

2025 Enrichment Hub Examples

A Refractory Gaze: The Power of Figurative Painting in Medical Advocacy

Jang Lee

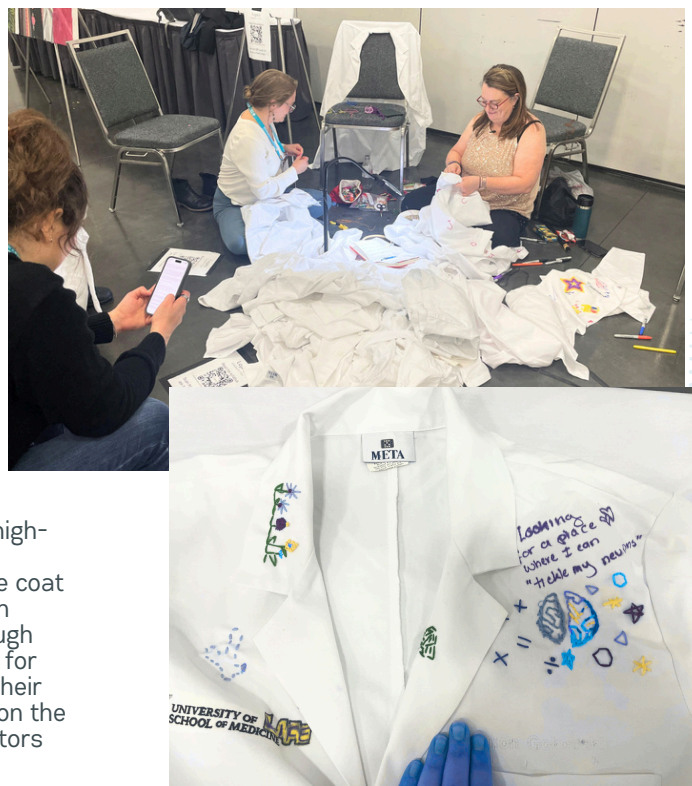
This exhibit, titled "A Refractory Gaze", will display three oil paintings of medical students. Each painting will be accompanied by text providing information about the individual in each painting and their motivations for pursuing medicine. The exhibit will also be accompanied by wall text outlining my motivations for this project: In medicine, the body is pathologized by the clinical gaze, circumscribing patients into a site of disease and object of biological scrutiny. Philosopher Michael Foucault first described this process as the "medical gaze" and argued that the gaze is an authoritative and analytical process enmeshed in dynamics of power between physician and patient. Social critic bell hooks offers a different way of looking—the "oppositional gaze". Originating from Black feminist film theory, the oppositional gaze is an act of resistance and a way for Black women to challenge the visual politics of white womanhood. The title for my series of figurative paintings, A Refractory Gaze, takes inspiration from both scholars to construct a gaze that moves beyond the medical gaze and nurtures the act of "looking as resistance". Refractory carries several meanings in this project: refractory as stubborn or resistant; refractory as in a disease that does not respond to treatment; refractory as in the distortions of images by the interactions of light through water. Grounded in narrative figuration, my paintings ask: how have its subjects resisted harmful institutional practices? What does it mean to "look back" at a healthcare system that views healthcare as a privilege rather than a right?



Legacy: A Durational Performance of Medical/Health Professional Education

Gretchen Case

From 2010 to 2024, I taught ethics, arts, and humanities to medical students as part of their required curriculum. A re-envisioning of the curriculum and a new name for the medical school led to significant changes, including reducing health humanities content. Last spring, tangible evidence of this transformation came when I rescued dozens of white coats from destruction because they carried the name of the old, or "legacy," curriculum. I worked with a few graduating students to turn these coats into artworks representing their medical education. Reflecting on the effects that medical school and medical students have had on me as a faculty member, even as a non-clinician, I began to imagine a transformed white coat of my own. I propose a durational performance that will last one entire conference day. I will be seated in a high-traffic area surrounded by about 60 white coats: a few completed by my students, but most ready for artistic intervention. I will embroider my white coat with initials representing each of the 1600 students I taught over fourteen years. In the tradition of endurance art, which calls for perseverance through discomfort over time, I will sew for the entire day without stopping, except for necessary bio-breaks. As I work, I will talk with audience members about their experiences as faculty and/or students, offering them art supplies to use on the white coats. Together, we will create a visible legacy of our work as educators and learners who persevere and transform each other.



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Bioethics Beyond the Prose: Creating Music and Verse to Make a Point

Molly Sinderbrand

This workshop is an introduction to writing metered poetry, song lyrics, and music about bioethical issues. It will also explore how bioethicists can use music and verse to make their messages more powerful. Bioethics has much to contribute across a wide range of issues, and how we communicate those messages matters. The main outlet for bioethics is prose: op-eds, academic articles, and lectures. But prose has its limitations for getting a point across, especially when issues are nuanced and emotionally charged. Music and poetry have the potential to fill these gaps. Communicating with music and verse makes messages more memorable, accessible, and engaging, harnessing emotions to drive action. We will discuss how music and verse can aid communication, listen to some examples, then work on creating our own poetry or lyrics. Participants of all musical and poetic abilities are encouraged to join.

Interdisciplinary Voices: Stories from Bioethics Consultations

Joel Warden, Hannah Lipman, Adrienne Novick

This interactive session explores the power of storytelling to teach bioethics skills and enhance empathy and understanding in the bioethics consultation process. This session explores bioethics consultation stories that profoundly impacted the storyteller to illuminate the complexities of bioethics in healthcare. Participants will engage with narratives from real-world bioethics consultations, analyzing the unique insights of four storytellers; an MD, JD, Chaplain and Social Worker. Through a facilitated discussion, participants will explore how individual experiences, cultural contexts and values influence ethical analysis and consider diverse perspectives and brainstorm to discuss possible approaches to the cases presented. This session aims to foster interdisciplinary conversation and cultivate a deeper appreciation for the nuanced considerations inherent in the bioethics consultation process. This novel approach promises to be a powerful catalyst for more empathetic and collaborative multidisciplinary bioethics consultations.

Higher Education Health Insurance: How Student Underinsurance Fuels Health Inequities and Barriers to Education

Hallie Vanney, Marcus Milani, Hunter Cantrell, Kristen Cox

Access to healthcare is a fundamental determinant of well-being, yet higher education institutions often fail to provide comprehensive health insurance for their students, particularly at the graduate and professional levels. This raises profound ethical concerns about justice, equity, and institutional responsibility. Who gets to pursue higher education without compromising their health, and who is left behind due to financial and medical precarity? This Enrichment Hub session will use storytelling to humanize the ethical dilemmas surrounding student underinsurance. Students and professionals will share firsthand experiences of how inadequate health coverage has shaped their academic trajectories, exacerbated social inequalities, and, in some cases, created insurmountable barriers to education. Through these narratives, we will explore broader ethical and structural questions: What obligations do academic institutions have in ensuring equitable access to healthcare? How does the commodification of education intersect with disparities in health access? What are the long-term implications of forcing students to choose between medical care and academic success? Participants will leave with a deeper understanding of the bioethical dimensions of student underinsurance, as well as practical advocacy tools, institutional inquiry frameworks, and policy action resources to promote meaningful change.

Collaborative Planning and Response Groups

Collaborative Planning and Response (CPR) Groups will serve as a space for members and attendees to explore current issues, generate potential responses, and plan for action. In 2025, these sessions discussed how recent government actions have challenged existing public health and disease prevention efforts in the US and world-wide (Challenges to Health Promotion and Disease Prevention) and how recent government actions have challenged existing research institutions (Threats to Research).