

Pilot Group #1

Group logistics

- Time: 1:30 - 2:50 PM (80 minutes, during DEC Seminar II)
- Room: CLIC (574 Boston Ave), Room 404
- Room set-up: Concentric semi-circles. Anyone choosing to engage in an alternate activity is asked to remain in the outer round so as to not disturb the participation of others.
- Supplies: pens/pencils, paper, multi-colored dry erase markers, whiteboard

Facilitation notes

- Warm-up activity is [Looking 10 x 2](#)
- Activity #1 is [Visual Thinking Strategies](#)-inspired [image discussion](#)
- Activity #2 is [Step Inside](#)
- Image citations & usage information appear via fade-in animation, to be displayed at the conclusion of corresponding activities

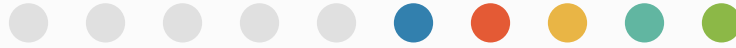


ARTS-BASED EDUCATION

for occupational therapy trainees

Pilot Group #1
February 27, 2024





INFORMED CONSENT

- Although your presence here is a class expectation, your participation in the pilot group and pre-/post-surveys is **completely voluntary** and has no effect on your course grades and/or program participation. You may elect to stop your participation at any time in favor of engaging in an alternative course-related activity, such as working on your DEC methodology, step-action table, and/or IRB forms.
- **Potential benefits:** Skill development, art appreciation, contribution to further arts-based programming for the Department of OT
- **Potential risks:** Emotional discomfort* related to evocative imagery and themes

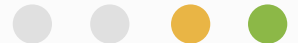
**Mary Barnes is available for support
in the moment and post-group*





AGENDA

1. Warm-Up⁽¹⁴⁾
2. Intro to Arts-Based Education (ABE)
3. Community Practices
4. Activity #1⁽¹⁵⁾
5. Activity #2⁽¹¹⁾
6. Wrap-Up





01[●]

WARM-UP

*(Getting a **taste!**)*





Artist: Evita Tezeno⁽¹³⁾
Bio: b. 1960
Title: *When Family Gathers*
Date: 2023

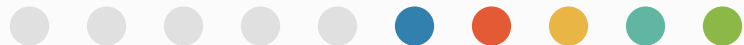
This image is used per standards of educational fair use.



02

INTRO TO ARTS-BASED EDUCATION (ABE)

(What is this? Why are we doing it?)





INTRO TO ARTS-BASED EDUCATION (ABE)

- **Definition:** The use of art forms in teaching to build healthcare practitioners' clinical reasoning and interpersonal skills.⁽⁵⁾
 - Art forms: Drama, music, visual arts, dance, literature, etc.
- Research suggests ABE is an **effective educational tool in healthcare training** and that it can support many professional capacities, including (but not limited to)...⁽²⁾⁽⁴⁾⁽⁶⁾⁽⁷⁾⁽⁸⁾⁽⁹⁾⁽¹²⁾

Creativity

*Cultural
humility*

*Cognitive
flexibility*

*Passion for the
practitioner role*

*Interpersonal
communication
(with clients &
colleagues)*

*Attention
to detail*

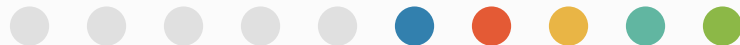
*Comfort with
uncertainty*

*Empathy &
emotional reasoning*



03

COMMUNITY PRACTICES





COMMUNITY PRACTICES⁽¹⁾

1. **Move up/move up** (take space/make space)
2. One diva, **one mic**
3. We **can't be articulate** all the time
4. We value **curiosity**
5. We can accept & handle **discomfort**
6. We seek **support** when we need it
7. No **right** answers, no **wrong** answers, no **judgment**

Anything else?



04[●]

ACTIVITY #1





Artist: Olga Boznanska⁽³⁾
Bio: b. 1865, d. 1940
Title: *Flower Girls*
Date: 1889

This image is in the public domain.



