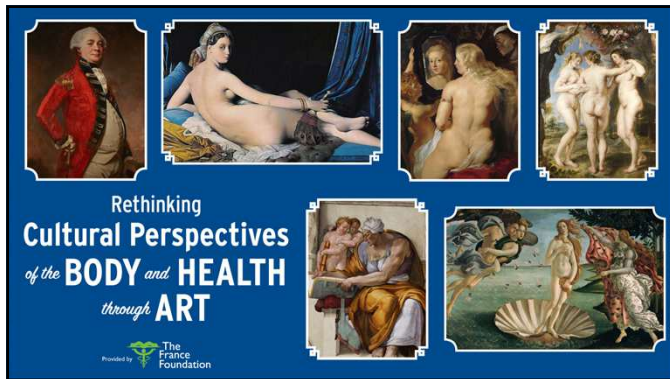




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Session Information and Disclosures

- This activity is supported by an educational grant from Lilly.
- The France Foundation is conducting educational outcomes research within this activity. All response from learners are anonymized and will be studied in aggregate. Contact info@francefoundation.com with any questions.

Scan the QR code to access resources,
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Learning Objectives

- Apply close-looking techniques from art history to enhance observation and nonverbal communication with patients
- Integrate cultural and social context analysis to understand factors influencing our perceptions of obesity and related comorbidities

Our Time Today

- What Are the Medical Humanities? Why Art History?
- Art History Methods as Transferable Clinical Skills
- 3 Case Studies: Rethinking Social and Cultural Perceptions of the Body
- Key Takeaways

What Are the Medical Humanities? Why Art History?

The Fundamental Role of Arts and Humanities in Medical Education

Arts and humanities are essential to the human experience and their benefits to medical education go far beyond joys and pleasures.

By integrating arts and humanities throughout medical education, trainees and physicians can learn to be better observers and interpreters, and better communicators and team players.

The AAMC is committed to supporting the integration of arts and humanities.

Through the Fundamental Role of Arts and Humanities in Medical Education (FRAME), we will provide resources to help medical education start, identify, and/or improve the use of arts and humanities in their teaching.

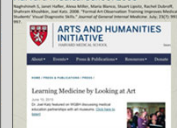


Dolev JC, et al. JAMA. 2001 Sep 5;286(9):1020-1021; Naghshbani S, et al. J Gen Intern Med. 2008 Jul;23(7):591-597; Chislin MS, et al. Acad Med. 2021;96(8):1100-1104; Howley L, Gaufberg E, King B. The Fundamental Role of the Arts and Humanities in Medical Education. Association of American Medical Colleges. Washington, DC. 2020.

Yale School of Medicine 2001



Harvard Medical School 2008



3 Art History Methods Transferable Skills in Health Care Education

1. Close Looking: Careful, detailed observation to sharpen visual perception



2. Formal Analysis: Using elements of art to recognize structure and patterns



3. History and Context: Deepens understanding and cultural perceptions through social & historical frameworks



Conaty, S. Art History Methods, chapter in Klugman, Craig M., and Erin Gentry Lamb, eds. *Research Methods in the Health Humanities*. New York, NY: Oxford University Press, 2019, 100-114.

Art History Methods: Transferable Skills

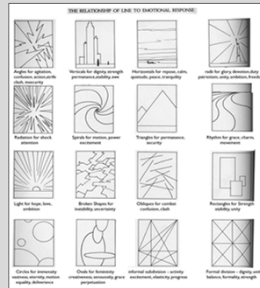
Applied to patients with higher body weight, these skills help us:

- Understand cultural and social influences
- Strengthen motivational interviewing
- Communicate with greater empathy
- Improve shared decision-making

Example 1: Formal Analysis Skills--Analyzing Line



Picasso, Weeping Woman, 1937



Angles: agitation, confusion, action, strife, clash, insecurity
Andrew Loomis, "Creative Illustration," The Viking Press, New York, 1947

Analyzing Line: Nonverbal Communication



David, Oath of Horatii, 1784



What is one word you would use to describe the group of men on the left?

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What is one word you would use to describe the group of women and children on the right?

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Analyzing Line: Nonverbal Communication



David, Oath of Horatii, 1784

What words did you choose?

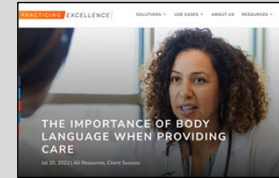
How did the artist use line to help communicate body language and mood?

