

Integrating Graphic
Medicine into Health
Sciences Curricula:

Enhancing Empathy and
Understanding through
Visual Storytelling

Train Your Brain
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Objectives

- Define graphic medicine and describe its foundational principles
- Articulate how graphic medicine can be used to enhance the educational experience of students in health sciences
- Brainstorm strategies for incorporating graphic medicine into curricula
- Describe how graphic medicine can be used in your own work to enhance the educational experience of students in the health sciences
- Articulate how the OHSU Library can support the integration of graphic medicine into curricula



What is Graphic Medicine?

- Visual storytelling about illness, health, medicine, and science
- Comics and graphic novels
- Personal experiences related to healthcare
- Patients, healthcare workers, family and loved ones
- Long history, term coined in 2007 by Dr Ian Williams

Patient Perspective

It's also difficult to communicate the impact of hot flashes. Premenopausal people don't see what can be so bad about a little heat.



STAGES of a Hot Flash

a handy guide

- STAGE 1 - HEADACHE
- STAGE 2 - ANGER
- STAGE 3 - HUNGER/ LIGHT-HEADEDNESS
- STAGE 4 - THIRST
- STAGE 5 - MORE ANGER
- STAGE 6 - EARLY HEAT
- STAGE 7 - RAGING HEAT
- STAGE 8 - CHILLS (SOMETIMES)
- STAGE 9 - ANGER (ALWAYS)

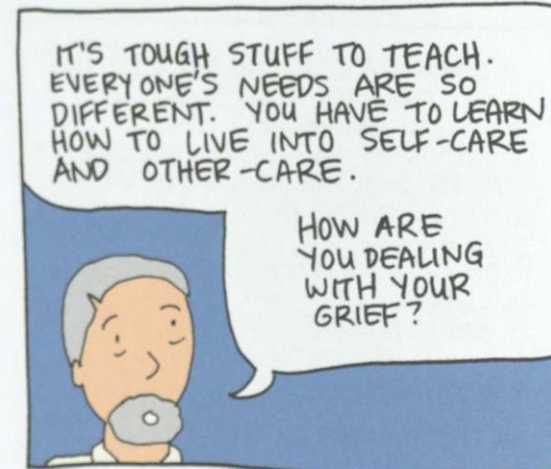
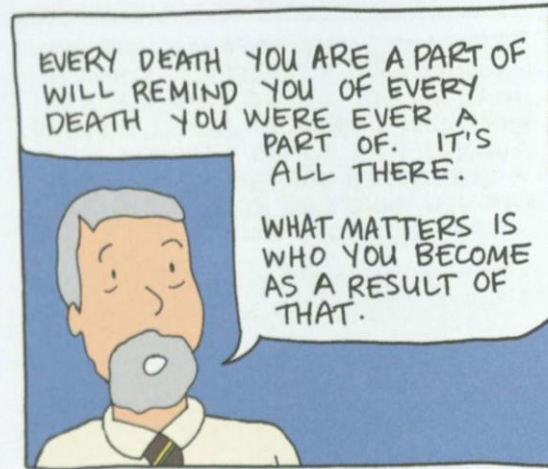
For 5 minutes 15x a day!

