



MEDICAL HUMANITIES SEMINARS 2013-14: YR 2 medical students

DEAF HEALTH PART 2: IMMERSION INTO DEAF LANGUAGE AND CULTURE

Instructor: Thomas Coughlan

Enrollment limit: 12

Learning Objectives:

- To expand on existing knowledge of American Sign Language to enable more fluid conversation and improve medical vocabulary.
- To gain first-hand experience in immersing in the Deaf community to understand how tailored resources are being provided to meet the needs of the people, specifically in terms of educational development.
- To further become aware of resources specifically at Strong Memorial Hospital for Deaf patients, and how to access these resources when necessary and what to do when these resources are not immediately available.

Course Description: While designed as a sequel to “Introduction to Deaf Language and Culture” offered in the spring, it is not required that you have taken the previous course. A basic level of familiarity with ASL is needed in order to be able to pick up where the last class ended. This will be assessed by the ASL instructor.

The focus of this course will be more on the language aspect rather than on the cultural aspect. While the language aspect will include more vocabulary, grammar, and practice sessions with mock medical interviews, the cultural exposure will primarily include off-site activities. Students will tour the Rochester School for the Deaf and other relevant sites where they will gain a better understanding of the day-to-day activities of the Deaf community and how these facilities help create a unique culture. In addition, there will be a clinical experience in which students will shadow a physician who works with Deaf patients.

Required materials to be purchased by students: A syllabus will be provided. Healthcare vocabulary dictionary TBA.

Required assignments: Attendance at all off-site activities is required in addition to the in-class activities. There may be short reading assignments or video viewings during class time if deemed appropriate for the topic of discussion.



EVIL BANANAS: LOCAL FOOD, SUSTAINABLE AGRICULTURE, AND COMMUNITY HEALTH

Instructor: Sue Gardner Smith

Enrollment limit: 12

Learning Objectives:

- To explore conventional and emerging alternative food systems and their implications for public health and social justice.
- To discuss the interplay of the many facets of a food system -- health, environment, social, economic, political -- and how those interconnections can be leveraged to create a healthy local food system.
- To examine the unique role health care providers can play in promoting a healthy food system -- as individuals, professionals, and advocates for change.

Course Description: A food system encompasses all aspects of food production, distribution, and consumption. The growing public disenchantment with the modern industrialized system has fostered a food movement that promotes a more sustainable model -- organic, local -- that considers the role of the food system in public health, the preservation of the environment, and social justice. This course will look at efforts to create a healthier food system both locally and in a broader context. It will also explore relevant specific issues -- factory farming, organic vs. conventional, GMOs, etc. Students will discuss how they can respond as individual eaters and consumers and how as health care providers they may bring about change in their communities to promote a healthier local food system.

Required materials to be purchased by students: None

Required assignments: Readings as assigned, field trips, discussion leaders on relevant topics, short writing assignments, individual "action plan"

HUMAN DEVELOPMENT IN ART

Instructor: Hannah J. Solky, MD, and Laura Engel (MS15)

Enrollment limit: 12

Learning Objectives:

- To enhance skills in observation and communication through looking at Art at the Memorial Art Gallery (MAG)



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- To understand the stages of human development and learn how artists depicted individuals throughout the life cycle over the course of civilization and in different cultures.
- To discuss and explore some humanistic themes in Art and some Literature including attachment, loss, birth, death, and the wish for immortality.

Course Description: This course will be given at the Memorial Art Gallery for two hours per week. Students will observe, interpret and discuss various artworks. Some very short literary pieces will be paired with selected works of art, and these will need to be read before each class so they may be discussed in front of the work of art.

Required materials to be purchased by students: none; a course book will be provided.

Required Assignments: Each student will select a work of art from the collection and write a brief (one page) personal reflection about how it relates to the student's life. The art may stimulate a memory, an association or connection, or a familiar or important feeling or idea.

