2018 Summer Seminar

Public Health Humanities: Audience, Engagement, and Social Justice

June 6-9, 2018
Hiram, Ohio

Forum Theatre for Health Care Equity
Optional Pre-Seminar Workshop
June 5-6, 2018

Seminar Faculty Leaders

Therese Jones, Ph.D., Associate Director, Center for Bioethics and Humanities; Director, Arts and Humanities in Healthcare Program, University of Colorado Anschutz Medical Campus; Editor, *Journal of Medical Humanities*

Craig Klugman, Ph.D., Professor, Department of Health Sciences; Co-Director, Minor in Bioethics & Society, DePaul University

Arno Kumagai, M.D., Professor and Vice Chair for Education, Department of Medicine; F.M. Hill Chair in Humanism Education, University of Toronto

Kirsten Ostherr, Ph.D., M.P.H., Professor of English; Director, Medical Humanities Program; Director and Co-Founder, Medical Futures Lab, Rice University

Lise Saffran, M.P.H., M.F.A., Director, Master of Public Health Program, University of Missouri

Joe Zarconi, M.D., Professor and Chair, Department of Internal Medicine; Clinical Director for Health Humanities Education, Northeast Ohio Medical University College of Medicine; Interim Associate Dean for Health Affairs, Northeast Ohio Medical University

Forum Theatre Workshop Faculty Leader

Katherine Burke, MFA, Medical Humanities Consultant, Cleveland Clinic Lerner College of Medicine
The Seminar

The 2018 summer seminar investigates future directions for the health humanities as a field by attending to the diverse “publics” it serves. Drawing our attention to opportunities for public engagement beyond academic and clinical contexts, it offers the opportunity to think about 1). public scholarship, and the ways in which our research and teaching can transcend institutional spaces to engage with broader audiences, 2). public health, and the role of the health humanities in intervening in crises such as environmental disasters, and 3). public policy, and how we “do” health humanities when both health care and the humanities are under threat from our administration. Through these, or any of the other possible lenses that “public health humanities” offers as a focus, we are especially interested in issues of social justice, as we interrogate the ethical responsibilities of our field to its “publics” at this historical juncture. The seminar will offer all participants the opportunity to share their own work and expertise through sessions of 5-minute lightning talks and a poster session, which will be an optional part of the seminar application.

The seminar will open with an evening reception and Forum Theatre performance on Wednesday, June 6th and run for three full days (June 7th-9th) on the scenic campus of Hiram College, located in Northeast Ohio’s historic Western Reserve region, approximately 45 minutes east of Cleveland. The unique rural setting offers an intimate, collaborative, retreat-like atmosphere in which to engage with and learn from colleagues. In addition to the seminar sessions, participants will enjoy evening social events, an open mic night, opportunities to hike the trails at Hiram’s Field Station, and more.

Pre-Seminar Workshop: “Forum Theatre for Health Care Equity”

This optional workshop (for which participants may register separately or in conjunction with the seminar) will train participants in the techniques of Theatre of the Oppressed while focusing on the topics of health care equity and health disparities. Theatre of the Oppressed (TO), developed by Brazilian theatre artist and political activist Augusto Boal in the late 20th century, is used around the world by oppressed and marginalized peoples as a brainstorming tool, with the goal of overturning oppressive systems (such as racism, income disparity, sexism, poverty, etc.). In the most well-known type of TO, Forum Theatre, a community creates and performs a short play about a real problem. After the performance, the audience (whom we call spect-actors) discusses the issue briefly. Then the scene is played again. This time, any spect-actor can stop the action and intervene, replacing the protagonist, to try to change the outcome of the scene for the better. Using theatre in this way allows us to rehearse for real life.

The workshop will run the afternoon and evening of Tuesday, June 5th and the full day of Wednesday, June 6th, concluding in a Forum Theatre performance on the evening of the 6th to coincide with the opening of the summer seminar. Space in this workshop will be limited to 30 participants. We hope to have a diverse group of participants consisting of activists, community organizers, health care professionals, and people directly affected by the issues we will be exploring.

