



SCHOOL OF MEDICINE & DENTISTRY
UNIVERSITY of ROCHESTER MEDICAL CENTER

MEDICAL HUMANITIES SEMINARS 2013-14
YR 1 medical students

CULTURES OF MEDICINE

Instructor: Sarah Berry, PhD, Visiting Assistant Professor, Hobart and William Smith Colleges

Exceptions to times/dates of seminar: None

Enrollment limit: 12

Learning Objectives:

- Explore the illness beliefs and healing practices of multiple cultures and gain insight into the assumptions and practices of biomedicine
- Examine the complex engagements among body, environment, community, narrative, and health across several cultures
- Improve critical reading and interpretation skills in narratives that may be unfamiliar, and gain productive new critical interpretations of biomedical narratives (and practices) that are very familiar

Course Description: By reading fiction from different cultures within the US, such as Native American, Latino, and Indian-American cultures, we will explore alternatives to “Western” scientific ideologies of health and medicine. We'll explore questions such as: How does medicine in each community reflect cultural mythologies, beliefs, habits of mind, social relationships, use of language? What are some of the assumptions about health, illness, healing, and death that help to shape medicine in each culture? How are healing and storytelling related? What does a cross-cultural comparison of beliefs about illness and healing in non-Western cultures teach us about the assumptions and practices of biomedicine, particularly as it conceives of the body, the patient, the physician, and the path to health? We will begin with short stories and spend the second half of the course on Silko's novel *Ceremony*.

Required materials to be purchased by students: *Ceremony*, a novel by Leslie Marmon Silko (ISBN 0140086838). Hard copy of the book strongly recommended, to facilitate close textual analysis; clean used copies can be purchased online. Other weekly readings will be provided. Sticky notes of different colors or different highlighters/colored pencils/pens—whatever you have on hand—for tracking threads in the fiction readings.

Required assignments: Each week, students (either singly or in pairs, depending on class size) will research and facilitate a discussion of the reading. At each meeting, all students discuss actively, contributing questions and observations about the threads they tracked. Students will complete a short cultural autobiography assignment at the beginning and a reflection on new perspectives at the end of the course.

FOOD, CULTURE, AND HEALTH

Instructors: Tatyana Bakhmetyeva, Ph.D.

Dates of seminar: January 7, 14, 21, 28, February 4, 11, 18

Time of seminar: 3 – 5 pm

Exceptions to times/dates of seminar: January 14 and January 28 will be longer sessions, 3 – 6 pm. Because of that, this course will meet for 7 weeks instead of 8.

Enrollment limit: 12

Learning Objectives:

- Develop an understanding of the role of food in the construction of gender and cultural identities and explore how these identities relate to health issues;
- Develop an understanding of the complexity of factors that determine what people eat and why and how these decisions affect their health;
- Learn to read primary and secondary sources critically.

Course Description: “Tell me what you eat, and I will tell you who you are,” promised the nineteenth-century English proverb. While the English probably meant that food can reveal personal status, today our eating habits tell much more than that, providing details about our personal and cultural identity and, more importantly, serving as important predictors and indicators of our health. In this course we will explore this important function of food and investigate the complex relationships between food, culture, and disease. Drawing on sources from social sciences, as well as film and literature, we will attempt to understand such questions as why people have different dietary habits, and how these habits affect their health. Why is our culture obsessed with dieting, and is it a new phenomenon? Who are we to blame for our skyrocketing obesity rates? How do we construct masculinity and femininity through food? How do these gender images relate to our health?

Required materials to be purchased by students: None

Required assignments: weekly readings, bi-weekly reflective papers

HISTORY OF PSYCHIATRY IN AMERICA: GOOD INTENSIONS GONE BAD?

Instructors: Laurence B. Guttmacher, MD, Clinical Professor, Psychiatry and Medical Humanities; Elizabeth Harre, MD, Clinical Assistant Professor, Psychiatry

Exceptions to times/dates of seminar: TBA

Enrollment limit: 12

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

LATINO CULTURE, LANGUAGE, AND HEALTH: PART 1

Instructors: Yvette Chaves and Francisco Gomez

Exceptions to times/dates of seminar: None

Enrollment limit: 15

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.