05[●]

ACTIVITY #2





Artist: Gilles Peress⁽¹⁰⁾

Bio: b. 1946

Title: *First Snow in Ardoyne, a Nationalist Neighborhood, Belfast, Ireland*

Date: 1981

This image is used per standards of educational fair use.



06[●]

WRAP-UP

(A moment to review & reflect)





WRAP-UP

1. Answer **at least one**:



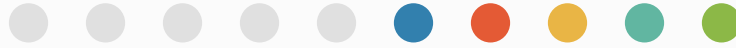
2. Then answer **this**:

- What did you learn about yourself through your participation in these activities?
- What did you learn about interpersonal communication through your participation in our group discussions?
- How does observing art compare to observing people, environments, and/or occupations?



How can you apply your answer to your work as an emerging occupational therapist?





POST-PARTICIPATION SURVEY

Click it!



Scan it!



*Survey should take about **10-15 minutes** to complete.
Survey **closes** at **11:59 PM on 3/3 (Sun)**.*





REFERENCES

- (1) Anti-Oppression Resource and Training Alliance. (n.d.). *Anti-oppressive facilitation: Making meetings awesome for everyone*. <https://www.fammed.wisc.edu/files/webfm-uploads/documents/diversity/AO%20Resoures.pdf>
- (2) Baker, C. J., Shaw, M. H., Mooney, C. J., Daiss, S. D-P., & Clark, S. B. (2017). The medical humanities effect: A pilot study of pre-health professions students at the University of Rochester. *Journal of Medical Humanities*, 38, 445-457. <https://doi.org/10.1007/s10912-017-9446-4>
- (3) Boznanska, O. (1889). *Flower girls* [Oil on canvas]. National Museum, Krakow, Poland. <https://zbiory.mnk.pl/en/search-result/catalog/223336>
- (4) Chisolm, M. S., Kelly-Hendrick, M., & Wright, S. M. (2021). How visual arts-based education can promote clinical excellence. *Academic Medicine*, 96(8), 1100-1104. <https://doi.org/10.1097/ACM.0000000000003862>
- (5) de la Croix, A., Rose, C., Wildig, E., & Wilson, S. (2011). Arts-based learning in medical education: The students' perspective. *Medical Education*, 45(11), 1090-1100. <https://doi.org/10.1111/j.1365-2923.2011.04060.x>



REFERENCES

- (6) Fancourt, D. & Finn, S. (2019). What is the evidence on the role of the arts in improving health and well-being? A scoping review. *Nordic Journal of Arts, Culture and Health*, 2(1), 77-83. <https://doi.org/10.18261/issn.2535-7913-2020-01-08>
- (7) Haidet, P., Jarecke, J., Adams, N. E., Stuckey, H. L., Green, M. J., Shapiro, D., Teal, C. R., & Wolpaw, D. R. (2016). A guiding framework to maximise the power of the arts in medical education: A systematic review and metasynthesis. *Medical Education*, 50(3), 320–331. <https://doi.org/10.1111/medu.12925>
- (8) Kaptein, A. A., Hughes, B. M., Murray, M., & Smyth, J. M. (2018). Start making sense: Art informing health psychology. *Health Psychology Open*, 5(1), 2055102918760042–2055102918760042. <https://doi.org/10.1177/2055102918760042>
- (9) Ledger, A., & Joynes, V. (2018) “A huge part of life”: Exploring the links between music, medical education, and students’ developing identities as doctors. *MedEdPublish*, 7(3), 183. <https://doi.org/10.15694/mep.2018.0000183.1>
- (10) Peress, G. (1981). *First snow in Ardoyne, a nationalist neighborhood, Belfast, Ireland* [Gelatin silver print]. Tufts University Art Galleries, Medford, MA, United States. <https://tuftsartgalleries.catalogaccess.com/objects/1245>