Cost

Summer Seminar: $900 if registered by April 15, 2018. $1,000 if registered thereafter. Price includes tuition, 4 nights lodging, all meals and libations, and resource materials. (If you are local and prefer not to stay on campus, the registration price is $700 by April 15, 2018, or $800 thereafter).

Forum Theatre Workshop: $250 if registered by April 15, 2018. $300 if registered thereafter. Price includes tuition, 1 night lodging, all meals and libations, and resource materials. (If you are local and prefer not to stay on campus, the registration price is $200 by April 15, 2018, or $250 thereafter).
Seminar and Workshop Combined: Discounted price of $1050 total if registered by April 15, 2018. $1200 if registered thereafter.

A limited number of scholarships will be available for students and others who lack institutional support. Please contact the organizers at litmed@hiram.edu to inquire.

Accommodations

Seminar participants will be accommodated in a suite-style, air-conditioned residence hall on Hiram College campus. Guests will have a private bedroom, and will share the two bathrooms and central living area of their suite with other seminar participants. Participants may also choose to book accommodation at the Hiram Inn for an additional fee.

Enrollment

Enrollment will be limited for both the seminar and workshop in order to ensure the intimate setting of exchange and participatory learning with colleagues that has been a key part of the Center’s summer seminars for more than twenty-five years. We welcome participants from all fields, especially health care, the humanities, and the social sciences.

Application Deadline

The application for both the seminar and the workshop are available at https://hiram.wufoo.com/forms/2018-summer-seminar-application/ through March 1, 2018. Notifications of acceptance will be made by March 31, 2018.

For More Information

www.hiram.edu/2018summerseminar

Seminar Coordinators:
Erin Gentry Lamb, Ph.D. (lambeg@hiram.edu, 330-569-6139)
Emily Waples, Ph.D. (waplesej@hiram.edu, 330-569-6119)

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Moving Pictures: Visual Culture/Visual Activism in the Health Humanities

“The whole world is watching.”
--National Committee to End the War in Viet Nam, 1968 and Occupy Wall Street, 2011

In his recent book, How to See the World, Nicholas Mirzoeff opens with a snapshot of the visual world in which we live. It is a world where one hundred hours of video are uploaded every minute to YouTube and where six billion hours are watched every month (that is one hour of video for every person on earth); where Americans take more photographs in two minutes than were made in the entire nineteenth century and where a total of one trillion were taken in 2014. All of these images, Mirzoeff writes, are our way of trying to see and make sense of a world actually too big to see but crucially vital to imagine—this is now the study of visual culture. Moreover, many of these images such as the cellphone videos of police brutality in the US or the student protests in Hong Kong play a central role in rallying social and political response. Such visual activism confronts deep-seated hegemonies like racism, encourages silenced voices to emerge, and works as a catalyst for reform.

In this session, we will explore visual culture and visual activism in the context of three health and human rights movements of the 20th century—breast cancer, AIDS, and disability rights—which foreground the critical practice and political strategy of producing visibility and deploying testimony in forms such as documentary, video, photography, and poster art. We will consider the difference between looking and witnessing; how visual images influence attitudes towards patients and impact health policy; what is the balance between inciting moral outrage from exposure to images and inducing compassion fatigue from over-exposure to them.