(Those interested in the Pathway whose Spanish skills are beyond the scope of this course may place out and begin the Pathway in Latino Health during the Latino Culture, Language, and Health Part III course in the second year of medical school. This will be determined by the course instructor, through a language assessment exam.)

Required materials to be purchased by students: "501 Spanish Verbs" by Kendris and Kendris (recommended) -- available in the Medical Center Bookstore

Required assignments: TBA

LIFESTYLE MEDICINE – AN APPLICATION OF THE BIOPSYCHOSOCIAL APPROACH

Instructors: Robert F. Klein MD, Professor Emeritus, Medicine; Jenny Horowitz, MS4, School of Medicine and Dentistry

Exceptions to times/dates of seminar: None

Enrollment limit: 12

Learning Objectives:

- To become acquainted with the research and writings of Dean Ornish, MD, and T. Colin Campbell, PhD, concerning four lifestyle factors: nutrition, exercise, stress management and communication/psychosocial support.
- To have an experience of vegan cuisine, yoga, and feelings-oriented dialogue in a group setting.
- To learn the importance of lifestyle in health maintenance and treatment of disease. This will be useful in personal development and in providing patient care.

Course Description: This seminar will concern the role of nutrition, exercise, stress management and personal relationships in the maintenance of health and treatment of disease. Some research and clinical programs of Dean Ornish, MD, and T. Colin Campbell, PhD, will be reviewed through assigned readings.

The emerging scientific understanding of how lifestyle factors work, derived from epigenetics, will be introduced, reinforcing the biopsychosocial model.

Class time will be spent in eating vegan food, practicing yoga techniques, holding group dialogues about lifestyle, and discussion of assigned readings.

Required materials to be purchased by students: Dean Ornish M.D. THE SPECTRUM, Ballantine Books, 2007; T. Colin Campbell, Ph.D. with Thomas Campbell, MD, THE CHINA STUDY, Benbella, 2004.

Required assignments: Readings will be assigned at the outset of the seminar, with a schedule of presentation dates.

MIND, MEDICINE AND THE MOVIES

Instructor: Peter Capucilli, MS4, University of Rochester School of Medicine and Dentistry; Stephanie Brown Clark, MD, PhD, Director, Division of Medical Humanities & Bioethics; Associate Professor, Medical Humanities

Exceptions to times/dates of seminar: Tuesdays, 1:00 to 4:00 pm. As all films will be shown during class, each class will be 3 hours in length for a total of six classes between Jan 7 and Feb 25 (exact dates TBD).

Enrollment limit: 12

Learning Objectives:

- To explore the basic pathology of famous characters in cinema history.
- To explore ethical issues surrounding patient care and the meaning of 'being a doctor' through exploration of film.
- To interpret film's structure and technique as an effort to portray ideas and thematic meaning.

Course Description: There are movies about medicine and then there is medicine in the movies. In this course we will explore the great expanse of this phrase through discussion of the structure and function of film in conjunction with the study of medicine ranging from infectious disease to psychosis. Our patients will be the great filmmakers, actors and actresses such as Hitchcock, Woody Allen, and Jimmy Stewart. This will primarily be a discussion class, so participation is necessary. All films will be screened in class, so attendance is also necessary. We can investigate current issues in medicine, as well as reflect on our own development as practitioners through the medium of film in our classroom cinema. No previous experience in the study of film is necessary, just an open mind, and an interest in the subject. A total of 6 individual films will be screened during the seminar. Some films to be screened include Vertigo, The Breakfast Club, One Flew Over the Cuckoo's Nest and more! Popcorn will be plentiful.

Required materials to be purchased by students: None

Required assignments: There will be weekly readings and a final writing assignment. Please feel free to email the instructor with questions at peter_capucilli@urmc.rochester.edu.

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

Instructor: Mick Krasner, MD, Associate Clinical Professor, Medicine

Exceptions to times/dates of seminar: Wednesday evenings, 6:00 – 8:00 pm, at The Healthy Living Center, 46 Prince St, Rochester; all day session on Saturday, Feb 15, location to be determined.

Dates: Jan 8, 15, 29; Feb 5, 12, 19; All day session on Saturday, Feb 15

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>

Enrollment limit: 12

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.

