

**MEDICAL HUMANITIES
SECOND YEAR SEMINARS
Fall 2017**

FAMOUS CASES IN BIOMEDICAL ETHICS AND LAW – PART II

Note: Part I is not a prerequisite to taking Part II.

Course Coordinator: Marianne Chiafery, DNP, PNP-C, MS Clinical Bioethics, Assistant Professor, SON & Medical Humanities & Bioethics; Margie Shaw, PhD, JD, Assistant Professor, Medical Humanities & Bioethics

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 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.

DRAWING AND SEEING: SHARPEN YOUR OBSERVATIONAL SKILLS AS YOU SHARPEN YOUR PENCILS!

Instructors: Faculty of Creative Workshop of the Memorial Art Gallery

Learning Objectives:

- Learn and practice basic drawing techniques to enhance observational skills;
- Experience the benefits of critiquing individual growth in a group setting.

Course Description: Drawing is a learnable skill, with benefits that include improving eye-hand communication as well as basic skills of observation. While the focus is on individual growth with personal attention from the instructor/s, the class will also engage in group critiques in which the individuals will learn from their classmates. The class will be led by artists on the faculty of the Creative Workshop and held at the Memorial Art Gallery.

Required materials to be purchased by students: Basic drawing materials will be supplied. Students are asked to buy a portfolio for their drawings.

Required assignments: While additional drawing time is not required in the class, optimal benefit is achieved by drawing 2-4 times a week in addition to class time. Suggested drawing assignments will be given by the instructor weekly.

DEATH AND DYING IN MODERN MEDICINE

Instructor: Michael Brennan, FNP

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 assignments: A final 1-2 page reflective essay or research paper on a topic of the student's choosing.

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 people's experiences of mental illness.
- To gain a fuller understanding of people's 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 assignments: TBA

DEAF HEALTH PART 2: IMMERSION INTO DEAF LANGUAGE AND CULTURE

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

Instructor: Thomas Coughlan

Pathway Director/Co-Instructor: Jason M. Rotoli, MD, Assistant Professor, Emergency Medicine

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 the educational setting (NTID, RSD) with local field trips
- 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 through an interpreting observership
- To gain a more in depth 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

Knowledge Application:

- Through the use of intermediate ASL skills, the students will be able to more comfortably engage an underrepresented community
- Through an emphasis on Deaf culture and health, the student will recognize the importance of communication when communicating with all patients
- Students will gain knowledge and skills in interacting with members of an underrepresented community and be able to apply these general concepts to other communities who lack appropriate health care access and education

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 on immersion into the Deaf community. The series will start with a review and of American Sign Language. It will then move to 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 on-site guests and off-site activities including things such as tour the National Technical Institute for the Deaf and other relevant sites. This will allow the students to gain a better understanding of the day-to-day activities of the Deaf community and how these facilities help create a unique culture. Students will also have the opportunity to interact with healthcare practitioners and interpreters who work with Deaf patients. Relevant news articles and short readings will be provided for an understanding of general issues relating to Deaf health.

Supplemental Resources/Websites for ASL:

1. ASL Life Print < <http://www.lifeprint.com/>>
2. Marlee Signs iPhone App
3. ASL Pro < <http://www.aslpro.com/>> (Fingerspelling quizzes)

4. Signing Savvy < <https://www.signingsavvy.com/>>

Optional 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: A handout with a vocabulary dictionary will be provided via Blackboard for all language lessons. Short reading assignments or video viewings outside of class time will compliment topics of discussion. Attendance at all off-site activities and in-class activities are considered essential to completing this seminar.

