

2014 MEDICAL HUMANITIES SEMINARS

For Second Year Students

Session 1: August 13, 20, 27; September 3, 10, 17, 24; October 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. This will be assessed by the ASL instructor.

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 a clinical experience to shadow a physician who works with Deaf patients.

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.

EFFECTIVE COMMUNICATION FOR THE CLINICAL CLERK

Instructor: Margie Hodges Shaw, JD, PhD, 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. Each session will be led by Dr. Margie Shaw and an experienced physician. During the last session, students will share their own individual reflections and videos.

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.

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.)

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

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.

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.

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.

MEDICAL HUMANITIES SEMINARS

Session 2: October 15, 22, 29; November 5, 12, 19; December 3, 10
(No class 11/26 due to Thanksgiving Holiday.)

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.

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, water access, disaster relief.

Course description: Readings will be distributed each week on 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.

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

Instructor: Nancy Abarca Hernandez

(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 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.

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.

PHYSICIAN AS PATIENT

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:

- Students will emerge with an increased appreciation of person-centered care.
- Students will know how to better approach their own medical care.
- Students will have a better sense of how to optimally treat patients who are also medical providers.

Course description: The experience of being a patient (or having someone you love being seriously ill) can dramatically alter a physician's approach to doctoring. Students will read first person accounts written by physicians about their own experiences as patients. They will have the opportunity to interview medical providers about their experiences as patients.