sociology of medicine and Islamic Medical Ethics—through the First Year Writing Seminar at Weill Cornell Medicine – Qatar for the past thirteen years. He has directed a number of narrative medicine and medical humanities projects in Qatar at the national and institutional level including a nationally- distributed public brochure on Health Website Reliability, a booklet of patient education cancer survivor stories for the Qatar Cancer Society, a QNRF-funded research project on Literature and Medicine, five volumes of medical student essay writing, and the first cross-disciplinary Art-Medicine undergraduate course in the Arabian Gulf (with Stephen Scott, M.D.). He lectures internationally on the medical humanities and he was the Keynote Speaker in 2016 on “The Use of Star Trek in Medical Ethics Teaching” at the University of Malta Medical School’s Conference on the 50th Anniversary of Star Trek. He has been incorporating graphic novels into his teaching for the past three years and conducted an interventional educational trial on the use of graphic novels in medical ethics and medical humanities teaching in 2015.

Bibliography

Narratives in Medicine

- Arendt, Hannah. *The Human Condition*. 1958.
- Charon, Rita and Martha Montello, Eds. *Stories Matter: The Role of Narrative in Medical Ethics*. 2002.
- Charon, R. "The ecstatic witness." In *Clinical Ethics and the Necessity of Stories: Essays in Honor of Richard Zaner*. Edited by Osborne P. Wiggins and Annette C. Allen. 2011.
- Charon, R. Commentary on "Creative Expressive Encounters in Health Ethics Education: Teaching Ethics as Relational Engagement." *Teaching and Learning in Medicine*. 2009.
- Charon, Rita. "Narrative Medicine: Form, Function and Ethics". *Annals of Internal Medicine*, 2001.
- Coles, Robert. *The Call of Stories: Teaching and the Moral Imagination*. 1989.
- Coles, Robert. *Handing One Another Along: Literature and Social Reflection*. 2001.
- Frank, Arthur. *The Wounded Storyteller: Body, Illness, and Ethics*. 1995.
- Frank, Arthur. *The Renewal of Generosity: Illness, Medicine and How to Live*. 2004.
- Frank, Arthur. *Letting Stories Breathe*. 2010.
- Goodrich, T.J., Irvine, C., Boccher-Lattimore, D. "Narrative Ethics as Collaboration: A Four-Session Curriculum." *Families, Systems, & Health*. 2005.
- Himmelfarb, Gertrude. *The Moral Imagination: From Burke to Trilling*. 2006.
- Lara, Maria P. *Moral Textures: Feminist Narratives in the Public Sphere*. 1998.
- MacIntyre, Alastair. *After Virtue: A Study in Moral Reasoning*. 1984.
- Nelson, Hilde L. *Stories and the Limits: Narrative Approaches to Bioethics*. 1997.
- Nelson, Hilde L. *Damaged Identities, Narrative Repair*. 2001.
- Nussbaum, Martha. *Cultivating Humanity*. 1997.
- Plummer, Ken. *Intimate Citizenship, "Stories and the Grounded Moralities of Everyday Life"*. 2003.
- Witherell, C. & N. Noddings eds. *Stories Lives Tell: Narrative and Dialogue in Education*. 1991.
- Narrative Medicine and Graphical Narrative Medicine
- Coulehan, Jack, ed. *Chekhov's Doctors*. 2003.
- Carol Donley & Martin Kohn, eds. *Recognitions*. 2002.
- Carol Donley & Sheryl Buckley, eds. *What's Normal?: Narratives of Mental and Emotional Disorders*. 2000.
- Carol Donley & Sheryl Buckley, eds. *The Tyranny of the Normal*. 1996.
- Martin Kohn, Carol Donley, & Delese Wear. *Literature and Aging*. 1992.
- Arthur Kleinmann. *The Illness Narratives: Suffering, Healing And the Human Condition*. 1988.
- Howard S. Brody. *Stories of Sickness*. 2003.

- G. Thomas Couser. *Recovering Bodies: Illness, Disability and Life writing*. 1997.
- Rita Charon. *Narrative Medicine: Honoring the stories of illness*. 2006.
- Green, MJ. "Teaching with comics: a course for fourth-year medical students." 2013.
- Kohler Riessman, Catherine. *Narrative Methods for the Human Sciences*. 2007.
- Elaine Powley and Roger Higson. *The Arts in Medical Education: A Practical Guide*. 2005.
- Greenhalgh, Tina. *What Seems to Be the Trouble? Stories in Illness and Healthcare*. 2006.
- Barritt, Peter. *Humanity in Healthcare: The Heart and Soul of Medicine*. 2001.
- McNicol S. "Humanising illness: presenting health information in educational comics." 2014.
- Posen, Solomon. *The Doctor in Literature: Satisfaction or Resentment?* 2005.
- Weber, A.S. "Use of cloud-based graphic narrative software in medical ethics teaching." 2015.