Analyzing Line: Transferable Skills in Health Care

Formal Analysis Skills

- **Increases observation skills:** A precise and advanced method of close looking is required to train the eye to identify, describe, and analyze line
- **Improves nonverbal communication skills:** What is the patient communicating to you?
 - Identify nonverbal/visual clues through body language, posture, and facial expressions
 - Helps develop empathy and understanding of patient perspective before moving forward with SDM

Pay Attention To These Nonverbal Signs



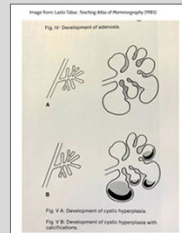
Example 2: Formal Analysis Skills—Analyzing Proportion

Analyzing **Standard** vs **Exaggerated Proportion**: When a part or portion of an object or person is larger, smaller, or distorted from the standard (or clinical) norm

- In art history, we are trained to:
 - Look closely
 - Identify exaggerated proportions
 - Research further to find out why
- These are shared processes and skills with clinical diagnostic situations

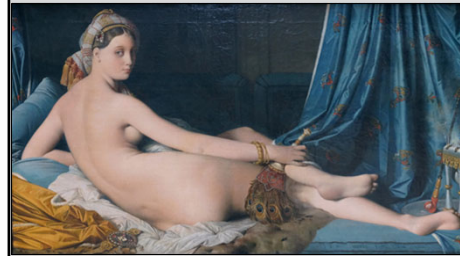


Michelangelo, Cumaean Sibyl, Sistine Chapel, Rome, 1508-12



Development of Adenosis, Cystic Hyperplasia, Tabar, Teaching Atlas of Mammography, 1985

Analyzing Proportion



Ingres, Grande Odalisque, 1814

Consider: In art history, exaggerated proportion in the human body is often a visual strategy.

What's wrong here? Can you find examples where the artist exaggerated body proportions?

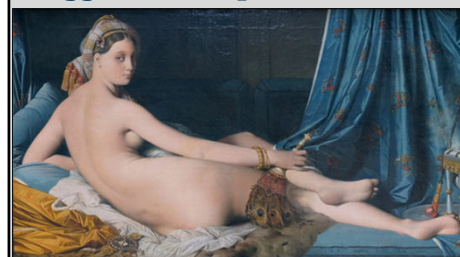


Select the parts where the artist may have exaggerated proportions:

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Analyzing Proportion: Where has the Artist Exaggerated Proportions?

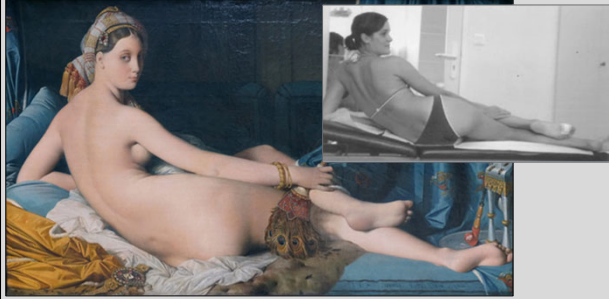


Ingres, Grande Odalisque, 1814

Select the parts where the artist may have exaggerated proportions

- Head
- Face
- Neck
- Left arm
- Right arm
- Left leg
- Right leg
- Lumbar spine
- Lower back
- Pelvis

Taking a Closer Look: What Body Parts Are Exaggerated by the Artist?



Ingres, Grande Odalisque, 1814; Maigne JY, et al. *J R Soc Med*. 2004;97(7):342-344.

Proportion

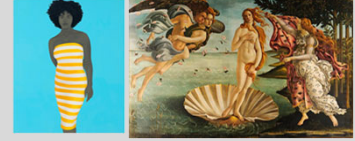
"Ideal" proportions of the human body are often socially or culturally prescribed. What some may consider "exaggerated proportions" can be:

- A visual strategy communicating a message, value, or belief
- Someone else's "norm"
- Challenging the "norm" or accepted cultural standard

Clinical connection: This method helps us better understand cultural perceptions of body types, weight, and patient health

An art history perspective can foster respectful conversations that lead to thinking critically about health, body types, and weight bias

Problems with analyzing "ideal or standard" bodies



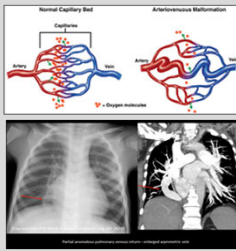
versus bodies with "exaggerated proportions"



Amy Sherald, "There is no charm equal to the tenderness of heart" (2019); Botticelli, Birth of Venus, 15th century; Venus of Willendorf, 50,000 BCE; Altar Group, Benin, Nigeria, 19th century.