Therese (Tess) Jones, Ph.D. is Associate Director of the Center for Bioethics and Humanities (CBH) and Director of the Arts and Humanities in Healthcare Program at the University of Colorado Anschutz Medical Campus. She is an Associate Professor in the Department of Medicine. She received her Ph.D. in English from the University of Colorado, Boulder, with major emphases in American literature, modern and contemporary drama, and gender studies and completed a three-year postdoctoral fellowship in medical humanities. She has published and presented extensively on HIV/AIDS and the arts; literature, film and medicine; and medical education and is the editor of the Journal of Medical Humanities (Springer) and lead editor for the Health Humanities Reader published by Rutgers University Press. Her teaching includes both required and elective courses in the humanities and arts for health professions students; co-directing the “Health Humanities Minor” for undergraduate students at the University of Colorado Denver; and directing the new Graduate Certificate in Health Humanities and Ethics at CBH, which debuts in fall 2017. She is a member of the Academy of Medical Educators and received the Thomas Jefferson Award from CU in 2014 and the Bonfils-Stanton Foundation "Science, Medicine and Arts Award" in 2017.
Universities are increasingly encouraging their faculty to expand their audience reach beyond other academics to the greater world through developing and maintaining a social media presence. The American Sociological Association has even stated that blogs should count toward tenure. Increasingly, faculty have websites, twitter accounts, are Facebook active, LinkedIn savvy, and write OpEds for traditional news outlets and online expert commentaries. By bringing our health humanities work into the public, we expand our impact on the world around us.

In this session, you will learn about different kinds of social media, their uses, and how to translate your knowledge and expertise for a general audience. You will begin writing your own public commentary and are encouraged to bring your technology so that you can Tweet, Post & Like. #HiramSumHum2017

Craig M. Klugman, Ph.D. is a professor of bioethics and health humanities in the Department of Health Sciences at DePaul University where he is also co-director of the Bioethics & Society minor program. Klugman serves on the clinical ethics committee at Northwestern Memorial Hospital and chairs the ethics subcommittee of the Illinois Crisis Management Planning task force. He is the blog editor of the American Journal of Bioethics’ bioethics.net and co-chair of the Health Humanities Consortium. His research focuses on end of life issues, ethics & humanities education, and public health ethics. Klugman earned his Ph.D. in medical humanities from the University of Texas Medical Branch, his M.A. in Biomedical Ethics and his M.A. in Medical Anthropology from Case Western Reserve University, and his BA in Human Biology from Stanford University. He is an alum of the OpEd Project fellowship and worked as a tech journalist. Klugman is co-editor of Research Methods in the Health Humanities, editor of Philosophy: Medical Ethics (Gale Cengage Press) and co-editor of Ethical Issues in Rural Health (Johns Hopkins University Press) as well as executive producer of the short film, Advance Directives. He has published over 400 manuscripts (blogs, articles, reports, chapters, OpEds, Letters to the Editor, and news stories) as well as developed the Art Rounds medical observation program and is a 30-year veteran of improvisational theater.
We Make the Path While Walking: 
Dialogue for Critical Consciousness and Social Justice

Fundamentally, the practice of medicine is a moral activity, and therefore, the goal of medical education is an understanding and embodiment of—a deep and abiding connection with—the societal and moral responsibilities of the physician. Teaching and learning topics of social relevance in medicine requires that we stand traditional educational models on their head. Learning is active and collaborative and demands engagement of the whole person, reflection, and risk-taking—both by teachers and learners. Education involves the fostering of critical consciousness of the self, others, and the world and is stimulated by dialogue, stories, readings, writings, and creative art.

Health humanities play a critically important role in this development. By fostering a deep exploration of the Self and Other, by “making strange” taken-for-granted assumptions and beliefs, by introducing situated knowledges and perspectives from the “borderlands,” and by encouraging fearlessness and imagination, humanities aspire towards a type of transformative learning that links the knowledge and skills of the biomedical and clinical sciences with a moral orientation and action that aims to address human needs and answer the call of justice.

**Arno K. Kumagai, M.D.** is Professor of Medicine and Vice Chair for Education, Department of Medicine at the University of Toronto. He also holds the F.M. Hill Chair in Humanism Education at Women’s College Hospital. Arno’s clinical interests are in working with individuals with type 1 diabetes.

Arno received his B.A. in Comparative Literature from U.C. Berkeley and his M.D. from UCLA School of Medicine. He completed a residency in Internal Medicine and an Endocrine fellowship and postdoc at UCLA. He was on faculty at the University of Michigan Medicine from 1996 to 2016, after which he moved to the University of Toronto in April 2016.

