

2015 MEDICAL HUMANITIES SEMINARS

For First Year Students

Session 1: January 6, 13, 20, 27; February 3, 10, 17, 24

CONSCIENTIOUS OBJECTION IN REPRODUCTIVE MEDICINE

Instructor: Robert Card, Ph.D., Professor, Department of Philosophy, SUNY-Oswego; Adjunct Associate Professor of Medical Humanities and Bioethics, UR SMD

Learning Objectives:

- Demonstrate familiarity with current protections for conscientious objection by healthcare practitioners
- Identify and examine arguments for and against a moral right on the part of medical professionals to conscientiously object to patient requests within the area of reproductive medicine
- 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: One contemporary ethical issue in medicine concerns the proper scope of conscientious objection by medical professionals. This course will focus on the relevant issues as they arise in the context of reproductive medicine, since this context has sparked revived interest in this topic in recent years.

Topics to be discussed will include: What is the role of conscience in morality, and what protections are presently in place regarding conscientious objection in healthcare? What moral difference exists (if any) between providing information about a controversial practice, referring the patient to a willing provider, and providing the care to the patient oneself? What is the nature and basis of medical practitioners' professional obligations to their patients? What laws and public policies do the best job of balancing medical providers' wishes to maintain their ethical integrity versus patients' desires to have timely access to healthcare services?

DOCTORS' DILEMMAS: MEDICAL ETHICS IN LITERATURE

Instructor: Richard H. Dees, Ph.D., Associate Professor of Philosophy and Bioethics

Learning Objectives: To look at important literature with medical themes and to learn to analyze ethically the problems that are presented.

Course Description: Literature provides rich contexts in which to think about moral issues that go far beyond the sketchy scenarios that we often use to think about ethical values and principles. In this course, then, we will use plays, short stories, novels, and films to look more deeply at some important ethical issues related to medicine.

HISTORY OF AMERICAN HEALTH POLICY

Instructor: Joy Getnick, Ph.D.

Learning Objectives:

- To introduce students to the history of American medicine and public health through primary and secondary source materials
- To explore the history of American health policy and practice from colonial times to the present, with a focus on American history post 1900

- To evaluate the ways in which this history can inform our understanding of contemporary American health policy and practice topics and concerns

Course Description: The seminar will explore the history of American health policy and practice from colonial times to the present, with a focus on American history post 1900. Sample topics include the histories of early midwifery, sanitation reform during and after the Civil War, immigration health concerns, germ theory and the control of infectious disease, occupational and environmental health, immunizations, alcohol and drug policy, abortion, AIDS, and cancer. The group will explore the historical evolution of American health policy and practice in light of how Americans came to understand science, medicine, technology, race, religion, ethnicity, gender, personal rights, and more.

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.

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.

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

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

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.

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.

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 novel excerpts, 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.

MEDICAL HUMANITIES SEMINARS

Session 2: March 6, 13, 27; April 3, 10, 17, 24; May 1 (no class on March 20)

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

Instructor: Thomas Coughlan

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

Learning Objectives:

- To learn the basic foundations of American Sign Language and its structure, and to formulate an approach for further study of the language
- To gain an introductory exposure to the culture of the Deaf population at Rochester through interaction with guest speakers as well as Deaf individuals and/or events
- To become aware of resources available at URMC and at Rochester in general for the Deaf population as well as for medical students when interacting with Deaf patients, specifically with regard to interpreters
- To become familiar with news and relevant readings on Deaf culture

Course Description: This course 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 interest in the Deaf community.

The course will focus on two aspects: culture and language. Deaf speakers and advocates from Rochester will come to talk about their lives and what it means to them to be a part of the Deaf community. These will include healthcare practitioners and interpreters working in a Deaf health setting. Relevant news articles and short readings will be provided for an understanding of the larger scope of Deaf health. Students will be given opportunities to attend events

in the Deaf community and experience a context for the ASL they have learned. Movies illustrating Deaf culture may also be shown. The instructor may substitute a formal class for attendance at a deaf event during the same class time frame or on a mutually-agreed upon date.

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, with once again a focus on basic 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.

DEATH AND DYING IN MODERN MEDICINE

Instructor: Michael Brennan, FNP, and Stephen Miranda, CC3, 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.

DEATH BY ZIP CODE: ENVIRONMENT, HEALTH, AND JUSTICE IN ROCHESTER

Instructor: Katrina Korfmacher, Ph.D., Associate Professor of Environmental Medicine

Learning Objectives:

1. To increase students' understanding of interactions between the physical environment and public health at the community level
2. To gain an appreciation of diverse Rochester communities' perspectives on environmental justice
3. Explore the multiple roles health care providers can play in reducing community environmental risks and related health disparities

Course Description: Does your zip code determine your health? Is the number of abandoned houses on a street the best predictor of its rate of STIs? Should we tell obese kids to play outside more? What if they live in high crime areas? Who eats fish from the Genesee – and what happens to them? If your house triggers your asthma, what can you do? Is there a cancer cluster around Kodak? This seminar will explore questions like these in the context of

Rochester's diverse communities, their environments, and health.

In 2008, the World Health Organization issued a report on the Social Determinants of Health stating that more than half of health status relates to economic, social, and environmental conditions. Environmental factors contribute to health disparities between high and low income populations both globally and locally. We will learn about how environmental injustices can contribute to health disparities and about the Rochester community perspectives, programs, and partnerships that address them. We will reflect on films and articles based on national experiences and interact with local community members about how these issues affect people in Rochester – and what doctors can do about them.

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

SPIRITUALITY AND MEDICINE

Instructor: Rev. Robin Franklin, Director, Chaplaincy Services, URMC

Learning Objectives:

- To identify one's own spirituality, including experiences, attitudes and practices, and how it affects one's personal and professional interactions
- To become more comfortable addressing spiritual issues with patients
- To identify appropriate and available resources when the patient wants to explore spiritual issues

Course Description: We will explore the relationship and distinction between religion and spirituality and how spirituality impacts patients' coping with illness. Course participants will write a brief spiritual autobiography which expresses how their spirituality is personally defined and experienced. A primary component of the course will be making "shadow" visits with one of the hospital chaplains to gain an understanding of what occurs during a chaplain visit and the ways in which spiritual issues arise through illness and the healing process. Course participants will choose one of these visits to write up in a simple case study format and then present the case for discussion with the class.

THE HEALER'S ART

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

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 held in a beautiful, comfortable, private, non-clinical community setting in the evening hours, away from other duties. The final session will include a meal. Since there are no outside assignments, every participating student must commit to the entirety of each of the five sessions; there will be no make-ups.

The Healer's Art explores the meaning of physician-hood and the practice of medicine. It helps students clarify and strengthen their personal commitment to medicine as their 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

THE RIGHT STUFF: MORALS AND ETHICS IN THE ADULT INTENSIVE CARE UNIT

Instructor: David Kaufman, M.D., Professor of Surgery, Medicine, Anesthesia, Medical Humanities and Urology

Learning Objectives:

- To understand the principles of bioethics as applied in the ICU
- To develop an approach to solving moral ethical dilemmas in the ICU

Course Description: Brain death, futility at the end of life and rationing care are a few of the topics that are discussed in the adult intensive care unit daily rounds. The outsider may believe that most of the discussions in the intensive care unit pertain to pathophysiology, expensive medications and the use of high technology equipment. In reality, it is this marriage between man, drugs and machines that leads to many of the controversial ethical topics that are staples in the ICU.

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