Patient Perspective

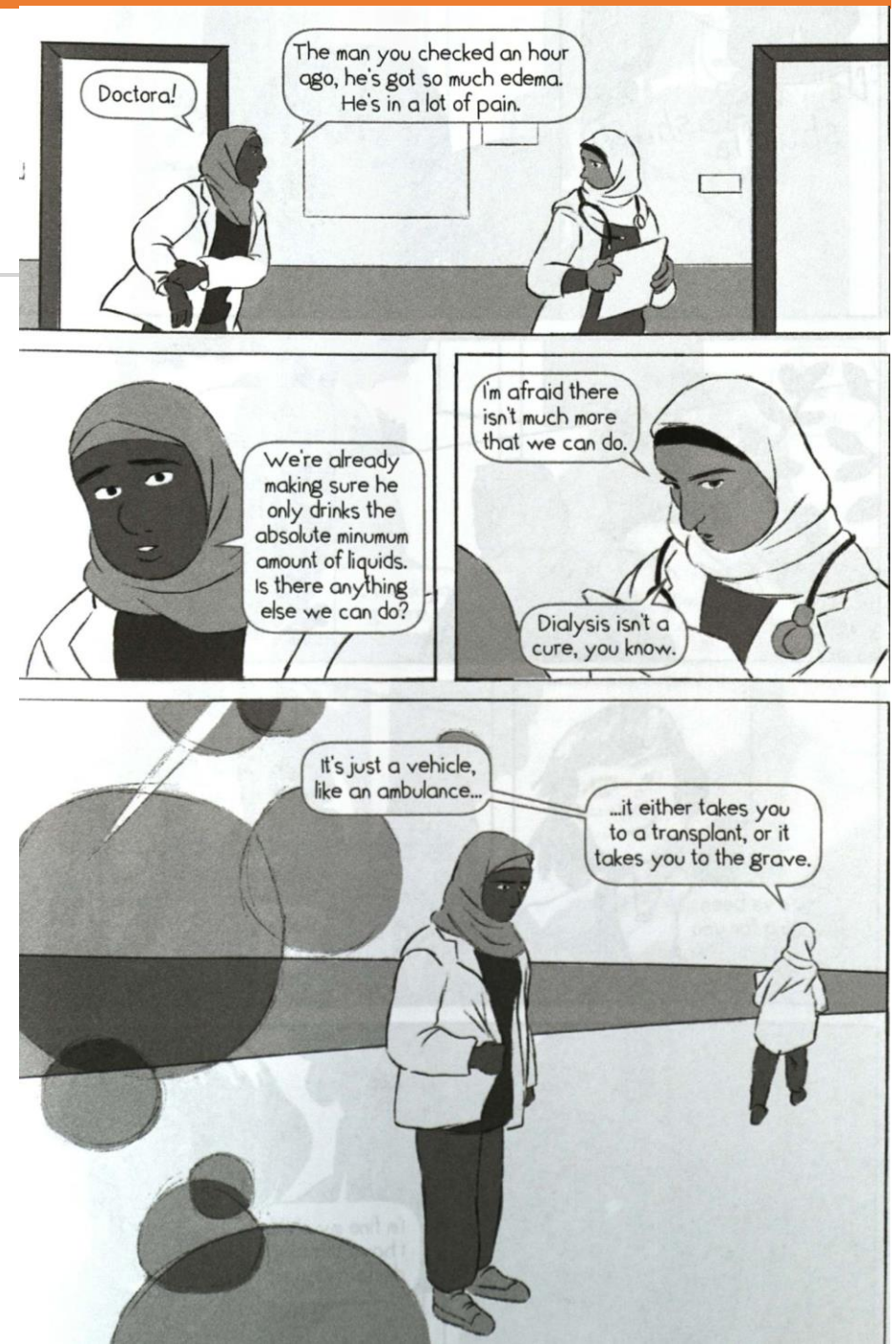


Ata, I. O. (2017). *Mis(h)adra* (First Gallery 13 hardcover edition). Gallery 13.

