

2015-16 Medical Humanities Seminars 1st Year

The Division of Medical Humanities offers elective and required courses and activities which provide a broad humanistic context to the theory and practice of medicine. There are courses in ethical and legal issues in clinical practice and biomedical research, and in philosophical, historical, visual, cultural, literary and religious dimensions of medicine and health care.

These seminars provide small group interactive learning for medical students in first and second years, and an opportunity to reflect, critique and consider medicine from multiple perspectives.

Session 1

FAMOUS CASES IN BIOMEDICAL ETHICS AND LAW

Instructor: Marianne Chiafery, MS Clinical Bioethics, PNP-C, SON

This course will be taught by several faculty from the Division of Bioethics and Humanities

Learning Objectives:

- Discuss important historical and current cases from law and ethics that have impacted health care practice.
- Apply rulings and casuistry to patient case studies in order to develop ethically/legally permissible alternatives for treatment.
- Describe the pertinent ethical principles and how they apply to each case.

Course Description: Students will learn about seminal cases in Ethics and Law that have had a significant impact on health treatment decision-making by clinicians and their patients. The course will include didactic methods (readings and lecture) as well as case discussion and analysis to facilitate application of the landmark cases to patient care situations.

Required materials to be purchased by students: none

Required assignments: The student will be required to write a 4-5 page double spaced paper about a clinical case scenario, analyze the case using ethical principles, and describe how one of the historical legal/ethical cases discussed in class pertains to the patient situation. Case scenarios will be provided.

HEALTH BEYOND HEALTHCARE

Instructor: Theresa Green, PhD, MBA, Assistant Professor in Public Health Sciences, Director of Community Health Policy and Education at Center for Community Health

Learning Objectives:

- Participants will gain a deeper understanding of how health care delivery fits in a bigger picture of population health influenced by policy, current events and culture
- Participants will explore the impact of social forces and policy change on the way they practice medicine

Course Description: This will be a dynamic and interactive seminar exploring aspects of health beyond the physician-patient interaction. What other things are influencing the health of your patients? We will explore policy decisions within and outside of health care that influence medicine, including the implications of the Affordable Care Act, insurance payment redesign, housing decisions, land use regulations, transportation, etc. We will discuss the obesity epidemic from the community perspective, using films such as “Fed Up” and “Super-Size Me”. We will discuss health

care reform and single payer options from a global perspective using Michael Moore's film "Sicko". We will explore social determinants of health and related policies using "Unnatural Causes". Students will use this course to re-connect with the world outside of the hospital walls by discussing relevant current events that impact health, joining health policy newsfeeds and/or webinars, and exploring advocacy by engaging policy leaders.

Required materials to be purchased by students: none

Required assignments: Come to class prepared, having completed all assignments which may include readings, webinars, viewing TedTalks, exploring the community, etc. Students will be required to keep up with current events and to share relevant current events in class. Class engagement and participation is a must.

HISTORY OF PSYCHIATRY IN AMERICA: GOOD INTENSIONS GONE BAD?

Instructors: Laurence B. Guttmacher, M.D., Clinical Professor, Psychiatry and Medical Humanities; Robert Riley

Learning Objectives:

- To consider critically a number of key accepted theories and treatments offered in Psychiatry, and understand them in their historical context
- To reflect on the ways in which an accepted theory and/or practice may become ultimately discredited as new technology, new scientific or empirical knowledge emerges
- To understand the ways in which diagnosis, treatment, and theories as to underlying causation are often socially and culturally dependent
- To recognize the cyclic features of certain approaches within the field of psychiatry: from categorical to individual diagnosis; from institutionalization to deinstitutionalization of the mad; from mindlessness to brainlessness; from theological to secular understanding of patients
- To learn about some key figures in the history of psychiatry
- To learn about the history of psychiatry in Rochester

Course Description: American psychiatry, as other branches of medicine, has undergone significant shifts, from moral treatment to the ascendancy of biological psychiatry; from community based treatment to institutionalization to deinstitutionalization; from mindlessness to brainlessness and back. These changes typically reflect wider historical changes. We will tackle a new topic each week with participants asked to read a brief primary article surrounding the issue being studied.