Proportion: Transferable Skills in Health Care

- **Clinical:** Look closely, identify exaggerated proportions, and then research further to find out why and decide on health intervention
- **Cultural:** Investigate underlying social and cultural influences, consider bias around the concept of healthy "norms," and plan actionable steps for healthy outcomes together



History and Context Case Study 1: Rubenesque Women vs Power Paunch Men



Rubens, Venus at a Mirror (1615)

Paintings as Patients

Question: What concern(s) would you have for the health of these patients?

Art History Intervention: Investigate social and cultural context of body and health perceptions of time



Romney, Brigadier-General Lawrence Nilson (c.1791)

17th-Century Rubenesque Women: Rethinking Cultural Perceptions of Bodies and Health



Rubens, Venus at a Mirror (1615)



The Three Graces (c.1635)

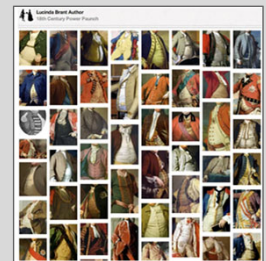
The 18th-Century Power Paunch: Rethinking Cultural Perceptions of Bodies and Health



Romney, Brigadier-General Lawrence Nilson (c.1791)



Romney, Sir Noah Thomas, Fellow of the Royal College of Physicians (1757)



Vartanian H. Bursting With Power: the 18th C power paunch. 2013.

History and Context Case Study 2: Duane Hanson--20th Century Bodies on Display



Woman Eating, 1971



Queenie 2, 1988

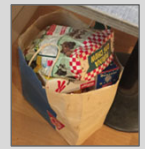
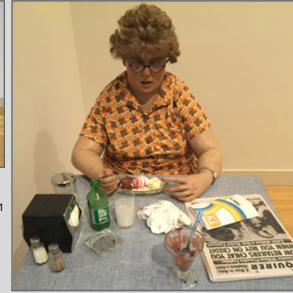


Man on Mower, 1995

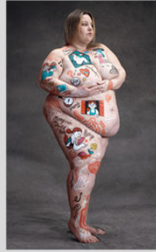
Case Study 2: Duane Hanson--20th Century Bodies on Display



A closer look:
Duane Hanson, Woman Eating, 1971



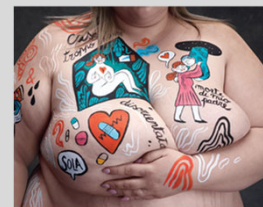
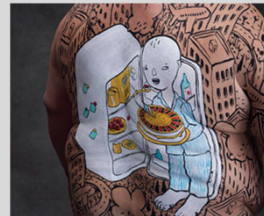
Case Study 3: 21st Century--Beyond the Body Exhibit



An obesity awareness exhibit: portrait models share the invisible traumas of their weight, artists portray the story on their bodies. Milan, Italy, 2019.

Artists: Illustrator Elisa Macellari, Street Artist Millo, Tattoo Artist Amanda Toy

Case Study 3: 21st Century--Beyond the Body Exhibit



Like a work of art, every body holds a story. We can study art to learn to see, hear, and understand patients more deeply to improve care for those living with obesity.

Key Takeaways

Remember This

- Art serves as a powerful form of health communication
- Studying art helps you see the person in the patient
- Looking at art is good for you



<https://annualreport2020.britishart.vale.edu>



What caught your attention in this session, and how will you apply it in your clinical practice?

① The Slido app must be installed on every computer you're presenting from

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How to change the
design

Key Takeaways

Actionable Steps for Clinical Care

- Observe closely: Notice visual cues and respond with thoughtful follow-up
- Ask with empathy: Frame questions that are culturally aware and patient-centered
- Build together: Practice dialogue that fosters trust and shared decision-making
- Apply Art History methods to strengthen skills in:
 - Motivational interviewing
 - Patient-centered communication
 - Shared decision-making

Comments? Questions?

Please scan the QR code to complete the evaluation