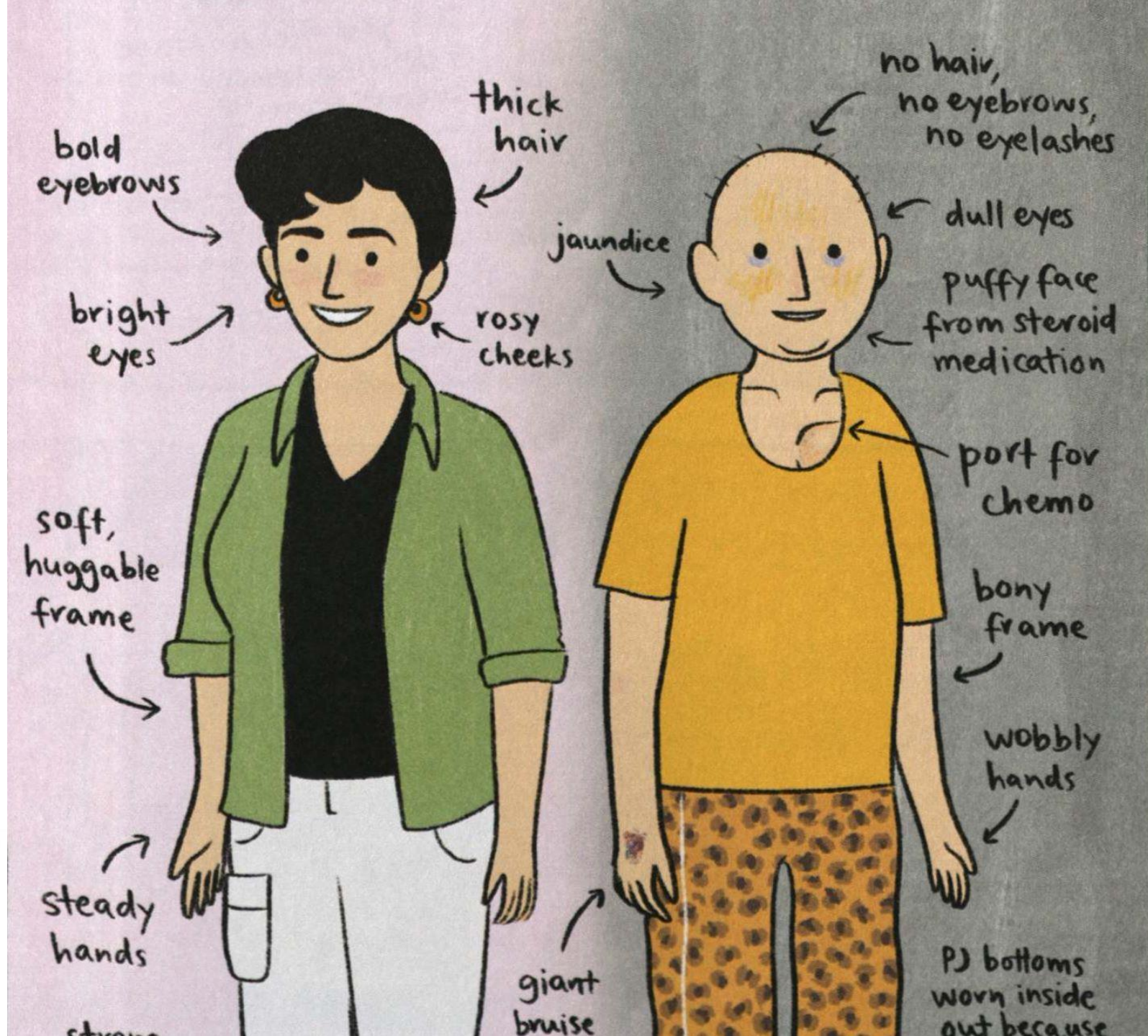
Healthcare Providers



Healthcare Providers



Family, Friends, Loved Ones



Feder, T. (2020). *Dancing at the pity party: a dead mom graphic memoir*. Dial Books.