REFERENCES

- (11) Project Zero. (2015). *Thinking routine: Step Inside*. <https://pz.harvard.edu/resources/step-inside>
- (12) Solchanyk, D., Ekeh, O., Saffran, L., Burnett-Zeigler, I. E., & Doobay-Persaud, A. (2021). Integrating cultural humility into the medical education curriculum: Strategies for educators. *Teaching and Learning in Medicine*, 33(5), 554-560. <https://doi.org/10.1080/10401334.2021.1877711>
- (13) Tezeno, E. (2023). *When family gathers* [Acrylic, mixed media collage, and buttons on canvas]. Luis de Jesus Los Angeles, CA, United States. <https://www.artsy.net/artwork/evita-tezeno-when-family-gathers>
- (14) Tishman, S. (2018). *Slow looking: The art and practice of learning through observation*. Routledge.
- (15) Yenawine, P. (2013). *Visual Thinking Strategies: Using art to deepen learning across school disciplines*. Harvard Education Press.

CONTACT

Rebecca Cohen

Department of
Occupational Therapy
rcohen13@tufts.edu

Liz Canter

Tufts University
Art Galleries
elizabeth.canter@tufts.edu

Mary Barnes

Department of
Occupational Therapy
mary.barnes@tufts.edu





THANKS!

CREDITS: This presentation template was created by [Slidesgo](#), and includes icons by [Flaticon](#), and infographics & images by [Freepik](#)



Pilot Group #2

Updates & adjustments from Group #1 [highlighted in blue](#)

Group logistics

- Time: 1:30 - 2:50 PM (80 minutes, during DEC Seminar I)
- Room: CLIC (574 Boston Ave), Room 404
- Room set-up: Concentric semi-circles. Anyone choosing to engage in an alternate activity is asked to remain in the outer round so as to not disturb the participation of others.
- Supplies: pens/pencils, paper, multi-colored dry erase markers, whiteboard, [index cards](#)

Facilitation notes

- [Welcome slides orient students to activity demands & group facilitators](#)
- Warm-up activity is [Looking 10 x 2](#)
- Activity #1 is [Visual Thinking Strategies](#)-inspired [image discussion](#)
- Activity #2 is [Step Inside](#), [adapted to utilize occupational therapy terminology](#)
 - [What might be this person or thing's occupations or roles?](#)
 - [What are this person or thing's body structures/functions \(e.g., sensory perceptions\)?](#)
 - [What are this person or thing's client factors \(e.g., values/beliefs\)?](#)
- [Verbal debriefs follow each activity, instead of once at the end of group during wrap-up](#)
- [Wrap-up utilizes index cards for written reflections, which are collected/anonymized on an opt-in basis for qualitative data analysis](#)
- [Image citations & usage information appear via fade-in animation, to be displayed at the conclusion of corresponding activities](#)

WELCOME! TO PARTICIPATE TODAY...

You will need:

- 1) A sheet of paper
- 2) An index card
- 3) Something to write with
- 4) A seat that supports your viewing of projected slides & whiteboard
- 5) Name tag/tent

You will not need:

Any electronics/devices
(exception: accessibility needs)



ARTS-BASED EDUCATION

for occupational therapy trainees

Pilot Group #2
March 11, 2024



THE PRESENTERS

Liz Canter, EdM

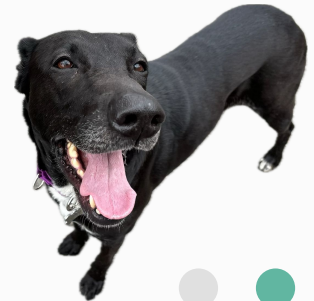
*Manager of Academic Programs
at Tufts University Art Galleries*

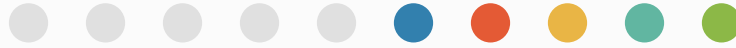
- Professional art educator with experience in public schools, museums, & non-profits
- Visual artist working in encaustic (wax), painting, printmaking
- Member of a cookbook club for over 10 years

Rebecca Cohen, OT/s

3rd year EL-OTD student

- Emerging educator guided by experiential & humanistic pedagogies
- Level II fieldwork in forensic psychiatry (inpatient) & physical medicine (acute care)
- Professional interests in adults & teaching
- New mom of sweet rescue dog, Sylvie!