Art Therapy and Visual Arts in Medicine

- Art therapy in the psychiatric clinic. A historical analysis of the development of art studios, Günter M; *Psychiatr.Prax.* 1990 Sep; 17 (5): 163-171
- Expressive art therapy for psychosis: A multiple case study. Hanevik, Hilde; Hestad, Knut A.; Lin, Lars; Teglbjaerg, Hanne Stubbe; Danbolt, Lars Johan; *The Arts in Psychotherapy*, Vol 40(3), Jul, 2013 pp. 312-321
- A pilot RCT of psychodynamic Group Art Therapy for patients in Acute Psychotic Episodes: Feasibility, Impact of symptoms on Mentalising Capacity. Montag, Christiane; Haase, Laura; Seide, Dorothea; Bayerl, Martin; Gallinat, Jürgen; Herrmann, Uwe; Dannecker, Karin; *PLoS ONE*, Vol 9(11), Nov 13, 2014
- Art therapy for people with psychosis: a narrative review of the literature Attard, Angelica; Larkin, Michael; *The Lancet Psychiatry*, Vol 3(11), Nov, 2016 pp. 1067-1078.
- De Botton, A & Armstrong. J (2013) *Art as therapy*, London. UK: Phaidon Press Limited
- Art Therapy for Alzheimer's Disease and other Dementias. Chancellor, Bree; Duncan, Angel; Chatterjee, Anjan; *Journal of Alzheimer's Disease*, Vol 39(1), 2014 pp. 1-11.
- Art therapy in art museums: Promoting social connectedness and psychological well-being of older adults. Bennington, Rose; Backos, Amy; Harrison, Jennifer; Reader, Arnell Etherington; Carolan, Richard. In: *The Arts in Psychotherapy*. July 2016, Vol. 49, p34, 10 p

Physicians Life Writing

- Callahan, K., G. Christman, and L. Maltby. *Battling Burnout: Strategies for Promoting Physician Wellness*, vol. 65, 2018. SCOPUS, www.scopus.com, doi:10.1016/j.yapd.2018.03.001.
- Garisch, D. "Physician, Heal Thyself: Creative Writing as a Tool for Self-Care and Enhancing Care of Others." *South African Medical Journal*, vol. 104, no. 4, 2014, pp. 257-258. SCOPUS, www.scopus.com, doi:10.7196/SAMJ.8063.
- Kuhn, C. M., and E. M. Flanagan. "Self-Care as a Professional Imperative: Physician Burnout, Depression, and Suicide." *Canadian Journal of Anesthesia*, vol. 64, no. 2, 2017, pp. 158-168. SCOPUS, www.scopus.com, doi:10.1007/s12630-016-0781-0.
- Lemay, M., et al. "Writing Well: The Long-Term Effect on Empathy, Observation, and Physician Writing through a Residency Writers' Workshop." *Journal of Graduate Medical Education*, vol. 9, no. 3, 2017, pp. 357-360. SCOPUS, www.scopus.com, doi:10.4300/JGME-D-16-00366.1.

Saffran, L. "What Pauline Doesn't Know: Using Guided Fiction Writing to Educate Health Professionals about Cultural Competence." *Journal of Medical Humanities*, 2017, pp. 1-9. SCOPUS, www.scopus.com, doi:10.1007/s10912-016-9430-4.

Schrijver, I. "Pathology in the Medical Profession?: Taking the Pulse of Physician Wellness and Burnout." *Archives of Pathology and Laboratory Medicine*, vol. 140, no. 9, 2016, pp. 976-982. SCOPUS, www.scopus.com, doi:10.5858/arpa.2015-0524-RA.

Continuing Professional Development Division

Weill Cornell Medicine – Qatar
Education City, Qatar Foundation
P.O Box 24144
Doha, Qatar

Email: cpd@qatar-med.cornell.edu

Website <http://qatar-weill.cornell.edu/cpd/index.html>

Telephone: +974 4492 8388/8364

Fax: +974 4492 8377



Weill Cornell Medicine-Qatar
Continuing Professional Development