Proposed Topics: This will be a consumer driven course. A series of topics are available including: The Early Asylum Movement; Lobotomy; Adolph Meyer and Focal Sepsis; Eugenics; ECT and Malarial Treatment of General Paresis; The Evolution of the State Hospital using Rochester Psychiatric Center as a case example; The Anti-psychiatry Movement; The Development of Various Psychopharmacologic Agents; The History of Rochester Psychiatric Center; Psychiatric Testimony During The Trial of Jack Ruby; Three Generations of the Guttmacher Clan and Changes in Psychiatric Training Over the Last 90 Years; Psychiatry and Medicine Under the Nazis; etc. The class will vote to express their interest.

Required materials to be purchased by students: PDF's of primary literature will be distributed and read before each session.

Required assignments: TBA

HOW TO READ (AND WRITE) A PATIENT: STUDYING NARRATIVE AND DEVELOPING HISTORY TAKING SKILLS

Instructor: Clayton J. Baker, MD, CM, Clinical Associate Professor of Medical Humanities and Bioethics

Learning Objectives:

- Students will develop their medical history taking skills through the study of literature, film, spoken word, and other types of narrative.
- Students will learn fundamental concepts of Narrative Medicine and apply these to the medical history taking process.
- Students will read and discuss a number of representative authors and works frequently studied in the field of Literature and Medicine.

Course Description: In this series of seminars, we will study in detail, a variety of narratives, to gain a greater understanding of the narrative process and its complexities, particularly as it relates to obtaining a medical history, as well as other aspects of doctor-patient communication. We will perform close study of literature, film, and spoken word narratives. We will perform a number of listening and writing exercises as well, designed to develop listening, information gathering, and interpretive skills.

We seek to provide an interesting, varied, and novel approach to learning and developing medical history taking skills. Additionally, we will introduce students to the fields of Literature and Medicine and Narrative Medicine. We will accomplish this using a variety of narrative sources which we hope will prove intellectually challenging, educationally valuable, and enjoyable.

Required materials to be purchased by students: Charon, Rita. Narrative Medicine: Honoring the Stories of Illness. Oxford, 2006. (Note: At present, this text is available as an e-book through Miner Library)

Required assignments: A reading and/or writing task will be assigned as preparation for each seminar session.

LATINO CULTURE, LANGUAGE, AND HEALTH: PART 1

Instructors: Francisco Gomez

Learning Objectives:

- Improve Spanish to make useful in the clinical setting
- Quickly review verb conjugations as needed
- Begin to learn basics for a history and physical in Spanish

Course Description: This course is designed for those students interested in learning medical Spanish skills, and is a prerequisite for the Medical Spanish course in the second session. During this course, students will review basic verb conjugations within a medical context, while also focusing on vocabulary enhancement. This is course designed as an introduction to the Latino Health and Culture pathway and will include elements of culture and current events. It will be taught in Spanish.

Required materials to be purchased by students: "501 Spanish Verbs" by Kendris and Kendris (recommended)

Required assignments: TBA

THE CONTEMPLATIVE MIND IN MEDICINE: MINDFULNESS-BASED STRESS REDUCTION FOR MEDICAL STUDENTS

Instructor: Mick Krasner, M.D., Associate Clinical Professor, Medicine

Exceptions to times/dates of seminar: Web evening, 1/6, 1/13, 1/20, 1/27 and 2/3, and Tues evening, 2/9, 6:30 – 8:30 pm, at The Healthy Living Center, 46 Prince St, Rochester; all day mandatory session on Sat, Feb 6, location to be determined.

****The Saturday session is an “all-day” session shared with a group of physicians and other health professionals taking a similar course simultaneously. It has been a highlight of the course in prior years. As stated above, it is also mandatory that you attend so please check your schedules and plan ahead before signing up.**

The Healthy Living Center location:

<https://maps.google.com/maps?q=46+prince+street+rochester+ny&hl=en&hnear=46+Prince+St,+Rochester,+New+York+14607&gl=us&t=m&z=16>

Learning Objectives:

- Provide a forum for learning and experiencing meditation-based stress reduction skills
- Provide a supportive environment where medical students can examine and reflect on the experience of medical training as it is unfolding
- First-hand practical experience of mind-body skills that may provide the foundation for a “holistic” orientation to future patient care

Course Description: The practice of medicine in the 21st century is becoming increasingly complex. Physicians and physicians-in-training are challenged to balance the changing nature of the physician-patient relationship, which is increasingly more participatory, while remaining competent and knowledgeable about burgeoning technological advances in medical care. Experiences during undergraduate medical education that promote self-awareness, self-observation, and self-regulation are helpful to meet these challenges.

