

Reframing Your Lens: Using Visual Thinking Strategies in Movement Analysis

This interdisciplinary, interactive presentation, facilitated by experts in the field of Art History and Physical Therapy, challenges therapists to refine and enhance their skills of observation, description, and analysis.

SAINT LOUIS UNIVERSITY, St. Louis, Missouri, USA

(Speakers appearing in this order:)

Discussion led by *Faculty in Art History Program of the Dept. of Fine & Performing Arts, College of Arts & Sciences*

- Cathleen A. Fleck, Ph.D., Associate Professor
- Olubukola Gbadegesin, Ph.D., Associate Professor

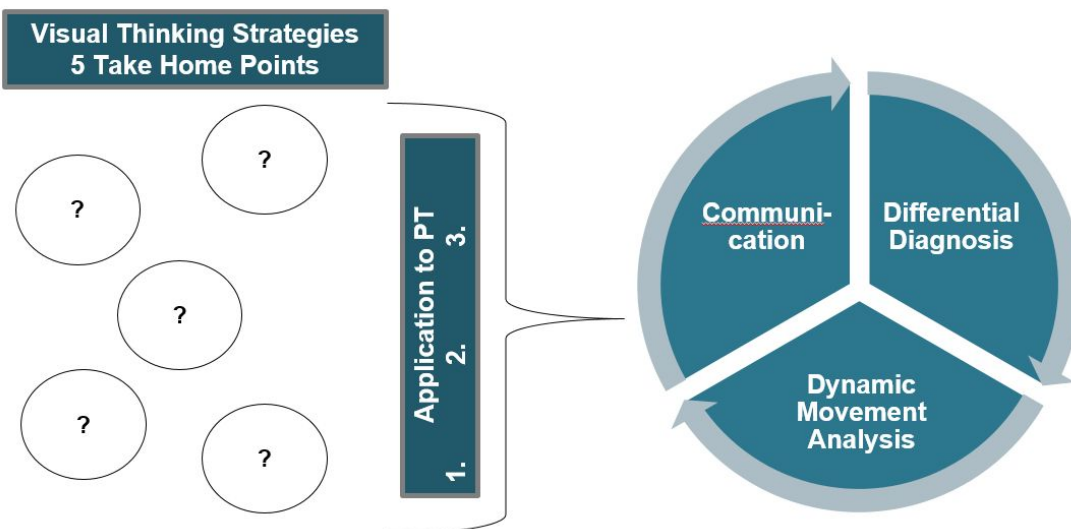
Discussion led by *Faculty in Program in Physical Therapy of the Dept. of Physical Therapy and Athletic Training, Doisy College of Health Sciences*

- Ann M Hayes, PT, DPT, OCS, Professor
- Elissa Held-Bradford, PT, PhD, NCS, Assistant Professor
- Chris Sebelski, PT, DPT, PhD, OCS, Associate Professor

LEARNING OBJECTIVES:

At the end of this educational session, the participant will be able to:

1. Utilize the mechanics of Visual Thinking Strategies to enhance their visual literacy and visual analysis of posture and movement skills.
2. Improve visual literacy through structured observation using static and dynamic figural representations in works of art and functional movement.
3. Construct strategies that are developed from an interdisciplinary curriculum, applicable to the clinical environment, and optimize the ability to visually analyze posture and movement.
4. Possess a greater understanding of how observation and visual analysis informs and enhances all aspects of the patient encounter (interview, clinical reasoning, physical exam).



OUTLINE:

- I. Introduction & Definitions
- II. Pedagogy & the Description and Practice of Visual Thinking Strategies (VTS)
- III. Using artwork and videos of functional movements
 - A. Application of VTS and communication
 - B. Application of VTS and dynamic movement analysis
 - C. Application of VTS and differential diagnosis process
- IV. Summary & Questions

KEY RESEARCH

- 2001: Dolev, JC, LK Friedlaender, IM Braverman. **“Use of fine art to enhance visual diagnostic skills,”** *JAMA* 286:1020 –1021.
- 2005: Reilly, Jo Marie, MD; Jeffrey Ring, PhD; and Linda Duke. **“Visual Thinking Strategies: A New Role for Art in Medical Education,”** *Fam Med* 37(4):250--2.
- 2008: Naghshineh, Sheila, M.D., Janet P. Hafler, Ed.D., Alexa R. Miller, Maria A. Blanco, Stuart Lipsitz, R., Sc.D., Rachel P. Dubroff, M.D., Shahram Khoshbin, M.D. and Joel T. Katz, M.D. **“Formal Art Observation Training Improves Medical Students’ Visual Diagnostic Skills,”** *J Gen Intern Med* 23(7):991–7.
- 2013: Jasani, Sona K. and Norma S. Saks. **“Utilizing visual art to enhance the clinical observation skills of medical students,”** *Medical Teacher* 35: e1327–e1331.

KEY SOURCE

- Philip Yenawine, *Visual Thinking Strategies: Using Art to Deepen Learning across School Disciplines* (Boston: Harvard Education Press, 1980).

KEY RESOURCES

- Website by Philip Yenawine on VTS: <https://vtshome.org/>
- Website organized by Bonnie Pitman of the Edith O’Donnell Institute of Art History at the **University of Texas at Dallas**
 - largely about medical school programs but many syllabi to view with translatable idea <https://www.utdallas.edu/arthistory/medicine/resources/>