****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.**

CRIPPING GENDER AND DISABILITY IN POPULAR FILM AND TV (not offered)

Instructor: Linda Edwards, PhD

Exceptions to times/dates of seminar: None

Enrollment limit: 12

Learning Objectives:

- To develop awareness of the expression of disability and its gendered construction in popular culture and media.
- To examine the role of film in the construction of gendered and disability identity.
- To understand diverse responses and interpretations of representations of gender and disability intersections by critics, scholars, feminist and disability activists.

Course Description:

This course will offer students an opportunity to examine the representation of disability and its gendered construction through the study of popular films and TV shows. Drawing upon a variety of disciplines, such as feminist, queer and critical disability studies, our primary goal is to understand how bodies, diversity and differences are visualized and represented in TV and film with attention to social, political, affective, and aesthetic dimensions.

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.

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

Instructor: Thomas Coughlan

Exceptions to times/dates of seminar: None

Enrollment limit: 12

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 URM 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.

Required materials to be purchased by students: "Signing Naturally" Level 1 Workbook, Smith, Lentz, Mikos, Dawn Sign Press, ISBN 0-915035-20-0

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

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

Instructor: Katrina Korfmacher, Associate Professor of Environmental Medicine

Exceptions to times/dates of seminar: None

Enrollment limit: 12

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.

Required materials to be purchased by students: Readings, films, and exercises to be assigned by the instructor.

Required assignments: The instructor will assign brief weekly assignments, in addition to a final project:

"If a picture tells a thousand words, what questions can a map raise?" Each student will create a map depicting a health-environment relationship and share it with the class.

THE EVOLVING CONCEPT OF INFORMED CONSENT AT THE BEDSIDE, IN THE COURTROOM, IN THE LABORATORY: THE GOOD, THE BAD, AND THE UGLY

Instructor: Margie Hodges Shaw, JD, PhD, Assistant Professor, Medical Humanities and Bioethics

Exceptions to times/dates of seminar: None

Enrollment limit: 12

Learning Objectives:

- Demonstrate an understanding of the evolution of the legal doctrine of informed consent and the effect of that doctrine on clinical practice.
- Demonstrate an understanding of some of the challenges clinicians face today in conversations with patients and surrogate decision-makers about prognosis, diagnosis and treatment options.
- Demonstrate an understanding of some of the challenges researchers face today in conversations with patients and surrogate decision-makers about participation in research.

Course Description: For over one hundred years, the concept of informed consent, as part of patient care, developed concurrently in doctors' offices, courtrooms, and international tribunals. Historically, informed consent was considered part of the doctor-patient relationship, albeit a part that warranted increasing regulation. Today, doctors, and politicians, rely on the doctrine of informed consent to support a variety of approaches to doctor-patient decision-making. In this seminar we will explore the evolution of the doctrine of informed consent, consider a variety of current informed consent initiatives, and facilitate a conversation about the affects these approaches might have on the doctor-patient relationship.

Required materials to be purchased by students: None. All required material will be available on blackboard.

Required assignments: Weekly readings, bi-weekly reflective writing, and active class participation.

INTRODUCTION AND IMMERSION IN INTEGRATIVE, COMPLEMENTARY AND ALTERNATIVE MEDICINE

Instructor: Joanne Wu, MD E- RYT 200 ART, Adjunct Professor, Medical Humanities

Exceptions to times/dates of seminar: 7 sessions on Fridays, 2.5 hrs each (2:30 to 5:00 pm); March 7, 14, 28; Apr 4, 11, 18, 25

Enrollment limit: 12

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.

Required materials to be purchased by students: None

Required assignments:

- a) Field trips to various CAM locations.
- b) Create a final educational pamphlet for patients as an in-depth project on an area or a specific CAM modality of choice. These will be considered for use at our Unity Spine Center for patient education.

SPIRITUALITY AND MEDICINE

Instructor: Rev. Bill Reynolds, Chaplaincy Services, URM

Exceptions to times/dates of seminar: None

Enrollment limit: 12

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.

Required materials to be purchased by students: Koenig, Harold G., *Spirituality in Patient Care: Why, How, When, and What* (Radnor, PA: Templeton Foundation Press, 2007).

Required assignments: See Course Description above.