

2015 Medical Humanities Seminars 2nd 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

DEAF HEALTH PART 2: IMMERSION INTO DEAF LANGUAGE AND CULTURE

Instructor: Thomas Coughlan

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

(Note: Deaf Health Pathway students are required to take this seminar.)

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.

Pre-requisites: While this seminar is 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. Students wishing to join Part 2 need to contact the instructor for evaluation/remediation and obtain reading materials from Deaf Health Part 1 and familiarize themselves with the vocabulary lessons.

Course Description: The focus of this course will be focusing on immersion into the world of the Deaf community. The series will start with a review and acceleration of American Sign Language with a transition from vocabulary to communication. This linguistic immersion will include more vocabulary, grammar, and practice sessions with mock medical interviews. The parallel 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 opportunities to have a clinical experience to shadow a physician who works with Deaf patients.

Required materials to be purchased by students: “Barron’s E-Z American Sign Language” ISBN-13: 9780764144585 Publisher: Barron's Educational Series, Incorporated. Cost – approximately \$8-\$10 used on www.Amazon.com

Required assignments: Short reading assignments or video viewings during class time will compliment topics of discussion. Attendance at all off-site activities in addition to the in-class activities are considered essential to completing this seminar.

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 even a field trip to a comfort care home, 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), facilitation of one class discussion on a reading or question, and a final 1-2 page reflective essay or research paper on a topic of the student's choosing.

DISABILITY, MEDICINE AND REPRESENTATION

Instructor: Linda Edwards, PhD

Learning Objectives:

- To develop awareness of the processes of the construction of disability and difference and how they are maintained in popular culture and media
- To examine the role of film, TV and print media in the construction of disability identity
- To understand diverse responses and interpretations of representations of disability by critics, scholars, artists, and feminist and disability activists.

Course Description: What are the dominant representations of disability and difference in popular American culture? How have these framings being resisted by the disability rights movement and emerging disability

culture? We will explore these questions through examining how social and cultural ideas about disability and difference are expressed in film, television and print media. Each of our sessions will focus on a particular framing of disability and on academic responses to each of those framings. The consequences of these framings and their implications for perpetuating social devaluation, discrimination and disadvantage will also be discussed.

Required materials to be purchased by students: None. Weekly readings will be provided.

Required assignments: It is expected that all students will attend class having read the assigned readings in advance and will actively participate in discussing the issues raised in the readings. Each week, students are encouraged to develop two or three questions about the readings to discuss in class. Also, each week, one student will be required to research and facilitate a discussion of one of the weekly readings.

EFFECTIVE COMMUNICATION FOR THE CLINICAL CLERK

Instructor: Thomas M. Carroll, M.D., Ph.D., Assistant Professor, General Medicine and Palliative Care, Course Director; Sandra Toth, Medical Student Coordinator
Clinical Faculty will teach each topic and work with students on simulated conversations.

Learning Objectives:

- To be able to define and apply the concept of patient centered care
- To critically think about and begin to develop an approach to difficult clinical situations and conversations

Course Description: The ultimate goal of this seminar is to offer a chance to get additional practice and preparation for some of the most difficult clinical conversations of third year clinical rotations. Decisions in medicine today increasingly require the communication of high volumes of information, information that can be inherently imbued with significant physical, emotional, social, and psychological implications. This course is designed to help with this challenge.

The course is split up into four main topics: Patient-centered care, Bad News discussions, Code Status discussions, and how to navigate the medical trainee hierarchy. Students will be asked to read a short article or two before the sessions and come prepared to discuss them and to participate in role-playing scenarios. During the last session, students will share their own individual reflections and videos.

Required materials to be purchased by students: None

Required assignments: Students will be asked to create a video or written reflection on one of the scenarios or topics discussed in this seminar, or on a separate difficult clinical scenario that they may have encountered at any point outside of the course, to be shared during the last class.

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

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

(Note: Latino Health Pathway students are required to take this seminar.)

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 rudimentary 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.

Required materials to be purchased by students: 1. Spanish for Health Care. Authors: Patricia Rush and Patricia Houston.

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

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

THE MAKING OF THE MODERN BODY

Instructor: Tatyana Bakhmetyeva, PhD

Learning Objectives:

- To explore the many meanings of the human body and discuss how these meanings might affect the physician – patient relationship.
- To understand how and why ideas about the human body changed over time.
- To investigate different types of the “cultural” human body and the pains and illness associated with them.

Course Description: We often marvel at the physical complexities of a human body. But the human body has another, perhaps even more complicated dimension than the physical: the cultural. Human bodies are sites that have been constructed, experienced, regulated, and punished in different ways at different times. Using literary texts, art, and scholarship from different disciplines, we will investigate some of these constructs historically and explore how they affect our understanding of and interactions with the physical body. The course will be structured thematically and will include units on the religious body, the gendered body, the racial body, the sick body, and others.