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

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

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

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 with Latino Patients in Rochester NY.
- To gain an understanding of the health care disparities experienced by Latinos in the United States
- To discuss aspects of International Health in Latin America

Students will be able to apply knowledge (personal and professional), skills developed in this seminar to their work with patients, families, colleagues in their healthcare teams. Specifically, student will:

1. Learn about the medical care of a Latino population.
2. Augment/review Spanish medical vocabulary and Spanish grammar

Course Description: Language training will be tailored to the level of fluency of those in the class. Intermediate or advanced level of written and spoken Spanish language skills are a prerequisite for the course. The main goal will be to improve the level of communication skills with Spanish speaking patients through videos, listening comprehension, grammar and vocabulary exercises, and other clinical exercises as appropriate for the skill level of the class. The focus is on class participation and each student will regularly be communicating in Spanish during class. Cultural aspects of medical care and disparities experienced by Latinos will be discussed. We generally follow the book Spanish for Health Care. However, the book will be supplemented with multiple exercises and case presentations in Spanish.

Required materials to be purchased by students: 1. Spanish for Health Care. Authors: Patricia Rush and Patricia Houston. Instructor has many copies for students to borrow.

Required work:

1. Vocabulary and grammar quiz at the discretion of the instructor
2. Active verbal classroom participation

DEVELOPMENTAL DISABILITIES ACROSS THE LIFESPAN

Instructor: Stephen Sulkes, MD, Professor, Division of Developmental and Behavioral Pediatrics, Golisano Children’s Hospital

Learning Objectives:

- Define Intellectual and Developmental Disabilities
- Describe the challenges to families and individuals at multiple stress points across the life course
- Describe the history of responses to the needs of people with Intellectual and Developmental Disabilities by the health care system and other service systems
- Be comfortable communicating sensitively with individuals with IDD and their families
- Describe ethical challenges specific to people with IDD

Course Description: Having an Intellectual or Developmental Disability (IDD) creates a “new normal” for individuals and their families. Although as physicians our primary goal is to consider the health of these patients, to serve them best we need to move beyond medical models of disability to consider social, cultural, and other perspectives. Understanding the barriers that individuals with IDD and their families face in working with the health care and other systems, and how we can help people to circumvent them, requires us to hear people’s stories.

In this seminar we will consider various points along the life course of the individual with IDD and his/her family (e.g., Prenatal/Newborn, Time of Diagnosis, Health System Interaction, School, Adolescence and Self-Direction, Work and Independent Living, Sexuality, and End of Life Issues), hear narratives describing frustration and success, and become aware of the social, political, and front-line health care implications emerging at each point.

Each session will include a conversation with an individual with IDD or a family member, telling the story of their experience and interaction with health care providers. Students will have reviewed relevant literature in advance, and presentations will focus on the history of developmental disabilities and societal changes over time with regard to this population. When appropriate, sessions will take place in community settings.

Required work: Readings will be supplemented with video and webinar (Physician Education in Developmental Disabilities) viewing assignments.

VISUAL ARTS AND MEDICINE

Instructor: Susan Dodge-Peters Daiss, MA, MDiv, Senior Associate, Medical Humanities & Bioethics and Memorial Art Gallery

Learning Objectives:

- Learn a five-step close-looking protocol to build practical skills of observation;
- Learn to translate visual experience into verbal descriptions;
- Build comfort with ambiguity as students experience colleagues’ expression of multiple interpretation.

Course Description: In visits to the Memorial Art Gallery, the George Eastman Museum, and the historical collection of SMD's Miner Library experience how close-looking at works of art in a variety of media can build basic skills of observation to nuanced skills of interpretation.

Required assignments: Short one-two-page weekly writing assignments.

EFFECTIVE COMMUNICATION FOR THE CLINICAL CLERK

Instructors: Thomas M. Carroll, MD, PhD, Assistant Professor, General Medicine and Palliative Care; Marianne Chiafery, DNP, PNP-C, MS Clinical Bioethics, Assistant Professor, SON & Medical Humanities

& Bioethics; Margie Shaw, PhD, JD, Assistant Professor, Medical Humanities & Bioethics; Marta Brewer, Standardized Patient

Clinical Faculty will teach each topic and work with students on simulated conversations.