INFORMED CONSENT

- Although your presence here today is a class expectation, your participation in the pilot group and pre-/post-surveys is **completely voluntary** and has no effect on your course grades and/or program participation. You may elect to stop your participation at any time in favor of engaging in an alternative course-related activity, such as the strengths self-assessment/reflection for week 9.
- **Potential benefits:** Skill development, art appreciation, contribution to further arts-based programming for the Department of OT
- **Potential risks:** Emotional discomfort* related to evocative imagery and themes

**Meredith Grinnell is available for support
in the moment and post-group*





AGENDA

1. Warm-Up⁽¹⁴⁾
2. Intro to Arts-Based Education (ABE)
3. Community Practices
4. Activity #1⁽¹⁵⁾
5. Activity #2⁽¹¹⁾
6. Wrap-Up





01[●]

WARM-UP

*(Getting a **taste!**)*





Artist: Evita Tezeno⁽¹³⁾
Bio: b. 1960
Title: *When Family Gathers*
Date: 2023

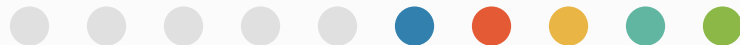
This image is used per standards of educational fair use.



02

INTRO TO ARTS-BASED EDUCATION (ABE)

(What is this? Why are we doing it?)





INTRO TO ARTS-BASED EDUCATION (ABE)

- **Definition:** The use of art forms in teaching to build healthcare practitioners' clinical reasoning and interpersonal skills.⁽⁵⁾
 - Art forms: Drama, music, visual arts, dance, literature, etc.
- Research suggests ABE is an **effective educational tool in healthcare training** and that it can support many professional capacities, including (but not limited to)...⁽²⁾⁽⁴⁾⁽⁶⁾⁽⁷⁾⁽⁸⁾⁽⁹⁾⁽¹²⁾

Creativity

*Cultural
humility*

*Cognitive
flexibility*

*Passion for the
practitioner role*

*Interpersonal
communication
(with clients &
colleagues)*

*Attention
to detail*

*Comfort with
uncertainty*

*Empathy &
emotional reasoning*



03



COMMUNITY PRACTICES





COMMUNITY PRACTICES⁽¹⁾

1. **Move up/move up** (take space/make space)
2. One diva, **one mic**
3. We **can't be articulate** all the time
4. We value **curiosity**
5. We can accept & handle **discomfort**
6. We seek **support** when we need it
7. No **right** answers, no **wrong** answers, no **judgment**

Anything else?



04[●]

ACTIVITY #1





Artist: Olga Boznanska⁽³⁾

Bio: b. 1865, d. 1940

Title: *Flower Girls*

Date: 1889

This image is in the public domain.



05[●]

ACTIVITY #2





Artist: Alice Neel⁽¹⁰⁾
Bio: b. 1900, d. 1984
Title: *Spanish Harlem*
Date: 1938

*This image is used per standards
of educational fair use.*



06[●]

WRAP-UP

(A moment to review & reflect)





WRAP-UP

1. Answer **at least one** on the front of your index card:



2. Then answer **this** on the back of your index card:

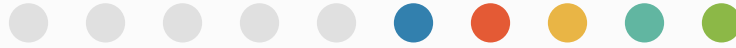
- What did you learn about yourself through your participation in these activities?
- What did you learn about interpersonal communication through your participation in our group discussions?
- How does observing art compare to observing people, environments, and/or occupations?



How can you apply your answer to your work as an emerging occupational therapist?

3. We'll **debrief** as a large group and collect index cards on an **opt-in** basis.





POST-PARTICIPATION SURVEY

Click it!



Scan it!



Survey should take about **10-15 minutes** to complete.
Survey **closes** at 11:59 PM on 3/17 (Sun).