LATINO HEALTH PART 2: LATINO CULTURE, HEALTH, AND LANGUAGE

Instructor: Daniel Yawman, MD, MPH, Clinical Assistant Professor, Pediatrics, Emergency Medicine and Medical Humanities, SMD

Exceptions to times/dates of seminar: Perhaps, an out of hospital dinner

Enrollment limit: 12

Learning Objectives:

- To improve Medical Spanish language skills.
- To better understand cultural aspects of communication.
- To gain an understanding of the health care disparities experienced by Latinos in the United States.

Course Description: Language training will be tailored to the level of fluency of those in the class. A background of at least conversational Spanish language skills is preferred. The main goal will be to improve the level of communication skills with Spanish speaking patients through videos, grammar and vocabulary exercises, live patient interviews, and other exercises as appropriate for the skill level of the class. Cultural aspects of medical care and disparities experienced by Latinos will be discussed.



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Required materials to be purchased by students: Spanish for Health Care.
Authors: Patricia Rush and Patricia Houston (not required for purchase, but Dr. Yawman will use this book to teach).

Required work:

1. A brief written project addressing an aspect of communication with Latino patients
2. Vocabulary and grammar quiz at the discretion of the instructor
3. Active verbal classroom participation

PSYCHIATRIC AUTOBIOGRAPHY

Instructor: Laurence B. Guttmacher, MD, Clinical Professor of Psychiatry and Medical Humanities, Advisory Dean, University of Rochester School of Medicine; Clinical Director, Rochester Psychiatric Center

Enrollment limit: 12

Learning Objectives:

- To gain a fuller understanding of patients' experiences of mental illness.
- To gain a fuller understanding of patients' perceptions of treatment.
To reinforce learning from Mind Brain Behavior.

Course Description: All readings will come from autobiographical works written by those who have suffered mental illness. The readings will attempt to coordinate with MBB II which will be coincident with the beginning of the course. Readings will include Kay Redfield Jamison, Anthony Solomon, William Styron, and others. Participants will be expected to go over the reading and two students each week will be asked to make a brief presentation on the illness that we are addressing.

Required materials to be purchased by students: None; course materials provided

Required assignments: TBA

CREATIVE WRITING WORKSHOP

Instructor: Frank J. Edwards, MD

Enrollment limit: 6

Learning Objectives:

- To learn the "principles" of creative writing



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- To practice principles through exercises designed to tap the creative impulse
- To consider the steps in the process of creation of poetry and fiction

Course description: This medical humanities seminar is for medical students who may or may not have creative writing experience. The instructor is an emergency physician and a graduate of the U of R School of Medicine who has published fiction, poetry and non-fiction and holds an MFA in creative writing. The practice of medicine has many points of contact with the act of imaginative writing. When communicating with patients, a good physician imposes order upon chaos in ways similar to the ways a storyteller gains the trust of a reader. This is not about writing “the medical experience,” but about creative writing in general. We focus on the universal writing process from idea-generation to the development of finished pieces.

Required materials to be purchased by students:

For students most interested in writing poetry: *The Poetry Home Repair Manual* by Ted Kooser.

For students most interested in writing fiction: *Bird by Bird* by Anne Lamott

Optional, but wonderful for any student of creative writing: *Writing Down the Bones* by Natalie Goldberg.

Other readings may be assigned.

Required assignments: Sessions will include writing exercises designed to help students develop original work that will be presented and discussed in a workshop format. Handouts and reading assignments will be provided.

DOCUMENTARY FILM AND MENTAL ILLNESS

Instructors: Laurence B. Guttmacher, MD, Clinical Professor, Psychiatry and Medical Humanities

Enrollment limit: 12

Learning Objectives:

- Participants will have an increased knowledge of the impact of mental illness on the mentally ill, their families, and society as a whole.
- Participants will have increased awareness of stigma towards the mentally ill and their own attitudes towards this population.

