

## Anatomy Creative Projects I 1/06

Hi [REDACTED]. As part of the Anatomy course creative projects option, I work with Dr. Leonard to provide students with feedback on their work. I was fortunate enough to be assigned your poem “The witness.” The four-line stanzas and scheme of near-rhymes added a kind of formal elegance. It struck me as in some ways a very spiritual poem, with its references to the “third eye,” “peace of mind,” “revelation,” “final gift,” and “awakening.” Perhaps someone meditating? I wonder if it could also describe the perspective of a cadaver. In any case, I was intrigued and elevated in reading it. Thank you. Johanna Shapiro, Ph.D., Professor, Department of Family Medicine; Director, Program in Medical Humanities & Arts

Hi [REDACTED]. As part of the Anatomy course creative projects option, I work with Dr. Leonard to provide students with feedback on their work. I was fortunate enough to be assigned your wonderful “outside-inside” painting. I thought it was very powerful. At first I thought the “portrait” might be your cadaver, but this man is palpably alive... and yet, the figure below the neck appears to be a bust, not a body. So this says to me that “life” or the representation of life is full of ambiguities – and possibilities. Death, on the other hand, is more matter of fact, more predictable: bones and desiccated muscles/tissues. The swirling lines of the background suggest to me the primordial ooze out of which we all, collectively, emerge, and to which we all return. Great work! I really enjoyed thinking about this painting. Johanna Shapiro, Ph.D., Professor, Department of Family Medicine; Director, Program in Medical Humanities & Arts

Hi [REDACTED]. As part of the Anatomy course creative projects option, I work with Dr. Leonard to provide students with feedback on their work. I was fortunate enough to be assigned your poem “My Chance to Grow.” I liked the sentiment that you expressed in this piece. I imagined your initial shock and uncertainty, and then your realization that the challenge of anatomy could be understood as an opportunity for emotional, intellectual, and perhaps even spiritual growth. How right you are that medical school is a “journey,” and anatomy is its first big “step.” Thank you for sharing your thoughts, and much good luck along the way. Johanna Shapiro, Ph.D., Professor, Department of Family Medicine; Director, program in Medical Humanities & Arts

Hi [REDACTED]. As part of the Anatomy course creative projects option, I work with Dr. Leonard to provide students with feedback on their work. I was fortunate enough to be assigned your poem “On Life and the Liver.” It was a great idea to imagine a dialogue between the medical student and the cadaver. This was taking the metaphor of the cadaver as the first patient to its logical conclusion and then some! I really liked the way the cadaver opened up to the student and shared some of his guilt and regret; and the way student was able to reassure this “patient,” and value the cadaver’s “openness” and the

importance of his gift. Thank you for this fine effort. Johanna Shapiro, Ph.D., Professor, Department of Family Medicine; Director, Program in Medical Humanities & Arts

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Hello, ██████████. As part of the Anatomy course creative projects option, I work with Dr. Leonard to provide students with feedback on their work. I was fortunate enough to be assigned your essay, “Love in the Anatomy Lab.” Great beginning – you fooled me, and made me smile! The more serious part of your reflection was very insightful. Although many students speculate about why people choose to donate their bodies, I don’t believe I’ve ever heard the idea that it was out of “love.” What a sweet image this creates. I imagine that cold room, filled with those desiccated bodies, but suddenly it is diffused with love, intangible but real. No wonder you feel peace of mind. This is a beautiful way of conceptualizing anatomy lab. Johanna Shapiro, Ph.D., Professor, Department of Family Medicine; Director, Program of Medical Humanities & Arts

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Hi ██████████. As part of the Anatomy course creative projects option, I work with Dr. Leonard to provide students with feedback on their work. I was fortunate enough to be assigned your creative project essay. I really appreciated your honesty, and your thoughtful interrogation of your own experience. Your conclusion, that the anatomy experience is not just one thing or another, seems very wise to me. From listening to many, many students talk about what anatomy meant to them, I recognize your desire to comfort and care for the cadaver; your sense of wonder and awe; and your disturbing realization that dangerous, painful things can have a certain awful beauty. To my mind, these are all essential lessons, not only for anatomy, but for the profession of medicine generally. It may seem confusing, but I think you are off to an excellent start. Johanna Shapiro, Ph.D., Professor, Department of Family Medicine; Director, Program in Medical Humanities & Arts

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Hi ██████████. As part of the Anatomy course creative projects option, I work with Dr. Leonard to provide students with feedback on their work. I was fortunate enough to be assigned your creative project poem and essay. In the poem, your sense of awe is palpable, both for the miracles of the body, and the miracles of the person who *was* the body. Your poem is filled with marveling, wondering, imagining, and sense of privilege. These are all essential emotional and intellectual attitudes to bring to doctoring, so it’s nice to see you are starting out on the right foot. It’s apparent you are learning many valuable lessons from anatomy, and not just about structure and function, but about life and death and the importance of appreciating everything in between. Thanks for your thoughts. Johanna Shapiro, Ph.D., Professor, Department of Family Medicine; Director, Program in Medical Humanities & Arts