After years of basic science research, in 2003 Arno turned his attention to medical education. He subsequently developed a novel narrative-based program for medical students at Michigan that gained international attention. Arno’s research interests include use of narratives and art in medical education, transformative learning, faculty development, critical pedagogy, and teaching in areas of equity and social justice. He is also Cross-Appointed Researcher at the Wilson Centre and at the Centre for Ambulatory Care Education and serves on the Editorial Board of Academic Medicine.

Arno is the recipient of a number of teaching awards in humanism and medical education and is the proud co-recipient, along with Delese Wear, Joe Zarconi, Julie Aultman, and Michelle Chyatte of the 2017 American Board of Internal Medicine Foundation’s Professionalism Article Prize for “Remebering Freddie Grey: Medical Education for Social Justice.”
Digital Health Humanities

Digital health technologies are transforming public health, medicine, and wellness ecosystems through consumer-facing wearables, environmental sensors, and new approaches to telemedicine. This seminar session will explore the benefits and potential harms of understanding human well-being as data-driven and mediated by digital interfaces, and we will consider the tensions between corporate and consumer ownership over the meanings of personal health data. We will analyze how risk-stratification through patient-generated data and population management through community-based virtual social networks reframe health disparities, bringing uncertain benefits to patients. Because the novel achievements of user-generated health data from apps and wearables rely heavily on participants’ willingness to share their data, we will consider how doing so may subject users to increased surveillance, financial penalties, or disease profiling. We will conclude by discussing how our attitudes toward human connection and sharing in digital culture shape the meaning we make of healthcare experiences, providing new insights on the ethical implications of self-tracking for health surveillance and social well-being.

Kirsten Ostherr, PhD, MPH is the Gladys Louise Fox Professor of English at Rice University, in Houston, Texas, where she is a media scholar, health researcher, and founding director of the Medical Humanities program. She is the author of Medical Visions: Producing the Patient through Film, Television and Imaging Technologies (Oxford, 2013) and Cinematic Prophylaxis: Globalization and Contagion in the Discourse of World Health (Duke, 2005), co-editor of Science/Animation, a special issue of the journal Discourse (2016), and editor of Applied Media Studies (Routledge, 2017). Her current research is on information and communication technologies in medicine, patient narratives, trust and privacy in digital health ecosystems, and the role of simulation as a mediator between human and technological forms of medical expertise. Her current book project is called Quantified Health: Learning from Patient Stories in the Age of Big Data. She is Director of the Medical Futures Lab and has spoken to audiences at the White House, the World Health Organization, the National Library of Medicine, TEDx, the mHealth Summit, Medicine X, the Louisville Innovation Summit, the Bauhaus, and universities and conferences worldwide.
Life in Context: 
Creative Non-Fiction and Engaged Public Health Practice

How might public health storytelling differ, ethically and practically, from long-form narrative journalism or patient-centered narratives? At the core of public health lies the recognition that individual lives are lived within communities. As readers and writers, we will explore how elements of creative nonfiction illuminate contextual and community factors such as culture, equity and marginalization that both impact our health and well-being as individuals and inform our interactions with others. Examining literary and academic texts, we will focus on broader questions of theme as well as technical aspects such as point of view, vivid language and scene-setting.

In an environment where health and science information is accessible to the point of being overwhelming and we often filter data according to political identity, true stories of real people represent a way to break down barriers and convey the human dimension of health policy. This seminar session will explore how compelling character-based narratives are constructed, as well as important ethical questions around the ownership of stories, the representation of vulnerable communities by storytellers and the meaning of consent in the digital age.