Course Coordinators: Daniel Corning and Holden Wagstaff, Medical Student Coordinators

Learning Objectives:

- Define and apply the concept of patient centered care
- Critically think about and begin to develop an approach to difficult clinical situations and conversations

Course Description: The goal of this seminar is to offer opportunities for practice and preparation for some of the most difficult clinical conversations confronted during clinical rotations. Decisions in medicine today increasingly require the communication of large 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 organized into four main topics: patient-centered care, bad news discussions, code status discussions, and navigating 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 group discussions and role-playing scenarios. During the last session, students will share their own individual reflections and videos.

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.

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

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

Instructor: Thomas Coughlan

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

Learning Objectives:

- To expand interviewing vocabulary with a focus on gathering medical, family, and social histories in ASL
- To further communication skill development in ASL
- To enhance ability to describe complex disease processes in ASL
- To understand how to communicate with Deaf patients with and without a strong linguistic background through clinical exposure
- To appreciate technological advances for the Deaf community by understanding the use of facilities for Deaf patients in the medical setting and obtaining interpreters remotely.
- To understand current research in the area of Deaf health

Knowledge Application:

- With an in-depth understanding of Deaf culture, students will be able to engage and advocate for an underrepresented community directly through the use of more advanced American Sign Language skills

- Students will recognize the importance of communication with all patients, but especially while caring for a member of an underrepresented group through the use of descriptive yet non-medical terminology during a medical interview
- Students will further gain knowledge and skills in caring for an underrepresented community. They will be able to apply these general concepts to other communities who lack appropriate health care access and education

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 conversation, medical vocabulary, description of complex disease processes, and to gain a level of comfort in communicating with Deaf patients during a history and physical exam. Students will be exposed to the technology used by the Deaf community and the medical community for Deaf patients, and will also appreciate any advances in research being done at the National Center for Deaf Health Research. Students will be able to obtain a basic HPI by the end of the seminar.

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 outside of class time if deemed appropriate for the topic of discussion. There will be a 4 hour clinical shadowing experience of your choice during the seminar.

EXPLORING GLOBAL HEALTH

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

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

Students will be able to apply knowledge (personal and professional), skills developed in this seminar to their work with patients, families, colleagues in their healthcare teams. Specifically, student will: explore ethical issues of global health and reflect on their prior global health experience and ethical issues they have experienced. By improved self-awareness and awareness of ethical issues they will be more sensitive to ethical and cultural issues in their global health work including with patients and colleagues.

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, disaster relief.

Course description: The course will use chapters from books, online articles, journal articles, video and podcasts to explore various issues in Global Health. The seminar will begin by debriefing and reflecting on summer global health experience. Various global health topics will be discussed including for example maternal child health, nutrition, refugee health, global mental health, infectious disease, water/sanitation and project design and evaluation.

Required assignments: Description of ethical challenge in global health student has experienced for first class. Final project – design a project including an intervention and evaluation and assessment of the intervention. These will be presented to fellow classmates at the last class of the seminar.

Students will be able to explore ethical issues of global health and reflect on their prior global health experience and ethical issues they have experienced. By improved self-awareness and awareness of

ethical issues they will be more sensitive to ethical and cultural issues in their global health work including with patients and colleagues.

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

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

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

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 with Latino Patients in Rochester NY.
- To gain an understanding of the health care disparities experienced by Latinos in the United States
- To discuss aspects of International Health in Latin America
- To have a written Spanish component to the course

Students will be able to apply knowledge (personal and professional), skills developed in this seminar to their work with patients, families, colleagues in their healthcare teams. Specifically, student will:

1. Learn about the medical care of a Latino population.
2. Augment/review Spanish medical vocabulary and Spanish grammar

Course Description: Please see the course description of “Latino Health Part 2: Latino Culture, Health, and Language.” This course will be a continuation of that course. However, in addition, there will be a medical Spanish writing component to the class as well.

Required materials to be purchased by students: 1. Spanish for Health Care. Authors: Patricia Rush and Patricia Houston. Instructor has many copies for students to borrow.

Required work:

1. Vocabulary and grammar quiz at the discretion of the instructor
2. Active verbal classroom participation
3. Spanish written component focusing on patient instructions