

**University Musical Society**  
**Proposal to the Creative Campus Innovations Grant Program:**  
***Medical Training and the Arts***

**Narrative Text DRAFT (to be uploaded)**

*[Note: all application instructions are listed in blue type.]*

**PROJECT SUMMARY:** *Please describe the goals and activities of your project.*

University Musical Society (UMS) and our principal partner, the University of Michigan Health System (UMHS), seek support for a project titled ‘Medical Training and the Arts,’ whose goal is to enhance the ability of medical students and house officers (‘trainees’) at the University of Michigan to deliver high-quality, humanistic clinical care through immersion in and analysis of specially designed arts activities and to offer experiences in health care for artists. The partners will offer eight sessions each year to a select group of 25 medical students and house officers. Each session will comprise a dinner meeting, where a visiting and/or local artist will be paired with a clinician to lead a discussion about the art to be experienced, followed by attendance at an arts performance and subsequent engagement with artists through post-performance discussions, master classes, open rehearsals, hands-on demonstrations, or other residency activities. Artists will also have firsthand opportunities to observe the delivery of health care.

Anticipated project outcomes include the development of a curriculum integrating arts experiences into medical training programs, measurable improvements in the delivery of the trainees’ clinical care, and the dissemination of project results as a model for peer institutions. Benchmarks for project success include decreased levels of self-reported burnout and cynicism, higher levels of professionalism, and a measurable increase in the participants’ awareness and responsiveness to the needs of their patients. These measures will be compared to a control group of fellow learners. This is a highly focused, cross-campus, innovative, arts-based project, one with enormous potential to raise the profile of all university-based presenters among their health care colleagues; serve as a replicable, credible model curriculum of arts engagement with health care trainees for presenters and affiliated hospitals nationwide; and strengthen the proposition that the arts are integral to campus life.

**ORGANIZATION BACKGROUND:** *Describe the mission of your presenting organization and provide a brief description of your performing arts presenting history, and audiences served - including students, faculty and staff on campus.*

The UMS mission is to inspire individuals and enrich communities by connecting audiences and performing artists in uncommon and engaging experiences. Now in our 131<sup>st</sup> season, UMS is a multi-disciplinary presenting organization that presents the full spectrum of the performing arts. With a program steeped in music, dance, and theater performed at the highest international standards of quality, UMS contributes to a vibrant cultural community by presenting approximately 60-75 performances and over 100 free educational activities each season. UMS also commissions new work, sponsors artist residencies, and organizes collaborative projects with local, national, and international partners. We primarily serve the Southeast Michigan region, comprising seven counties and the city of Detroit. UMS has won numerous awards for our audience engagement efforts, building relationships with numerous communities of shared

heritage in the area in order to serve a broader segment of the regional population. Currently, UMS works with over 280 community partners in the region.

UMS grew from a group of people from the local university and the town who gathered together for the study of Handel's 'Messiah,' offering their first performance in December 1879 and then incorporating a year later. We also founded the Ann Arbor School of Music in 1880 and administered it until 1940, when it was given to the University and became the distinguished U-M School of Music. While proudly affiliated with U-M, housed on its Ann Arbor campus, and a strong collaborator with many University units, we are a separate not-for-profit organization that supports itself from ticket sales, contributed revenue, and endowment income. UMS, then, is unique among university-based presenters in that we have always been independent but deeply affiliated with our host university. UMS is also financially self-reliant and artistically independent, governed by a 32-member Board of Directors comprised of ¼ U-M and ¾ community representation.

UMS works in partnership with 68 academic units and 200 faculty members across the U-M campus, offering many points of entry for arts participation through curricular connections, including in-class lectures by UMS artists, master classes, panels and symposia, lunches or other informal events with the artists, 'shadowing' opportunities of artists at work, and the design of special courses by faculty to complement our programs. In particular, UMS and U-M have been singled out for recognition among our peer institutions for engaging undergraduates, a group that is sometimes overlooked at major research universities. Additionally, UMS engages U-M students in the arts with student discount ticket programs, through which students purchase an average of 17,000 discounted tickets and have saved over \$350,000/year on tickets; 'Arts & Eats,' a pizza dinner-content speaker-performance package for students, subsidized by us at \$15/event; and meaningful mentoring opportunities through work/study and intern positions. Unlike most university-related presenters, UMS receives no student-fee or other university financial support for these programs and underwrites the annual subsidy entirely from our own resources.

