



Request for Proposals: Scoping review of the use of arts and humanities in the education of physician and interprofessional learners across the developmental spectrum

Academic medicine must define, build, and continuously improve upon the practices and environments that allow physicians to provide optimal care for their patients, to collaborate with their fellow health care professionals, and to care for themselves. A growing evidence base suggests that learning experiences that integrate arts and humanities within curricula may lead to a variety of important learning outcomes. These include skills-based outcomes such as honing observation and interpretation skills, relational outcomes such as empathy, communication, and teamwork, and transformational outcomes at the level of professional identity formation and advocacy.¹ The arts can spark joy and enhance renewal. The range of the humanities and arts that can inform medical learning and, ultimately, patient care is quite vast and includes literature, philosophy, ethics, history, religion, creative and reflective writing, visual arts, music, media, film, and theater. There is more to be understood about the qualities of the arts that facilitate learning, pedagogical strategies that support engagement with the arts, and ways to translate arts and humanities-based learning experiences to clinical practice.²

The Association of American Medical Colleges (AAMC) has sought to articulate various critical foundations for the education of future physicians. In 2009, the AAMC collaborated with the Howard Hughes Medical Institute to publish the first of its Foundations monographs, *Scientific Foundations for Future Physicians*.³ The AAMC published the second Foundations monograph, *Behavioral and Social Science Foundations for Future Physicians*, in 2011.⁴ These Foundations documents, which have been distributed widely to medical educators, guide curricular planning and execution.

With funding from the Josiah Macy Jr. Foundation, the AAMC is now working to produce a third monograph, *Arts and Humanities Foundations for Future Physicians*. As part of this effort, the AAMC is seeking a team to conduct a scoping review with the following research question:

How and why are the arts and humanities being used to educate physician and interprofessional learners across the developmental spectrum?

¹ Dennhardt S, Apramian T, Lingard L, Torabi N, Arntfield S. Rethinking research in the medical humanities: a scoping review and narrative synthesis of quantitative outcome studies. *Medical Education*. 2016; 50(3):285-299.

² Haidet P, Jarecke J, Adams NE, Stuckey HL, Green MJ, Shapiro D, Teal CR, Wolpaw DR. A guiding framework to maximise the power of the arts in medical education: a systematic review and metasynthesis. *Medical Education*. 2016; 50(3): 320-331.

³ HHMI/AAMC. *Scientific Foundations for Future Physicians*. Washington, DC: AAMC; 2009. Accessible here: <https://www.aamc.org/download/271072/data/scientificfoundationsforfuturephysicians.pdf>

⁴ AAMC. *Behavioral and Social Science Foundations for Future Physicians*. Washington, DC: AAMC; 2011. Accessible here: <https://www.aamc.org/download/271020/data/behavioralandsocialsciencefoundationsforfuturephysicians.pdf>

Initial inclusion and exclusion criteria (after a review team is selected, this may be further modified by agreement between the AAMC and the review team):

Inclusion criteria:

- Experiences from premedical education through continuing education;
- Programs for physicians or physician learners, including those with other interprofessional learners;
- Elective and required experiences;
- Qualitative and quantitative research, as well as descriptive and conceptual papers.

Exclusion criteria:

- Programs taking place outside of the US or Canada;
- Programs that do not involve physicians or physician learners.

The scoping review will be submitted for peer-reviewed publication (with right of first-refusal from *Academic Medicine*). Insights from this scoping review will inform the previously mentioned monograph and the development of a database of arts and humanities resources. Strict adherence to the timeline described below will be critical and research teams who are unable to dedicate the needed resources to complete this review in a timely manner, are discouraged from applying.

This review should examine the extent, range, and nature of scholarly activity on the selected research question; summarize findings; and identify research gaps in the existing literature. Recommendations for further research and an annotated citation list should be included in the review.

Eligibility and team composition:

- The institution that receives the funds must be in the US or Canada.
- Preference will be given to teams where at least one team member is on the faculty of an AAMC member school.
- At least one team member must either be a librarian or have equivalent search expertise.
- At least one team member must have successfully completed and published one or more scoping reviews of the literature.
- Authors are strongly encouraged to consider including team members who:
 - Are health professions learners;
 - Have expertise in the arts and humanities;
 - Have complementary experience, such as policy experts, sociologists or organizational psychologists, practicing clinicians, health professions educators, and patients/families; and
 - Represent more than one institution.

Funding: Teams will receive up to \$30,000 in two payments of \$15,000 and \$15,000 (first payment up front, second payment at completion).

Timeline:

- Proposals due: February 28, 2019
- Selection of scoping review team: March 15, 2019
- Dispensation of first payment: March 31, 2019
- Status updates at 3 and 6 months: July 1 and October 1, 2019
- High-level summary of results and analysis: December 31, 2019
- Publication-ready manuscript: March 31, 2020
- Dispensation of second payment: after submission of publication-ready manuscript.

How to Apply

Proposal format:

Prepare proposal and related documents according to instructions below. Send all documents in single email message to ArtsandHumanities@aamc.org no later than **February 28, 2019 11:59 PM EST**.

Proposals will include a summary of the proposed plan for completing the review, proposed budget, and current CVs. They may also include a previously published scoping review by one of the authors.

1. Compilation of abbreviated curriculum vitae: Each author must submit a two-page abbreviated CV. CVs for all authors should be combined into a **single (PDF) document** for submission.
2. The proposal, which shall not exceed 800 words: Title, authors, and references do not count toward word limit. One table or figure may be included. The proposal must include the following sections:
 - **Authors** and their institutional affiliation(s)—identify the unique role that each of the authors will play in the project. What attracts the team members to conducting this review? Include a brief description of the **team members' experience with reviews** of the literature, including citations to published reviews and experience with the integration of arts and humanities into health professions curricula.
 - Describe how will this work add to or **build on the existing literature** in the field
 - **Delineate steps and process** that will be followed when conducting the review.
 - **Identify challenges** you anticipate and describe how you would approach finding a solution
 - **Literature sources** to be searched.
 - Present a **timeline** that clearly indicates how the review, synthesis, and paper submission will be accomplished in the allotted time.
 - **References**
3. **Budget:** Budget cannot exceed \$30,000 and should include itemized costs and justification. Fundable components include: Administrative or technical support to carry out specific project-related work, supplies, communication expenses, salary support for specific work related to the project. Items not supported by the grant

include: indirect costs, overhead and travel.

Proposals will be evaluated on the following criteria:

1. Includes all required information
2. Meets eligibility requirements
3. Aligns with goals of scoping review
4. Experience of authors with review of the literature
5. Plan for the scoping review is logical and in alignment with goals
6. Timeline is clear and on target
7. Appropriate use of budget

For more information:

Inquiries should be addressed to Virginia Bush, Project Manager of Strategic Initiatives and Partnerships in Medical Education, at vbush@aamc.org or (202) 828-0580.