Mindfulness-Based Stress Reduction is an approach that can provide some of the skills necessary to maintain “wellness” during this challenging period. It can also help oneself to connect more deeply to the unfolding of the experience of medical training in a way that can provide the basis for a lifetime of awareness and attentiveness, and enhance one’s effectiveness not only as a physician but also as a human being.

This course involves intensive in-class practice of meditation skills including: sitting meditation, walking meditation, and mindful movement (similar to Hatha Yoga). This is augmented by facilitated discussion and reflection on these meditative exercises, and a review of stress physiology, stress reactivity, and the effects of mindfulness-based interventions in health and disease. Supplemental readings and at home guided meditations deepen the experience and facilitate the application of mindfulness practice in everyday life.

Required materials to be purchased by students: Students should bring to class a Yoga mat or camping pad, and a blanket that can be folded to provide a cushion. Handouts will be provided at each session, and audio CDs will be provided to guide the home practice.

Required assignments: Daily home meditation practice, approximately 20 minutes in duration, will be guided by audiotapes provided to the students.

WHAT WOULD YOU DO? A DEVELOPMENTAL APPROACH TO TEACHING AND LEARNING ANTI-RACISM

Instructors: Adrienne L. Morgan, Ph.D., Assistant Professor, Medical Humanities & Bioethics; and Kathryn Castle, Ph.D., Associate Professor, Psychiatry

Learning Objectives:

- Deepen self-knowledge by developing racial and cultural identity; recognizing one's attitudes, beliefs, and behaviors toward others; and understanding the impact of racism on one's own behaviors
- Acquire an information base by understanding the dynamics of institutional and cultural racism in general and how racism affects the mission, policies, structure, and methods of education and patient care in particular
- De-center and extend empathy by gaining awareness, knowledge, and appreciation of cultural realities, life experiences and history of individuals and different groups from their own racial and ethnic background
- Become activists by developing skills and confidence to be change agents in work and community settings

Course Description: This course will increase the student's awareness of their own cultural identity and how their identity and experiences impact the "lens" from which they view the world and their interactions with others. It will also allow them to view the "lens" of others and provide them with increased awareness and skills that will assist them in engaging patients, peers, etc. in a culturally sensitive manner.

Through the use of case studies, video clips, music, and articles this course will also provide students an environment to explore their experiences with racism (everyone has them) and the impact that it has on development and cognitions.

Topics discussed will include the history of racism in American, internalized superiority and oppression, privilege, anti-racism, and activism.

Required materials to be purchased by students: none

Required assignments: Maintain a journal

Session 2

DEAF HEALTH PART 1: AN INTRODUCTION TO DEAF LANGUAGE AND CULTURE

Instructor: Thomas Coughlan

Pathway Director/Co-Instructor: Robert Nutt, M.D., Department Fellow, Pediatrics

Co-Instructor: Jason M. Rotoli, M.D., Assistant Professor, Emergency Medicine

Learning Objectives:

- To gain an introductory exposure to the culture of the Deaf population through interaction with local guest speakers, site visits, and/or community events
- To learn the basic foundations of American Sign Language as a conduit for understanding Deaf culture and interacting with Deaf patients, and to formulate an approach for further study of the language
- To become familiar with Deaf culture in the mainstream media through news stories and relevant readings
- To become aware of resources available in Rochester, and at URMC in particular, for the Deaf population as well as for medical students when interacting with Deaf patients
- To gain an introductory exposure to challenges Deaf or hard of hearing patients face when interacting with the healthcare system, specifically with regard to deaf health, health literacy, and healthcare interpreting

Course Description: This seminar is a first initiative to bring into the medical curriculum a focus on the Deaf community at Rochester and to provide medical students with a platform to gain exposure of and pursue a personal interest in the Deaf community. The seminar will focus on two aspects: Culture and Language. These concepts and skills will be used to build knowledge and understanding in Deaf Health, Part 2.