Course Description: Film can be a powerful medium for everything from personal expression (OC87: the Obsessive Compulsive, Bipolar, Major Depression, Asperger Movie) to political protest (Titticut Follies). When done



right, they inform and give us a window into the experience, the pain and the hope for recovery that surrounds mental illness. We will watch one film each week. Two students will prepare a brief orientation talk on the topic of the film and discussion will follow.

Required materials to be purchased by students: None

Required assignments: See Course Description above.

DEAF HEALTH PART 3: MEDICAL EXPERIENCE IN DEAF LANGUAGE AND CULTURE

Instructor: Thomas Coughlan

Enrollment limit: 12

Learning Objectives:

- To expand interviewing vocabulary, particularly in terms of gathering medical history, family history, and social history.
- To appreciate technological advances for the Deaf community in understanding the use of TTY, facilities for Deaf patients in the medical setting, and obtaining interpreters through long distance.
- To understand how to communicate with Deaf patients who do not have a solid linguistic background.
- To appreciate current research in the area of Deaf health.

Course description: This course is a sequel to “Immersion into Deaf Language and Culture,” which is a prerequisite. The focus of this course will be on medical vocabulary to gain a level of comfort in communicating with Deaf patients during a physical exam and obtaining histories. Students will have the option of doing clinical work in a facility of their choice to expand their Deaf clinical experiences. Culturally, students will be exposed to the technology used by the Deaf community and the medical community for Deaf patients, and will also appreciate advances in research being done at the National Center for Deaf Health Research. Overall, there will be about 10 hours of language and six hours of various cultural exposures. Students will be able to get a very basic HPI by the end of the seminar and have a chance to practice counseling on health risk behaviors with a Deaf volunteer.

Required materials to be purchased by students: A syllabus will be provided; healthcare vocabulary dictionary TBA.



Required assignments: Attendance at all the off-site activities is required in addition to the in-class activities. There may be short reading assignments or video viewings during class time if deemed appropriate for the topic of discussion.

EXPLORING GLOBAL HEALTH

Instructor: Elizabeth J. Brown, MD, MPH, Assistant Professor, Department of Family Medicine, Director of Global Health Pathway

Enrollment limit: 12 (**Note:** Global Health Pathway students are required to take this seminar.)

Learning Objectives:

- To use literature to explore varying viewpoints regarding issues in global health such as poverty, famine and aid.
- To become more aware of concerns facing other cultures through literature and film.

Course description: This seminar will explore various issues in Global Health, such as food insecurity, aid, poverty, gender based violence, immigration, and refugees/displaced persons. We will use literature and film to review these issues, and then discuss varying viewpoints. Students will be expected to review assigned chapters ahead of the seminar with time reserved in seminar for discussion and portions of films. This seminar is a requirement for all students in the Global Health Pathway, but open to all students.

Required materials to be purchased by students: TBD

Required assignments: TBD

LATINO HEALTH PART 3: LATINO CULTURE, HEALTH, AND LANGUAGE

Instructor: Nancy Abarca Hernandez

Enrollment limit: 12

Learning Objectives:

- To improve Spanish that will be useful in the clinical setting.
- To review verb conjugations as needed.
- To develop language and cultural skills to perform an advanced history and physical in Spanish.



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Course Description: This course is designed for those students interested in learning medical Spanish skills. During this course, students will review basic verb conjugations within a medical context, while focusing on vocabulary enhancement. This course includes elements of culture and current events. It will be taught in Spanish.

Website: (<http://www.urmc.rochester.edu/smd/MedHum/path.cfm>)

Required materials to be purchased by students: "Spanish for Health Care" by Rush and Houston (required); "501 Spanish Verbs" by Kendris and Kendris (recommended) -- both available in the Medical Center Bookstore)

Required assignments: TBA

PLAYING DOCTOR FROM SHAKESPEAR TO SCRUBS: PHYSICIANS, PATIENTS AND PRACTICES IN PLAYS AND TV SERIALS

Instructors: Stephanie Brown Clark, MD, PhD, Director, Division of Medical Humanities & Bioethics; Jamie Tyrrell, CC3, Medical Humanities Fellow

Enrollment limit: 12

Learning Objectives:

- To discuss and analyze representations (and misrepresentations) of doctors, patients, and the practice of medicine in popular culture through a selection of "classic" and "famous" dramas (and comedies) in theatre and television.
- To learn about the historical context and medical culture at the time when of each of these dramas were written and presented.