**PROJECT OVERVIEW:** *Please organize this section in response to the questions that follow. As appropriate, describe any shifts or changes in the project that have taken place since the submission of your preliminary application.*

**A. Project Purpose:** *Describe how the key activities and anticipated outcomes of this project align with the goals of the Creative Campus initiative. What is innovative about the proposed project?*

Our project is well aligned with the goals of the Creative Campus initiative:

Project Concept: Our project premise is that the arts can help medical trainees become more effective and humane physicians. While trainees can read and hear about concepts such as pain, loss, grief, or fear, it may be difficult for them to understand these experiences in their patients. The arts, however, can help engender a sense of empathy, through both verbal and nonverbal channels, and help audiences to experience the human condition from a different perspective. By enhancing these skills among the participating trainees, this project integrates well with our host

university's mission, to develop leaders and citizens who will challenge the present and enrich the future.

Our project is sensitive to the primary limitation of both artist and trainee participants: their schedules. Our initiative envisions multiple artists participating in project activities for short periods, with off- and on-campus artists offering master classes, lecture/demonstrations, or comparable activities as part of each session. Short, intensive sessions will make it possible to involve many artists and will also greatly facilitate trainee participation, given the enormous demands on their time. Through interactions with trainees and faculty and opportunities to observe health care in action, artists will be able to share their creative process and, in turn, gain a new perspective on the human experience. Several outstanding artist ensembles have committed to the project (letters attached), and we know more will want to take part. The artist letters demonstrate high artistic merit and quality. Final selection of project activities will be made once artist tour schedules are confirmed, repertoire is set, and trainee and medical faculty schedules are established this summer.

Campus/Community Engagement: This project is intended to have a deep, sustained impact on the trainees, who are all U-M students either enrolled in the Medical School or physicians in training ('house officers,' or interns or residents) at UMHS. UMS and UMHS conducted a pilot project, described below, which revealed great demand for participation. When asked to reflect on their experiences, participant comments indicated that the project is already having a significant impact, one likely to become even stronger when fully implemented. All of these factors support the notion that students are very likely to engage in and benefit from the project, and that it will help engage and sustain long-term arts engagement.

This project has strengthened the existing cross-campus partnership between UMS and UMHS. Key staff have met with the U-M President and its Executive Vice President for Medical Affairs, who reports directly to the U-M President and is the UMHS CEO (which includes the Medical School). Both parties have strongly endorsed the project and offered support letters (attached). The Medical School will provide financial support through its Program in Society and Medicine. Key non-arts faculty have been designing and planning the project with UMS. Joel Howell, M.D., Ph.D., U-M Professor of the History of Medicine and of Internal Medicine, first conceived of the project; he traveled with us to the 2010 Arts Presenters conference and participated in all Creative Campus-related events offered.

Organizational Capacity: UMS and UMHS both have the requisite capacities to carry out this project. UMS has a rich history of presenting exceptional artists reflecting a wide range of styles and perspectives, as evidenced in the attached presenting histories. By engaging internationally renowned artists in the project, UMS can offer one-of-a-kind opportunities for trainees to interact with them, an enormous participation incentive among a target population with huge demands on their time. UMHS is recognized as having some of the top medical training programs in the country. The partnership between UMS and UMHS will only be enhanced by implementing this project.

Project Impact: The potential impact of our project is huge. We elected to keep the project focus very narrow in order to maximize the depth of this impact. This narrow project focus also

enables us to implement an academically rigorous, credible project with a strong evaluative component, whose outcomes will withstand the scrutiny of arts and medical peers alike. By having an intensive, well-evaluated project, we ultimately hope to impact the way in which the arts can infuse the general medical curriculum at fellow research universities. We believe this potential, for replicating the project and outcomes on other campuses, is part of what makes this project innovative and is a strong argument for its funding.

**B. Project Support:** *Describe the role of the presenter in this project. Describe the approaches you will use to further integrate the presenting organization into the academy's mission. Identify the type and scale of resources (financial and other) from the college and other sources that will support project activities. If you are planning a course as a part of this project, please provide the name and description for that course. What is your institution's course approval process?*

UMS will oversee the project as a whole; secure artists and manage their participation; manage activities logistics; serve as primary fiscal agent; coordinate project meetings; manage documentation and archiving; and serve as primary funder contact. UMHS will secure and oversee trainee participation; manage project evaluation; disseminate project results via articles and presentations; coordinate UMHS personnel logistics; and assist with documentation and archiving. To support project activities, UMS is contributing applicant cash (please see budget). UMHS is contributing \$15,000/year through its Program in Society and Medicine. Finally, UMS will seek additional funding from the U-M Office of the Vice President for Research, which has funded special UMS initiatives in the past. No project courses are planned.