The Cultural aspect of the seminar aims to foster appreciation for psycho-social and linguistic diversity in the Deaf community. Local Deaf community members and advocates will come to talk about their experiences and what it means to them to be a part of the Deaf community. Students will be given opportunities to attend events in the Deaf community and experience a context for the ASL they have learned. Students will also have the opportunity to interact with healthcare practitioners and interpreters working with Deaf patients and families in the clinical/hospital setting. Relevant news articles and short readings will be provided for an understanding of general issues relating to Deaf health. Movies illustrating Deaf culture may also be shown. The instructor may substitute a scheduled class for attendance at a Deaf community event or site visit during the same class time frame or an alternative time.

The language aspect of the course assumes no previous knowledge of ASL, and will include the instruction of ASL by a Deaf individual with expertise in teaching ASL. The language component of this seminar will focus on basic structure of ASL and introduction to conversations with relevance to medical interviewing. Students will be provided a linguistic perspective on ASL, explaining the contrast between "sign language" and "signed English." Moreover, students will learn the etiquette of working with ASL interpreters and patients in a clinical setting, and shadow an interpreter while interviewing a Deaf patient.

Deaf Health Pathway: This is the first of a three-part series required for students pursuing the Deaf Health Pathway.

Required materials to be purchased by students: "Signing Naturally" Level 1 Workbook, Smith, Lentz, Mikos, Dawn Sign Press, ISBN 0-915035-20-0. Alternative resources will be discussed at the first sessions and/or made available on Blackboard.

Required assignments: Occasional assignments will include writing short reflective paragraphs.

DEATH AND DYING IN MODERN MEDICINE

Instructor: Michael Brennan, FNP, along with guest speakers

Learning Objectives:

- To understand the history, philosophy and practice of hospice and palliative care medicine, and to discuss issues surrounding end-of-life care and bereavement.
- To reflect and seek insight into the philosophical, humanistic and spiritual questions of death and dying, and thereby, of life and living.
- To become more comfortable with death in general, and in particular with one's own mortality, in preparation for becoming a physician caregiver.

Course Description: Death and dying are pervasive in medicine, and as healthcare professionals, we will all inevitably interact with a dying patient. *In fact, it is guaranteed that one of your patients will die under your care, perhaps even as a medical student.* How will you respond? How do you care for such a patient and his or her family? More importantly, how do we—in medicine and in society—deal with death? It can be argued that our attitudes toward death have changed in the wake of modern medicine, which not only could affect the way we care for patients, but even impact the way we lead our lives.

Through carefully selected readings, guest lectures, and field trips we aim to explore some of the questions listed above, and we hope that you walk away from this seminar with the following: knowledge of hospice, palliative care, and current philosophies on death and dying; an understanding of what is required to be a compassionate presence at the bedside; and an individual awareness of how each of you approaches death, both in your professional and personal lives. Remember, care for the dying IS care for the living, and we hope that some humanistic exploration into this rich area of medicine will give you pause for reflection and, hopefully, inform your approach to patient care as future clinicians.

Required materials to be purchased by students: None.

Lighting the Path, Through the Final Days of Life, by Deborah Sigrist, and *Blessing our Good-byes* by Kathie Quinlan will be provided, along with other required readings.

Required assignments: Reflective journal entries (some in-class), and a final 1-2 page reflective essay or research paper on a topic of the student's choosing.

EPIDEMICS AND THE EVOLUTION OF MEDICINE

Instructor: Rae-Ellen W. Kavey, MD, MPH

Learning Objectives:

- Understand the pathophysiology of each epidemic disease
- Trace the historical trajectory of an epidemic disease including recognition of the state of medical practice at the time of the epidemic
- Identify important landmarks in the evolution of medicine associated with each epidemic

Course Description: We will examine 5 epidemics that allow exploration of major landmarks in the evolution of medicine over the last 7 centuries. Historiographic material from literature and film will form the basis for evaluation of how the pathobiology of a disease and the culture in which an epidemic occurs shape the outcome. Consideration of the way medical care for specific conditions has evolved will allow us to trace the historical trajectory of a disease and the way this relates to the history of medicine. Through the lens of time, we can see what has – and what has not – changed in the medical care of specific diseases over the last millennium and how this reflects the evolution of medicine as a whole. Finally, we will consider the importance of epidemics in contemporary medicine.