Course description: Doctors, patients and diseases have been the subject of a number of popular, famous, and infamous plays and TV shows. The representations of the practitioners, the medical scientists, the patients, the sickness, the treatments, the ethical dilemmas in these stories reflect the historical moment and the cultural perceptions (and misperceptions?), expectations, and anxieties about the medical profession.

In this seminar, we will read excerpts from plays including Shakespeare's *King Lear*, Moliere's *The Imaginary Invalid*, George Bernard Shaw's *Doctor's Dilemma*, Sydney Kingsley's *Men in White*, Tony Kushner's *Angels in America*, Margaret Edson's *Wit* and watch clips from TV shows including *Gray's Anatomy*, *Scrubs*, and *House*. We will discuss the medical, historical, and ethical issues in each, and learn something about the ways that medicine has been practiced and patients treated and how doctors perceived.



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Required materials to be purchased by students: None. A syllabus of play selections and historical readings will be supplied.

Required assignments: Each student will present an excerpt from the play or television show of his or her choice and lead a discussion about its themes. Everyone is expected to participate in acting exercises and in-class staged readings.

THE HISTORICAL STRUGGLE FOR U.S. NATIONAL HEALTH REFORM

Instructor: Theodore M. Brown, Ph.D.

Enrollment limit: None

Learning Objectives:

- to become familiar with the long historical struggle to achieve national health reform in the United States
- to become aware of the key events, personalities, turning points, legislative achievements, and legacies of earlier actions and inactions
- to understand the motivations, political dynamics, and ideological currents that have shaped the political battles and outcome

Course description: Healthcare reform in the U.S., which began in the early 20th C and continues today, has been complicated, frustrating and surprising. Students will understand the key events: the pro-National Health Insurance (NHI) campaign led by a reform coalition including former U.S. President Teddy Roosevelt; the American Medical Association's attacks on "socialized medicine" (1920-65); Harry Truman's advocacy of NHI and the campaign mounted against him; the shift of organized labor's support to employment-based and commercially provided insurance, then back to "Medicare" (NHI for those 65 and older); the triumph of Medicare (and Medicaid) in the 1960's and subsequent attempts to generalize from Medicare to universal NHI; the expansion, then collapse of the NHI movement in the 1970's and resurgence of reform and the birth of Physicians for a National Health Program (PNHP) in the 1980's; President Clinton's efforts to achieve NHI and their defeat; the Medicare Modernization Act (MMA) passed in 2003 in George W. Bush's administration; the campaign for and passage of the Patient Protection and Affordable Care Act (PPACA) in March 2010 under President Obama; still current efforts to challenge, sabotage, reverse or repeal "Obama Care" both legislatively and legally.

In addition to several articles, portions of the following books will be read and discussed: Georges Benjamin, Theodore Brown et al. *The Quest for Health Reform: A Satirical History*; Paul Starr, *Remedy and Reaction: The Peculiar*



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American Struggle Over Health Care Reform; Staff of the Washington Post, *Landmark: The Inside Story of America's New Health-Care Law*; and T.R. Reid, *The Healing of America*.

All students will be expected to purchase Benjamin and Brown's *The Quest for Health Reform* and to read chapter one before the first seminar meeting.

Required materials to be purchased by students: Georges Benjamin, Theodore Brown et al., *The Quest for Health Reform: A Satirical History*

Required assignments: Except for Chapt. 1 in Benjamin & Brown before the first seminar, to be determined by the seminar group as a whole.