**C. Project Partners:** *Describe the roles and responsibilities of your project partners – please distinguish between on- and off-campus partnerships. How have the interests and concerns of the partners been integrated into the project design and implementation plan? If a partnership builds on an existing relationship, please describe the significance of the project to your ongoing partnership. If this is a new partnership, please explain why you have come together to undertake this project.*

The primary project partner is UMHS. UMS and UMHS have collaborated on similar past ventures, including an event during a 2006 Royal Shakespeare Company residency titled 'Shakespeare Comes to the Medical School' (faculty letter attached). That experience had a strong impact and, after continued partner discussions, led to the creation of the project idea: a long-term initiative designed to deepen the impact of such experiences on students and artists by multiplying their number and expanding their scope. Over 2008/2009, the partners tested their idea by conducting two pilot sessions surrounding UMS performances. 35 trainees participated, and most responded to a post-session evaluation. Three more sessions were offered in 2009/2010, with even more enthusiastic comments. A few sample responses after a Berlin Philharmonic concert can help illustrate participant impact: 'I think the movement that [the pre-concert speaker] talked most about in which he suggested that Brahms was contemplating his own death was particularly applicable to us as future physicians who often must talk to patients about their thoughts on death and dying... music can often speak to people better than words can.' And: 'Being a physician is an art as well as a science. Thinking creatively and having experiences such as this one is a chance to step away from conventional thinking and experience something in a new way.'

Each partner's interests and concerns have been integrated into the project design and implementation plan. The project addresses several interests at UMS: to integrate the arts more fully into academic life; to explore new areas of cross-campus study in the arts; and to help validate, in a new way, the importance of the arts in civic and professional life. These interests would be shared by the U-M Museum and its School of Music, Theatre & Dance as potential partners. For UMHS, the project fits well with its academic goals for trainees, to help them improve their humanistic practice of medicine and to encourage interdisciplinary work directed at improving patient care.

**D. Project Artists:** *Identify the artists who have committed to participating in this project. Please describe their creative process. Describe the roles and responsibilities of the artists participating in the project – please distinguish between on- and off-campus artists. How are artists being supported in the creative process? If new work is being created as part of this project, please describe how rights to the work(s) created will be determined.*

Off-campus artists committed to our project are: the Cleveland and Detroit Symphony Orchestras, Jazz at Lincoln Center Orchestra, Jerusalem Quartet, Merce Cunningham Dance Company, and the Takács Quartet. UMS will invite more 2010/2011 artists to participate, including the Mariinsky Orchestra, Sequentia/Benjamin Bagby, Propeller Theater Company, and others. (Invitations for Year 2 project artists will take place during Year 1.) On-campus artists committed include Piano Professor Louis Nagel and Dance Professor Peter Sparling, former Martha Graham principal, with additional faculty artists to come as off-campus artist scheduling is solidified. On-campus artists will participate primarily as pre-performance dinner speakers, with all artists offering additional arts experiences including post-performance sessions, master classes, open rehearsals, and other activities. All artists will be invited to observe the delivery of health care firsthand and will be invited to present grand rounds, go on patient care rounds with hospital physicians (some of whom will be trainees), and witness patient care in other settings such as the operating room, where a noted vascular surgeon is allowing artists to come observe his surgeries. This level of access, to witness firsthand the delivery of health care, is unprecedented and will be memorable for artists who elect to participate, thus supporting their creative processes. There are no plans for new work to be created, but we hope that the experiences to be offered and the interactions with medical students and faculty at a leading research university will be instructive and even enlightening for interested artists.

**E. Campus & Community Engagement:** *Describe the targeted constituents for this project. How will students learn about and be involved in this project? How will the faculty and staff learn about and be involved in this project? Include a clear description of how you will involve your president, provost faculty, students and staff in this project.*

The project targets U-M students either enrolled in the Medical School or residents or interns in training ('house officers') at UMHS. In order to provide a deeper, richer experience for everyone involved, the program will be limited to 25 primary participants. House officers will come from the departments of internal medicine and surgery, specialties chosen because they are large departments; house officers directly care for a wide range of patients; and staff from these programs frequently interact with one another, increasing the likelihood of heightened teamwork among the trainees. Participants will be recruited through email announcements combined with announcements by chief residents at daily hospital activities. 50 trainees will be randomly chosen, of whom 25 will participate in all project activities and 25 will serve as a control group,

with minimal participation. UMS will convene project meetings with key partners four times/year to assess activities and outcomes and alter project plans as needed. Additionally, we will hold project update meetings twice a year to which the U-M President, Provost, and all partners, students, and relevant campus representatives will be invited.