REFERENCES

- (1) Anti-Oppression Resource and Training Alliance. (n.d.). *Anti-oppressive facilitation: Making meetings awesome for everyone*. <https://www.fammed.wisc.edu/files/webfm-uploads/documents/diversity/AO%20Resoures.pdf>
- (2) Baker, C. J., Shaw, M. H., Mooney, C. J., Daiss, S. D-P., & Clark, S. B. (2017). The medical humanities effect: A pilot study of pre-health professions students at the University of Rochester. *Journal of Medical Humanities*, 38, 445-457. <https://doi.org/10.1007/s10912-017-9446-4>
- (3) Boznanska, O. (1889). *Flower girls* [Oil on canvas]. National Museum, Krakow, Poland. <https://zbiory.mnk.pl/en/search-result/catalog/223336>
- (4) Chisolm, M. S., Kelly-Hendrick, M., & Wright, S. M. (2021). How visual arts-based education can promote clinical excellence. *Academic Medicine*, 96(8), 1100-1104. <https://doi.org/10.1097/ACM.0000000000003862>
- (5) de la Croix, A., Rose, C., Wildig, E., & Wilson, S. (2011). Arts-based learning in medical education: The students' perspective. *Medical Education*, 45(11), 1090-1100. <https://doi.org/10.1111/j.1365-2923.2011.04060.x>



REFERENCES

- (6) Fancourt, D. & Finn, S. (2019). What is the evidence on the role of the arts in improving health and well-being? A scoping review. *Nordic Journal of Arts, Culture and Health*, 2(1), 77-83. <https://doi.org/10.18261/issn.2535-7913-2020-01-08>
- (7) Haidet, P., Jarecke, J., Adams, N. E., Stuckey, H. L., Green, M. J., Shapiro, D., Teal, C. R., & Wolpaw, D. R. (2016). A guiding framework to maximise the power of the arts in medical education: A systematic review and metasynthesis. *Medical Education*, 50(3), 320–331. <https://doi.org/10.1111/medu.12925>
- (8) Kaptein, A. A., Hughes, B. M., Murray, M., & Smyth, J. M. (2018). Start making sense: Art informing health psychology. *Health Psychology Open*, 5(1), 2055102918760042–2055102918760042. <https://doi.org/10.1177/2055102918760042>
- (9) Ledger, A., & Joynes, V. (2018) “A huge part of life”: Exploring the links between music, medical education, and students’ developing identities as doctors. *MedEdPublish*, 7(3), 183. <https://doi.org/10.15694/mep.2018.0000183.1>
- (10) Neel, A. (1938). *Spanish Harlem* [Oil on canvas]. Tufts University Art Galleries, Medford, MA, United States. <https://tuftsartgalleries.catalogaccess.com/objects/1050>



REFERENCES

- (11) Project Zero. (2015). *Thinking routine: Step Inside*. <https://pz.harvard.edu/resources/step-inside>
- (12) Solchanyk, D., Ekeh, O., Saffran, L., Burnett-Zeigler, I. E., & Doobay-Persaud, A. (2021). Integrating cultural humility into the medical education curriculum: Strategies for educators. *Teaching and Learning in Medicine*, 33(5), 554-560. <https://doi.org/10.1080/10401334.2021.1877711>
- (13) Tezeno, E. (2023). *When family gathers* [Acrylic, mixed media collage, and buttons on canvas]. Luis de Jesus Los Angeles, CA, United States. <https://www.artsy.net/artwork/evita-tezeno-when-family-gathers>
- (14) Tishman, S. (2018). *Slow looking: The art and practice of learning through observation*. Routledge.
- (15) Yenawine, P. (2013). *Visual Thinking Strategies: Using art to deepen learning across school disciplines*. Harvard Education Press.

CONTACT

Rebecca Cohen

Department of
Occupational Therapy
rcohen13@tufts.edu

Liz Canter

Tufts University
Art Galleries
elizabeth.canter@tufts.edu

Mary Barnes

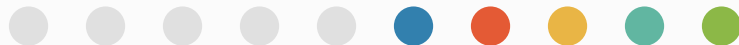
Department of
Occupational Therapy
mary.barnes@tufts.edu





THANKS!