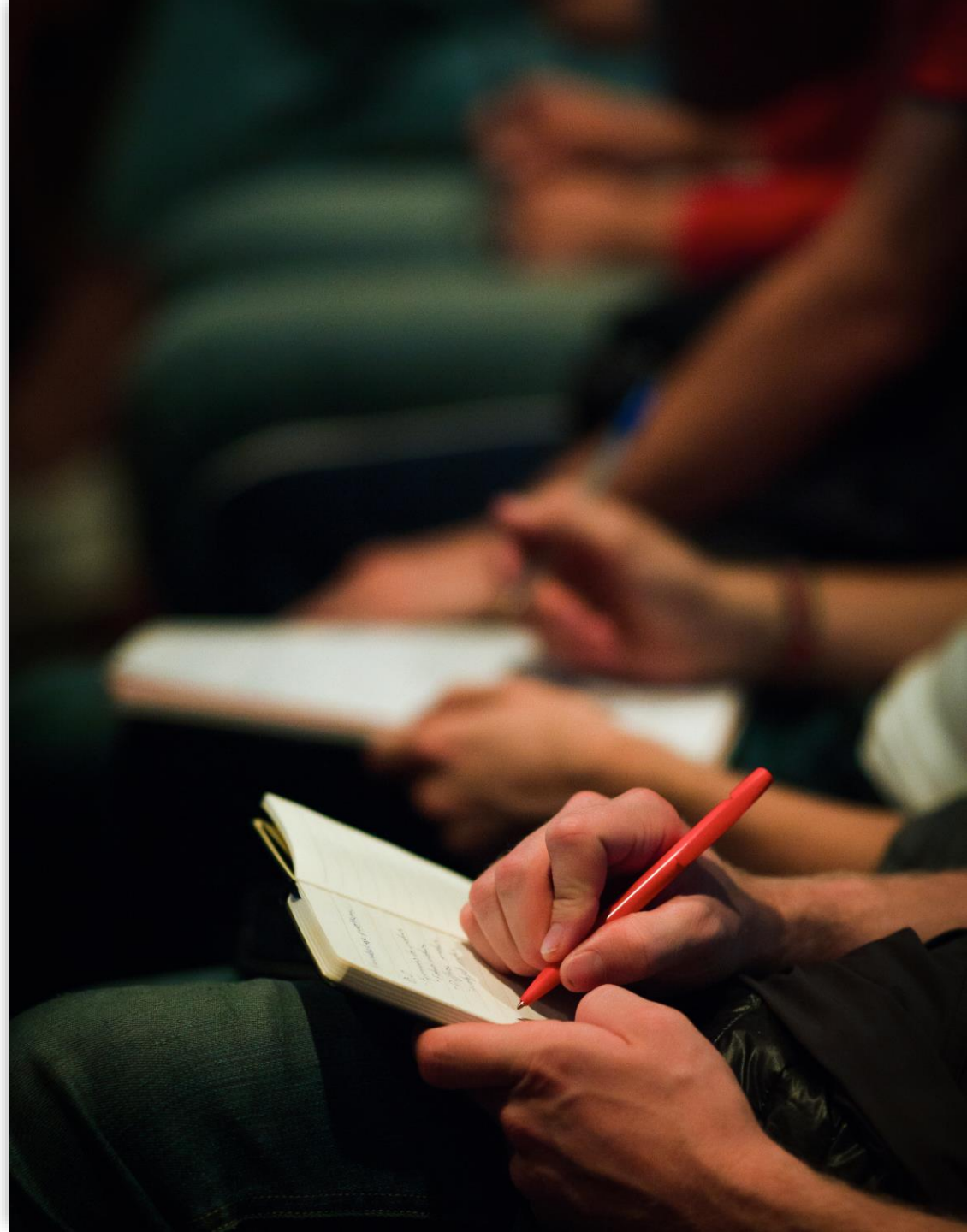
Graphic Medicine in OHSU Classes

**Introduction to Community Health. Taught
in-person.**

- 54% of students in the course strongly agreed that using Graphic Medicine texts helped them think from someone else's perspective
- 77% believed that the images in the Graphic Medicine text helped them feel more engaged with the session
- Wy'East reviewing a Graphic Medicine text

Narrative Medicine at OHSU

- [Information Literacy \(OHSU Graduation Core Competency\)](#)
- About 10 years of Narrative Medicine in School of Medicine intersessions and reflective writing within the program
- Close observation of art. Focus on empathy and preventing bias.
- Curriculum and some images [shared in OHSU Digital Collections](#)
- Partnership with the Jordan Schnitzer Museum at the University of Oregon





Embrace the Bite-Sized

- Pair Graphic Medicine with government health documents or other sources that try and explain conditions
- It's okay to do samples of Graphic Medicine text or to use short snippets. Can weave into what you're already doing

Selecting Texts

- Let students select based on their interests
- Consider main topic(s) to focus on
 - Intersectional themes
- If possible, incorporate multiple texts for greater perspective



Hamdy, Sherine, et al. *Lissa: A Story about Medical Promise, Friendship, and Revolution*. University of Toronto Press, 2017.

