

THE ART OF THE ED

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The Art of the ED (2012), film by Daniel Fatovich and Steve Wise (used with permission) - <https://vimeo.com/206340916/a82b8cfb6d>

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BACKGROUND

In 2012, Daniel Fatovich and Steve Wise created *The Art of the ED*, a 2.5 minute film using powerful still and moving images and evocative music to portray the unique aesthetic and artistry of the ED:

'There is no canvas that accurately portrays what happens in ED ... the slick resuscitation, the clever clinical reasoning, the relief of suffering ... and, like all art, the more times you see it, the more you see' (Brand et al, 2017, p. 2).

The initial aim of the film was to better equip medical students who are often underprepared, both cognitively and emotionally, for the fast-paced and unpredictable nature of the ED. However, the film can be used for all healthcare students who undertake clinical learning experiences in complex healthcare settings.

The Art of the ED blends the 'art' and 'science' of healthcare and provides a rich stimulus for discussions about 'the interaction of health and illness with the breadth of human experience' (Blasco et al, 2006, p. 95). It also provides an opportunity to reflect on the concept of the 'clinical gaze', described as a healthcare professional's tendency to view 'the patient' as a disease rather than a person. The 'clinical gaze' erodes patient's humanity while focusing on medical procedures and technologies (Shapiro, 2002). This is illustrated in the feedback from one student after viewing the film:

'We often refer to patients by their medical condition i.e. 'the renal failure in number 6' in the interests of time and convenience ... the fact that the film looks at the little things, such as patient's tattoos or feet, bring things back into perspective – we are all human and have intrinsic value' (Brand et al, 2017).

The film was designed to heighten students' awareness of their role as future healthcare professionals and the importance of ensuring that patients' perspectives and experiences remain at the forefront care. These types of learning experiences are critical for the formation of an ethical (Bleakley, Marshall & Brömer, 2006) and professional identity (Taylor, 2002). By drawing on a humanities-based pedagogy, the film fosters exploration of aesthetic knowing, empathic imagination and insights into the lived experiences of people accessing the ED (Pardue, 2005). It also allows learners to identify, process and resolve emotional reactions, biases and, stereotypical views that have the potential to negatively influence clinical encounters (Lenahan & Shapiro, 2005). This is described as the narrative permeability of film that has the capacity to trigger an 'affective workout' (Heiserman & Spiegel, 2006, p. 464).

DISCUSSION/REFLECTION QUESTIONS

Watching the *The Art of the ED* and responding to reflective prompts exposes students to the reality of ED, helping them integrate internal and external dialogue that:

'... brings into awareness the multiple voices ... to gain a holistic and multidimensional perspective of the practice situation' (Tsang, 2007, p. 691).

After watching the *The Art of the ED* students can discuss the film in small groups prompted by reflective thinking questions designed to integrate cognitive and affective responses and to view the experience from multiple and diverse perspectives.

The questions below can be used as prompts during the group discussions:

- When you watched the film, how did you feel?
- Which patient/s in the film stood out and why?
- Which images from the film will you find difficult to forget?
- Have you ever focused so much on the disease, procedures or technologies that you failed to ‘see’ and empathise with the person who was the recipient of your care?
- Daniel Fatovich and Steve Wise designed the film to better prepare students for the fast-paced and unpredictable nature of the ED. Do you think they were successful in this endeavour? Why?
- How do you think you will feel as a healthcare student undertaking a placement in dynamic and complex clinical settings such as the ED?

In addition to classroom discussions, *The Art of the ED* can be used as a stimulus for assessment items that require a reflective thinking component. Students can be asked to address elements such as the impact of the images portrayed in the film from a personal and professional perspective, or to relate the film to their future (or past) acute care experiences. Students can also be asked to outline how their learning from the film may inform their empathic communication skills when caring for people in ED and in other clinical settings.

Wherever the art of medicine is loved, there is a love of humanity ~ Hippocrates

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