CREDITS: This presentation template was created by [Slidesgo](#), and includes icons by [Flaticon](#), and infographics & images by [Freepik](#)



Pilot Group #3

Key updates & adjustments from Group #2 highlighted in orange

Group Logistics

- Time: 12 - 1:20 PM (80 minutes, during Tufts OT weekly Open Block)
- Room: CLIC (574 Boston Ave), Room 201
- Room set-up: Tables (can seat up to 2 students) & chairs arranged in columns/rows; maintain space in front of projections to support students who want to come up & take a closer look during activities
- Supplies: pens/pencils, paper, index cards, writing implements, name tags/tents, multi-colored dry erase markers, whiteboard

Facilitation notes

- Welcome slides orient students to activity demands & group facilitators
- Warm-up activity is [Visual Thinking Strategies](#)-inspired [image discussion](#)
- Activity #1 is Sketching as Close Looking + [Shape/Color/Line](#)
 - Image selection graded for participants with previous ABE experience; more visual complexity is appropriate
- Activity #2 is [Circle of Viewpoints](#)
- Verbal debriefs follow each activity
- Wrap-up utilizes index cards for written reflections, which are collected/anonymized on an opt-in basis for qualitative data analysis
 - New reflection prompt to explore the role of assumptions in OT practice, a topic which came up frequently in previous pilot group discussions/reflections
- Image citations & usage information appear via fade-in animation, to be displayed at the conclusion of corresponding activities

WELCOME! TO PARTICIPATE TODAY...

You will need:

- 1) A sheet of paper
- 2) An index card
- 3) Something to write & draw with
- 4) A seat that supports your viewing of projected slides & whiteboard
- 5) Name tag/tent

You will not need:

Any electronics/devices
(exception: accessibility needs)

*Scan to complete the
Pre-Participation Survey
if you haven't already!
It only takes ~5 minutes &
is optional.*





ARTS-BASED EDUCATION

for occupational therapy trainees & practitioners

Pilot Group #3
March 27, 2024



THE PRESENTERS

Liz Canter, EdM

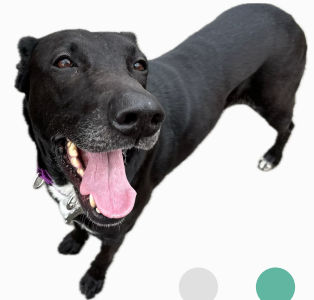
*Manager of Academic Programs
at Tufts University Art Galleries*

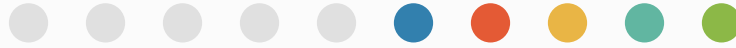
- Professional art educator with experience in public schools, museums, & non-profits
- Visual artist working in encaustic (wax), painting, & printmaking
- Member of a cookbook club for over 10 years

Rebecca Cohen, OT/s

3rd year EL-OTD student

- Emerging educator guided by experiential & humanistic pedagogies
- Level II fieldwork in forensic psychiatry (inpatient) & physical medicine (acute care)
- Professional interests in adults & teaching
- New mom of sweet rescue dog, Sylvie!





INFORMED CONSENT

- Your participation in the pilot group and pre-/post-surveys is **completely voluntary** and has no effect on your course grades and/or program participation. You may elect to stop your participation at any time.
- **Potential benefits:** Skill development, art appreciation, contribution to further arts-based programming for the Department of OT
- **Potential risks:** Emotional discomfort* related to evocative imagery and themes

Mary Barnes is **available for support
in the moment and post-group*





AGENDA

1. Warm-Up⁽¹⁶⁾
2. Intro to Arts-Based Education (ABE)
3. Community Practices
4. Activity #1⁽⁴⁾⁽¹⁵⁾
5. Activity #2⁽¹¹⁾
6. Wrap-Up





01[●]

WARM-UP

*(Getting a **taste!**)*





Artist: Clarice Smith⁽¹²⁾
Bio: b. 1933, d. 2021
Title: *Café Lisbon*
Date: 1990

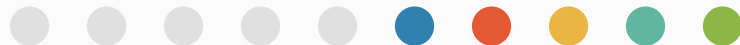
This image is used per standards of educational fair use.