Required materials to be purchased by students:

The Burdens of Disease: Epidemics and Human Response in Western History. *Revised edition.* J.N.Hays. Rutgers University Press. New Brunswick, NJ, 2009. Available through Amazon, paperback \$26.68; used \$12.80.

The Natural and Human History of a Deadly Virus. David Quammen. WW Norton & Co. New York, 2012. Available through Amazon. (Used \$3.41.)

Required assignments: Weekly readings before class; discussion leader for at least one session, alone or with a partner depending on class size.

BUT I DON'T WANT TO DO THAT!: CONSCIENCE OBJECTIONS, MORALITY, AND RELIGIOUS BELIEFS IN MEDICINE

Instructor: Robert Card, PhD, Adjunct Associate Professor of Medical Humanities & Bioethics, URM

Learning Objectives:

1. Demonstrate familiarity with current protections for conscientious objection by medical students and healthcare practitioners
2. Identify and examine arguments for and against a moral right on the part of medical professionals to conscientiously object to patient requests within medicine
3. Identify and analyze possible public policies for balancing medical providers' conscience-based objections to providing care versus patients' rights of access to healthcare

Course Description: Medical professionals possess personal moral and religious beliefs, but what role should these beliefs play in the practice of medicine? In all likelihood, every medical provider will experience firsthand a crisis of conscience stemming from the conflict between a patient's request and their own religious/moral beliefs or the beliefs of

another member of the healthcare team. The purpose of this course is to develop the knowledge base and skill set necessary to address these inevitable conflicts in a manner that is respectful to all parties involved.

Required materials to be purchased by students: none

Required assignments: Serve as "discussion leader" in class

INTRODUCTION AND IMMERSION IN INTEGRATIVE, COMPLEMENTARY AND ALTERNATIVE MEDICINE

Instructor: Joanne Wu, M.D., E-RYT, CHHC, Adjunct Professor, Medical Humanities

Learning Objectives:

- Understand the concept of Integrative Medicine, Complementary and Alternative Medicine
- Be able to guide a patient in discussion of how to integrate allopathic treatment models and complementary medicine in treating their primary concerns
- Be aware of how to look up resources online and locally for evidence-based prescriptions for CAM modalities

Course Description: This course is in a hands-on and lecture based format. There will also be opportunities for field trips to observe with practitioners of complementary medicine in the Rochester area. Guest lecturers will be invited to perform demonstrations and question and answer sessions on site. Free invitation to Monroe County Medical Society's Integrative Health Committee lectures. Dr. Wu's website: www.Fit2bWell.com

Required materials to be purchased by students: None

Required assignments: Field trips to various CAM locations.

SPIRITUALITY AND MEDICINE

Instructor: Bill Reynolds, Associate Director, Chaplaincy Services, SMH

Learning Objectives:

1. To identify one's own spirituality, including experiences, attitudes and practices, and how it affects one's personal and professional interactions
2. To become more comfortable addressing spiritual issues with patients.
3. To look at the interface between the doctor's spirituality and the patient's.
4. To understand what resources are available when the patient wants to explore spiritual issues.

Course Description: "What is the role of spirituality in the patient-physician relationship?" "Should I bring up spiritual matters with patients and under what circumstances?" "What if my patient wants me to pray?" This course will explore these and other questions related to the role of spirituality in our caring for patients and their families. The course will be divided into two sections. Part I will focus on: 1) the relationship and distinction between religion and spirituality; and 2) identifying one's own spiritual autobiography and the significance of spirituality as personally defined and experienced. Part II will be the practicum part of the course. Participants will shadow one of the Chaplain Residents to gain an understanding of what occurs during a chaplain visit. These visits will be written up in case (verbatim) study format and brought in for feedback and input with the Chaplain Resident with whom you visited.