Required materials to be purchased by students: None.

Required assignments: response papers, journal entries.

THE MEDICAL MEMOIR

Instructor: Joy Getnick, PhD

Learning Objectives:

- To introduce students to the physician and medical student memoir, both historical and contemporary
- To explore the ways in which the authors, physicians and medical students, processed their experiences in the field through the written word
- To create space for students to practice writing and sharing their own experiences using this medium

Course Description: Each week students will read, discuss, and explore the experiences of physicians and fellow medical students as their authors self-documented these experiences through the medium of the written memoir. Together we will evaluate the different ways in which a story can be told, and the pros, cons, and challenges of the medium. At each step along the way we will compare the ways in which the authors' experiences relate to those of a second year medical student, and take time to practice writing and sharing student experiences in a safe, self-reflective space.

Required materials to be purchased by students: Students will purchase the memoir of their choice for the purposes of culminating self-reflective assignment.

Required assignments: weekly readings, weekly brief reflective writing, and a final short reflection paper

Session 2

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

Instructor: Thomas Coughlan

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

(Note: Deaf Health Pathway students are required to take this seminar.)

Learning Objectives:

- To expand interviewing vocabulary with a focus on gathering medical, family, and social histories in ASL.
- To appreciate technological advances for the Deaf community by understanding the use of TTY, facilities for Deaf patients in the medical setting, and obtaining interpreters remotely.
- 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

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

Instructor: Sue Gardner Smith

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, films, field trips, discussion leaders on relevant topics, individual action plan

EXPLORING GLOBAL HEALTH

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

(Note: Global Health Pathway students are required to take this seminar.)

Learning Objectives:

- Describe ethical issues facing Global health work.
- Become familiar with issues facing global health workers and be able to describe economic, social, political factors relating to key topics in global health, including mental health, malaria, maternal mortality, gender based violence, medical tourism, aid, and disaster relief.

Course description: Readings will be distributed each week on a variety of hot topics in global health and there will be discussion and viewing of short film clips or Ted Talks as a group together.

Required materials to be purchased by students: No required materials to be purchased.

Readings will be from a variety of sources including: Dead Aid, Famine Crimes, Do No Harm, Condemned to Repeat, End of Poverty, White Man's Burden, Toxic Charity, journal articles, online readings, Ted Talks, and video clips.

Required assignments: Short 1-2 page describing an ethical challenge each student faced while they were working in a global health or underserved setting. We will discuss and share in class.

INFORMED CONSENT, AUTONOMY AND CAPACITY: DO WE UNDERSTAND EACH OTHER?

Instructor: Marianne Chiafery, MS Clinical Bioethics, PNP-C, Senior Associate University of Rochester School of Nursing

Learning Objectives:

- Describe the historical basis for our current guidelines for informed consent, autonomy, and protection of vulnerable populations.
- Develop critical thinking and effective communication techniques to assure the best possible process for obtaining informed consent for medical care.

Course Description: Autonomy, informed consent and decision-making capacity are important concepts for the provision of ethical medical treatment and care and is a process that requires good communication and listening skills. In this course we will explore the historical basis for autonomy and informed consent and explore the challenges of obtaining informed consent for patients who lack capacity, such as minor children, those with a diagnosis of mental health problems, dementia and other vulnerable populations. The effects of culture on autonomy and consent will also be discussed. Learning methods include analysis and discussion of characters from film and literature, as well as group discussion of true ethical cases.

Required materials to be purchased by students: TBD

Required assignments: TBD

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

Instructor: Jimena Cubillos, MD., and others

(Note: Latino Health Pathway students are required to take this seminar.)

Learning Objectives:

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

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.

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 at the Barnes and Noble bookstore at College Town)

Required assignments: TBD

THE HISTORICAL STRUGGLE FOR U.S. NATIONAL HEALTH REFORM

Instructor: Theodore M. Brown, Ph.D.

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
- To understand current political battles and policy squabbles with the advantage of historical perspective

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.

The following two books are required reading for the group discussions: T.R. Reid, **The Healing of America** and Georges Benjamin, Theodore Brown et al., **The Quest for Health Reform: A Satirical History**. **These books are all** available in paperback and neither is very expensive. Copies are available through the Medical Center bookstore or can be purchased online. In addition, Paul Starr, **Remedy and Reaction: The Peculiar American Struggle Over Health Care Reform** is an important in-depth analysis that supplements the two paperback books. **It should be read selectively and is** available electronically through the UR "Voyager" library system -- just look it up and click the link to get access. Occasional short articles will also be assigned. These will generally be made available as copies.

Required materials to be purchased by students: T.R. Reid, **The Healing of America** and Georges Benjamin, Theodore Brown et al., **The Quest for Health Reform: A Satirical History**

Required assignments: Except for Chapt. 1 in Benjamin & Brown for the first session, the content and order of reading assignments will be determined by the seminar group as a whole.

5/13/15