02

INTRO TO ARTS-BASED EDUCATION (ABE)

(What is this? Why are we doing it?)





INTRO TO ARTS-BASED EDUCATION (ABE)

- **Definition:** The use of art forms in teaching to build healthcare practitioners' clinical reasoning & interpersonal skills.⁽⁶⁾
 - Art forms: Drama, music, visual arts, dance, literature, etc.
- Research suggests ABE is an **effective educational tool in healthcare training** and that it can support many professional capacities, including (but not limited to)...⁽²⁾⁽⁵⁾⁽⁷⁾⁽⁸⁾⁽⁹⁾⁽¹⁰⁾⁽¹³⁾

Creativity

*Cultural
humility*

*Cognitive
flexibility*

*Passion for the
practitioner role*

*Interpersonal
communication
(with clients &
colleagues)*

*Attention
to detail*

*Comfort with
uncertainty*

*Empathy &
emotional reasoning*



03



COMMUNITY PRACTICES





COMMUNITY PRACTICES⁽¹⁾

1. **Move up/move up** (take space/make space)
2. One diva, **one mic**
3. We **can't be articulate** all the time
4. We value **curiosity**
5. We can accept & handle **discomfort**
6. We seek **support** when we need it
7. No **right** answers, no **wrong** answers, no **judgment**

Anything else?



04[●]

ACTIVITY #1





Artist: Taravat Talepasand⁽¹⁴⁾

Bio: b. 1979

Title: *Réprise de Justice*
(*Presumption of Justice*)

Date: 2011

This image is used per standards of educational fair use.



05[●]

ACTIVITY #2





Artist: Chris K. Soentpiet
Bio: b. 1970
Title: Illustration from *So Far from the Sea*, by Eve Bunting⁽³⁾
Date: 1998

This image is used per standards of educational fair use.



06[●]

WRAP-UP

(A moment to review & reflect)





WRAP-UP

1. Answer **at least one** on the front of your index card:



- What did you **learn about yourself** through your participation in these activities?
- How does observing art compare to observing **people, environments, and/or occupations**?
- Analysis of art can often involve some level of **assumption** (i.e., allowing your observations to fuel further inferences about a piece). What **role** does assumption play in OT practice? How can assumptions **help** & **hurt** client-centered care?

2. Then answer **this** on the back of your index card:



How can you **apply your answer** to your work as an OT practitioner?

3. We'll **debrief** as a large group and collect index cards on an **opt-in** basis.



READY FOR MORE?

*All are welcome to attend the final
ABE pilot group of the semester!*

Date: April 3, 2024 (W)

Time: 12 - 1:20 PM (Open Block)

Location: TUAG at Aidekman Arts
Center (on the Medford Campus)

*Expect to view a **short film**, reflect on
gender/culture, & enjoy more
refreshments!*





REFERENCES

- (1) Anti-Oppression Resource and Training Alliance. (n.d.). *Anti-oppressive facilitation: Making meetings awesome for everyone*. <https://www.fammed.wisc.edu/files/webfm-uploads/documents/diversity/AO%20Resoures.pdf>
- (2) Baker, C. J., Shaw, M. H., Mooney, C. J., Daiss, S. D-P., & Clark, S. B. (2017). The medical humanities effect: A pilot study of pre-health professions students at the University of Rochester. *Journal of Medical Humanities*, 38, 445-457. <https://doi.org/10.1007/s10912-017-9446-4>
- (3) Bunting, E. *So far from the sea* (C. K. Soentpiet, Illus.). Clarion Books.
- (4) Canter, L. (n.d.). Sketching as close looking. Tufts University Art Galleries.
- (5) Chisolm, M. S., Kelly-Hendrick, M., & Wright, S. M. (2021). How visual arts-based education can promote clinical excellence. *Academic Medicine*, 96(8), 1100-1104. <https://doi.org/10.1097/ACM.0000000000003862>
- (6) de la Croix, A., Rose, C., Wildig, E., & Wilson, S. (2011). Arts-based learning in medical education: The students' perspective. *Medical Education*, 45(11), 1090-1100. <https://doi.org/10.1111/j.1365-2923.2011.04060.x>