Designing Assignments and Activities

- Thinking through the structure of a lesson. Small groups? Full class discussion
- Creating thoughtful discussion questions based on Graphic Medicine texts
- Faculty members with new ideas for assignments using images
- Iterative process



Interactive Brainstorming Session

Breakout group or whole group discussion (*15 minutes*)

Discussion questions:

- Do you see a place for graphic medicine in your own work?
- How might you incorporate graphic medicine in your instruction? Or how might you support the integration of graphic medicine in health sciences curricula through your work? (Add your responses to the [Padlet](#))
- What issues or challenges do you see with incorporating graphic medicine into your instruction, or your support of this instruction?

Share-out (*5 minutes*)





OHSU Library Collection & Available Resources

- Graphic Medicine guide:
libguides.ohsu.edu/graphicmedicine
- [Online Collection](#) (listed in guide)
- 100+ titles
- Located on the 3rd floor of BICC Library
- [Graphic Medicine Manifesto](#) (eBook)
- Purchase suggestions
- Partner libraries

Conclusion

Evidence-based benefits include:

- Enhances understanding of patient perspectives
- Fosters empathy
- Encourages examination/prevention of bias
- Builds communication skills and professionalism/professional identity

Graphic medicine can be incorporated in curricula in both large and bite-sized ways.

OHSU Library resources – including the graphic medicine collection and librarians -- can support this instruction. [Reach out to us](#) for ongoing support and collaboration!



OHSU Library Website
ohsu.edu/library



Contact Us
libraryanswers.ohsu.edu



Librarian Appointment
librarycalendar.ohsu.edu/appointments



Thank you for your participation!

Please fill out the [Qualtrics survey](#)!

We will share out the list of curriculum integration and support strategies after today's session.

References and Additional Resources

Articles

- Consorti, F., Fiorucci, S., Martucci, G., & Lai, S. (2023). Graphic Novels and Comics in Undergraduate and Graduate Medical Students Education: A Scoping Review. *European Journal of Investigation in Health, Psychology and Education*, 13(10), 2262–2275. <https://doi.org/10.3390/ejihpe13100160>
- Green M. J. (2015). Comics and medicine: peering into the process of professional identity formation. *Academic Medicine : Journal of the Association of American Medical Colleges*, 90(6), 774–779. <https://doi.org/10.1097/ACM.0000000000000703>
- Teal, C. R., Shada, R. E., Gill, A. C., et al. (2010). When best intentions aren't enough: helping medical students develop strategies for managing bias about patients. *Journal of General Internal Medicine*, 25(Suppl 2), S115-118. <https://doi.org/10.1007/s11606-009-1243-y>
- Tsevat, R. K., Sinha, A. A., Gutierrez, K. J., et al. (2015). Bringing home the health humanities: narrative humility, structural competency, and engaged pedagogy. *Academic Medicine*, 90(11), 1462-1465. <https://doi.org/10.1097/ACM.0000000000000743>
- Wang, F. (2020). Art in Medicine: A Powerful Aid to Modern Medical Education. (2020). *Student Works*. 284. <https://scholarsarchive.byu.edu/studentpub/284>

References and Additional Resources

Online Resources and Communities

- GraphicMedicine.org includes a [syllabus repository](#) and guides to getting started with graphic medicine in [nursing](#), [medicine](#), and [public health](#).
- SUNY Brockport's [Research Guides: Graphic Medicine: Teaching with Graphic Medicine](#) offers examples of graphic medicine being used to promote education.
- The National Library of Medicine's collection of graphic medicine includes an [online exhibit](#) and [full curriculum](#) for health professional students, and a [traveling exhibit](#).

Books

- Czerwiec, M. (2015). [Graphic medicine manifesto](#). The Pennsylvania State University Press. Includes chapters on the use of graphic medicine for engaged scholarship and the use of comics in medical education.