Required materials to be purchased by students: Koenig, Harold G, *Spirituality in Patient Care: Why, How, When and What* (Radnor, PA: Templeton Foundation Press, 2002).

Required assignments: See Course Description above.

THE HEALER'S ART

Instructor: Robert Horowitz, M.D., Associate Professor of Clinical, Medicine and Pediatrics; Toni Jakobi, M.D., Associate Professor of Clinical, Psychiatry; Kathleen Baynes, M.D., Senior Instructor

Learning Objectives:

- Identify, explore, and strengthen the human dimensions of the practice of medicine
- Develop a supportive community of colleagues through the practice of generous and compassionate listening
- Recognize the importance of reflection in the practice of medicine, with a focus on physician wholeness; loss and grief; mystery and awe; and service

Course Description: The Healer's Art was designed in 1993 by Rachel Naomi Remen, M.D., and is currently offered in more than half of US medical schools. Our five sessions will be in the evening hours to decrease the distractions of daytime duties. The final session will include a meal.

Please note that this course schedule is unique: five 3-4 hour evenings. There are no outside assignments, there are no make-ups, this course depends on consistent group involvement, and students earn a Pass only if they attend each full session. Hence, choose this course only if you can commit to being present for the entirety of each of the five sessions.

The Healer's Art explores the meaning of physician-hood and the practice of medicine, and will help clarify and strengthen your personal commitment to medicine as your life's work. Each week begins with a brief large group talk, which is followed by longer small group discussions, which emphasize safe sharing and empathic listening. Each small group will be facilitated by one or two faculty, who are equal participants in the discussions.

Through the five weeks we will explore how the power of listening and presence encourages healing; formulate a personal, comfortable, and compassionate response to loss and grief; recognize that who we are is as important to the healing relationship as what we know; notice awe and mystery in the daily practice of medicine; explore the concept of calling; and write a personal mission statement

Required materials to be purchased by students: none

Required assignments: Presence and participation.

THE PHYSICIAN ADVOCATE

Instructor: Theresa Green Ph.D, MBA, Director of Community Health Policy and Education, Center for Community Health; Howard Lanney, MS2, Co-Instructor

Learning Objectives:

- To learn factors effecting health which may be a target for policy and advocacy.
- To learn skills that may be applied to effectively advocate on an issue of interest.

Course Description: Biopsychosocial medicine extends beyond the office. In this seminar students will take an in-depth look at social determinants of health in Rochester, become familiar the work of physicians and other community organizations which advocate on behalf of underserved populations, and receive training in skills they need to become advocates themselves. The course will culminate with students advocating on issue of importance to them.

Required materials to be purchased by students: none

Required assignments: See Course Description above.

WHO ARE YOU, AND WHO AM I: AN EXPLORATION OF DOCTOR AND PATIENT ROLES IN DISEASE AND HEALTH

Instructor: Katherine Schaefer, Ph.D.

Learning Objectives:

- To develop an understanding of basic negotiation theory
- To understand the ways in which doctor and patient roles are dynamic and negotiable
- To gain an appreciation for how thoughtful role negotiation can improve clinical outcomes

Course Description: What would you do if your patient turned down traditional cancer chemotherapy in favor of herbal therapies? Would you urge life-saving therapy if you knew that a patient's cultural or religious background prohibited it? How would you handle end-of-life issues differently if you had become attached to the patient? The answers to these questions all involve complex negotiations of doctor and patient roles.

Patients are increasingly exhorted to take an active role in their own healthcare, and the recent proliferation of health-related sites and alternative medicine practitioners has made it easier for patients to become active researchers on behalf of their own health and to make choices consistent with their own value systems. As a result, many patients feel empowered to negotiate with their doctors as to how their health and disease will be treated. Drawing on several different negotiation theories and clinical outcomes-based studies of negotiation in patient care, as well as popular depictions of doctor-patient relationships in TV episodes, short stories, and reflective essays by doctors, we will explore how doctors and patients negotiate, at any given point in a clinical experience, who they are and what roles they are fulfilling.

Required materials to be purchased by students: None

Required assignments: weekly readings and discussion; team-leading at least one discussion period; two short reflective papers. weekly readings and discussion; team-leading at least one discussion period; two short reflective papers.

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