REFERENCES

- (7) Fancourt, D. & Finn, S. (2019). What is the evidence on the role of the arts in improving health and well-being? A scoping review. *Nordic Journal of Arts, Culture and Health*, 2(1), 77-83. <https://doi.org/10.18261/issn.2535-7913-2020-01-08>
- (8) Haidet, P., Jarecke, J., Adams, N. E., Stuckey, H. L., Green, M. J., Shapiro, D., Teal, C. R., & Wolpaw, D. R. (2016). A guiding framework to maximise the power of the arts in medical education: A systematic review and metasynthesis. *Medical Education*, 50(3), 320–331. <https://doi.org/10.1111/medu.12925>
- (9) Kaptein, A. A., Hughes, B. M., Murray, M., & Smyth, J. M. (2018). Start making sense: Art informing health psychology. *Health Psychology Open*, 5(1), 2055102918760042–2055102918760042. <https://doi.org/10.1177/2055102918760042>
- (10) Ledger, A., & Joynes, V. (2018) “A huge part of life”: Exploring the links between music, medical education, and students’ developing identities as doctors. *MedEdPublish*, 7(3), 183. <https://doi.org/10.15694/mep.2018.0000183.1>
- (11) Project Zero. (2015). *Thinking routine: Circle of viewpoints*. <https://pz.harvard.edu/resources/circle-of-viewpoints>



REFERENCES

- (12) Smith, C. (1990). *Cafe Lisbon* [Oil on canvas]. Tufts University Art Galleries, Medford, MA, United States. <https://tuftsartgalleries.catalogaccess.com/objects/1176>
- (13) Solchanyk, D., Ekeh, O., Saffran, L., Burnett-Zeigler, I. E., & Doobay-Persaud, A. (2021). Integrating cultural humility into the medical education curriculum: Strategies for educators. *Teaching and Learning in Medicine*, 33(5), 554-560. <https://doi.org/10.1080/10401334.2021.1877711>
- (14) Talepasand, T. (2011). *Reprise de justice (presumption of justice)* [Egg tempera on linen]. Tufts University Art Galleries, Medford, MA, United States. <https://tuftsartgalleries.catalogaccess.com/objects/2929>
- (15) Tishman, S. (2018). *Slow looking: The art and practice of learning through observation*. Routledge.
- (16) Yenawine, P. (2013). *Visual Thinking Strategies: Using art to deepen learning across school disciplines*. Harvard Education Press.

CONTACT

Rebecca Cohen

Department of
Occupational Therapy
rcohen13@tufts.edu

Liz Canter

Tufts University
Art Galleries
elizabeth.canter@tufts.edu

Mary Barnes

Department of
Occupational Therapy
mary.barnes@tufts.edu



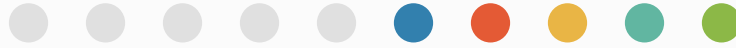


THANKS!

*Q: What's going on in this GIF?
A: Adorable girl is spoiled with **second puppuccino** in one week*

CREDITS: This presentation template was created by [Slidesgo](#), and includes icons by [Flaticon](#), and infographics & images by [Freepik](#)





POST-PARTICIPATION SURVEY

Click it!



Scan it!



Survey should take about **10-15 minutes** to complete & **closes at 11:59 PM on 4/2 (Tue)**.
Already completed the survey following a **previous** pilot group?
You can take it again to provide your thoughts on today's group!