Lise Saffran, MPH, MFA is the Director of the Master of Public Health program at the University of Missouri where she teaches Storytelling in Public Health and Policy. She has degrees in public health from the University of North Carolina School of Public Health (now the UNC Gillings School of Global Public Health) and creative writing from the Iowa Writers’ Workshop, University of Iowa. Her research and teaching focus on the ways in which storytelling can enhance self-awareness and cultural humility in public health practice and improve communication around significant issues of public concern. Her academic papers and creative nonfiction have been published in the Journal of Medical Humanities, Medical Humanities, Academic Medicine, Scientific American, the Chronicle of Higher Education, the Journal of Applied Arts in Health, Poets and Writers, Orion and elsewhere. The recipient of fellowships from the MacDowell Colony and the Hedgebrook Community of Writers, she has published short fiction in the Crab Orchard review, Gulf Stream Magazine, Puerto del Sol and the Granta Books anthology FAMILY WANTED. Saffran is the author of the novel JUNO’S DAUGHTERS (Penguin/Plume 2011), which examines the joys and hazards of parenting teenaged girls in an eccentric island community amidst a summer production of The Tempest.
Our identities are shaped by the stories we live and the stories we tell. And despite the varied and complex nature of these identities, and the narratives that underlie them, we have a natural tendency to interpret others in the context of narrowly constructed and incompletely elaborated single stories. These mono-narratives enable us to process the experiences of others in ways that make us comfortable that we do, in fact, understand their lived experiences, however different from our own. In the training of health care professionals who will be called upon to care for people wholly different from themselves, it is important to offer strategies to mitigate their tendency to think in terms of single stories of such others, and to facilitate their ability to broaden their ways of seeing and understanding others. This session will critically examine the teaching approaches that have been most commonly applied in medical education, including cultural competence, structural competency, narrative medicine, and anti-racist pedagogy. We will draw from the health humanities to explore the stories of others in this examination, and describe, as well, the limitations of these approaches and the always incomplete understanding of others that can be achieved.

**Joseph Zarconi, M.D.,** is Professor and Chairman of Internal Medicine, Interim Associate Dean for Health Affairs, and Clinical Director for Humanities Education at the Northeast Ohio Medical University (NEOMED) College of Medicine in Rootstown, Ohio, where he also serves as course director for the reflective practice and the clinical epilogue and capstone courses. He received his M.D. degree as a member of the charter class at the Northeastern Ohio Universities College of Medicine (now NEOMED), completed residency and chief residency in internal medicine at Akron City Hospital, and completed a nephrology fellowship at the University Hospitals of Cleveland/Case Western Reserve University School of Medicine. He is a practicing nephrologist, and has remained active in the teaching of medical students and residents. He has presented at state, national, and international meetings and co-authored peer-reviewed journal articles and book chapters on topics relating to medical education, narrative medical practice, narrative ethics, humanism and professionalism, and social justice, and is co-author of two books on narrative in health care. Dr. Zarconi is a member of the NEOMED Master Teacher Guild, and has been recognized as a Master Teacher by the American College of Physicians. He and his wife, Debbie, reside in west Akron.
Forum Theatre for Health Care Equity

Learn Forum Theatre techniques focusing on Health care equity and health disparities.

Who is this for?
- Community organizers
- Healthcare professionals
- Teachers
- Artists
- Activists
- Anyone who cares about health disparities and healthcare equity!

What is Forum Theatre?
Forum Theatre is used around the world by oppressed and marginalized peoples as an interactive and communal brainstorming tool, with the goal of overturning oppressive systems such as racism, income disparity, sexism, and more.

Workshop:
Tuesday, June 5 – afternoon/evening
Wednesday, June 6 – all day

Forum Performance:
Wednesday, June 6 – evening

Katherine Burke, MFA, is a multidisciplinary artist, teacher, and activist. Her work in health humanities at Cleveland Clinic Lerner College of Medicine engages Cleveland residents, medical students, health care workers, and physicians in an ongoing examination of health and well-being in Cleveland. As the directing and devising force behind the acclaimed verbatim play May 4th Voices, she brought to life the oral histories of witnesses to the 1970 shootings at Kent State University. An activist who uses Theatre of the Oppressed and other arts-based techniques to foster dialogue and inspire action, Burke is the current president of Pedagogy and Theatre of the Oppressed, Inc., and has taught and implemented applied theatre for social change methods nationally and internationally.