**PROJECT IMPACT:** *Describe the project impact in response to the following questions. Please avoid any boilerplate language.*

**A. Evaluation:** *Identify the desired outcomes of the project. Please describe what constitutes success for your project and how you will measure your project's success. What methods will be used? How do you plan to measure project progress (i.e. as part of a formative evaluation process) and make adjustments as needed? If your proposed effort involves research, policy, or is a demonstration initiative, how do you plan to disseminate what you have learned from the work and its evaluation? Note: semi-finalists are advised to review logic models that were part of the evaluation process for 2007 Creative Campus grantees. Creative Campus Innovations projects case studies will be available on the Arts Presenters web site in December 2009.*

Evaluation of project results is at the core of this project. If the partners can demonstrate, through a carefully controlled project, that immersion in the arts can have a measurable, positive impact on the delivery of health care, such an outcome would have enormous ramifications for both the arts presenting and health care fields. Not only will we have created a model to be replicated by our arts presenting peers, we will have project outcomes that are credible and will be respected in the arts and medical communities and will be of great interest to both.

All project activities will be documented and evaluated relative to a comparison group of 25 learners, who will be allowed to participate in the project at a minimal level (which will be necessary in order to create some incentive for participating) and will complete the identical evaluation tools. Evaluation strategies will include: 1) Quantitative measures of physician attitudes and values to assess burnout, cynicism, and professionalism at the start of the project and yearly afterward, since all of these factors have been linked to suboptimal patient care practices, along with increased levels of teamwork, increased attention to the complexity of the social framework of health care, and increased attention to the contextual issues surrounding health care. UMHS faculty member Dr. Todd Greene and other colleagues have expertise in the evaluation of medical education and will guide this area. 2) Qualitative, narrative-based surveys to measure change in the trainees' awareness and responsiveness to challenging situations in their medical practices, where each trainee will choose a real-life situation from their own experience, write about it and analyze their response to the situation, and then re-visit and re-analyze that same scenario over the course of the project period. These evaluations will be supervised by Rita Charon, M.D., Ph.D., a consultant from Columbia University who heads their Program in Narrative Medicine and who has expertise in teaching narrative medicine to clinicians. 3) More open-ended surveys to be administered by Dr. Greene to the trainees after each arts experience to solicit their reactions. As part of a network of major research universities with medical schools attached to them, UMS will be able to share project outcomes easily with our counterparts at these schools, including the Universities of Illinois, Iowa, Kansas, Maryland, and North Carolina; Stanford University; Dartmouth College; and others. In addition, we will apply to present results for discussion at major meetings of medical educators, such as the



AAMC (Association of American Medical Colleges) and SGIM (Society of General Internal Medicine), as well as submitting papers for publication in major medical journals.

**B. Documentation:** *Describe the documentation plan for the project. Who will be involved in the documentation process and how will the documentation be used? What resources are needed to document the project?*

The project partners will document the project in the following ways:

- Select project activities will be videotaped and participating students, artists and faculty members will be interviewed for short podcasts, all to be compiled into a more comprehensive podcast at the close of the grant period;
- Notes from all project meetings will be taken and made available to all partners;
- Trainees and participating faculty members and artists will be invited to contribute to a project blog, which will exist as a microsite where project partners and trainees can interact, view podcasts, and access meeting notes;
- Project highlights will also be accessible to the general public through a new UMS social media web site, [www.umsLOBBY.org](http://www.umsLOBBY.org);
- UMHS faculty will write up and submit papers on project results for publication in major medical journals; and
- The partners will create Power Point presentations on the project that can be shown at professional conferences in their respective fields.

Various UMS staff members in our marketing department and in other areas have experience in the filming and editing of videos and will supervise and assist with the creation of project podcasts. UMS already owns the necessary resources for video documentation, including several Flipcams, one professional-quality video camera, and professional video editing equipment and software. UMS and UMHS intend to use their Power Point and video documents to present at professional conferences. The UMS grants manager will serve as the archive coordinator for the project and will take meeting notes, coordinate podcast, blog and microsite efforts, and create Power Points.

## **BUDGET**

*The project budget should provide a detailed breakdown of direct costs for the project and include a budget narrative. The budget narrative must be completed and should provide information about in-kind support.*

## **SUPPORT MATERIALS**

*Please upload the following documents to support the information completed above:*

- *Letter of Commitment from the participating artist(s)*
- *Letter of Support from the project partner(s)*
- *Presenting history for your current and previous season*