

**MEDICAL HUMANITIES
FIRST YEAR SEMINARS
Spring 2017**

BIOETHICS AT THE MOVIES

Instructor: Richard Dees, Ph.D.

Learning Objectives:

- To learn to recognize and analyze ethical in medicine in various settings
- To understand a framework in which to assess moral problems

Course Description: Movies often provide a rich context in which to think about moral issues that go far beyond the sketchy scenarios that are often used to think about ethical values and principles in both philosophy and medicine. In this seminar, movies will be used to look more deeply at some important ethical issues related to medicine. Each week the group will screen a movie that raises some interesting ethical questions, and will then discuss those issues and try to formulate a position on them, where possible.

Required assignments: Students will be asked to write a short reaction after viewing a movie, outlining their view of what the principal issue was at stake and how we should handle it.

THE PERPLEXITY OF PAIN: THE MEDICINE, CULTURE, AND POLITICS OF SUFFERING

Instructor: John Markman, M.D., Professor of Neurosurgery and Neurology

Learning Objectives:

- To study the biology, culture, history, politics, and psychology of physical suffering
- To explore participants' personal experiences and potential biases with respect to pain
- To understand the challenges of clinical pain assessment and measurement
- To improve the diagnosis and treatment of acute and chronic pain by future clinicians

Course Description: Is pain subjective? How should chronic pain with no known biological cause be addressed? What role should the government play in regulating pain compensation and drug therapy? Is it true what critics say: that the development of opioids like OxyContin led to an overmedicated and addicted society?

Pain is a universal yet intensely personal experience, and questions like this have sparked fierce ideological debates. Pain is also the leading reason to seek medical care. Clinical judgments about pain are central to every patient encounter across all fields of medicine. No decisions in medicine are more complex than deciding which pains merit treatment and how much risk is worth taking to alleviate pain.

This seminar will be grounded in weekly video testimonials of patients suffering from pain conditions. Consideration of these cases will confront the political and inevitably, legal debates over who's pain is "real," how much pain they are in, and how much relief they deserve. The course will trace the story of pain throughout human history, giving special emphasis to the medical developments and shifting perspectives during the last 70 years in America. Through its exploration of the cultural milieu and illness experiences this seminar will offer a unique introduction to the modern approach to the clinical assessment and management of pain.

Required assignments:

- Review of weekly materials (reading, video etc.)
- Class participation
- One 15 minute in class presentation
- Essay (3 page)

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.

Required assignments: Maintain a journal

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.

Required assignments: Daily home meditation practice, approximately 20 minutes in duration, will be guided by audiotapes provided to the students.

EXPERIMENTS IN SICK WRITING

Instructors: Jesse Miller, Ph.D. Candidate, English, SUNY at Buffalo

Learning Objectives:

- to exercise the skills of close reading and “close listening” by considering what stories autobiographical texts add to the biomedical story of illness
- to develop strategies for identifying and analyzing the problems of representation that arise when expressing experiences of illness and disability

Course Description: Autobiographical writings on illness tell stories that don’t fit into a case history. Beyond the objectively medical, they portray the emotional, the linguistic, and the political aspects of being ill. Each week in this seminar we will discuss one example of sick writing, moving from groundbreaking canonical works such as Virginia Woolf’s “On Being Ill” and Audre Lorde’s “Cancer Journals,” to recent creative non-fiction experiments about illness such as Amy Berkowitz’s *Tender Points* and Eula Bliss’s *On Immunity*, before finally exploring the rich archive of online sick writing produced daily across a variety of social media platforms.

Required assignments: Participants will be expected to keep a reading journal to record their responses to seminar material. They will also be asked to prepare a short, informal presentation at the end of the course.

HISTORY OF AMERICAN HEALTH POLICY

Instructors: Joy Getnick, Ph.D.

Learning Objectives:

- To introduce students to the history of American medicine and public health, a subset of the larger field of medical history, 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 rich history can inform our understanding of contemporary American health policy and practice topics and concerns

Course Description: Together as a seminar we will explore the history of American health policy and practice from colonial times to the present, with a focus on American history post 1900. We will do this through both primary documents and short essays written by expert historians in the field. 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. At each step along the way we 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. Students should complete the course with a broad understanding of the historical arc of American health policy and practice, improved skills with which to evaluate both primary and secondary sources on their own going forward, and the ability to articulate the ways in which the past choices we have made as a nation continue to impact contemporary conversations regarding American health policy.

Required assignments: Weekly readings, discussion for which will be facilitated in part by rotating singles or pairs of students (depending on class size), and a final short reflection paper

NEGOTIATING DISEASE AND HEALTH – DISCUSSIONS AND DECISIONS IN THE DOCTOR/PATIENT RELATIONSHIP

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 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 that draw on how both parties see themselves and their role(s) in the encounter.

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 reflective essays by doctors, we will explore how doctors and patients negotiate conflicts. We will focus on the role of values, beliefs, needs, and goals in clinical encounters, and explore what makes for a successful (or unsuccessful) encounter.

Required assignments: weekly readings and discussion; team-leading at least one discussion period; two short reflective papers.

LATINO HEALTH PATHWAY PART 1: CLINICAL COUNSELING AND MEDICAL WRITING

Instructors: Francisco Gomez

Learning Objectives:

- Develop conversational Spanish and medical Spanish skills through mock patient interviews with other members of the class.
- Develop the vocabulary and grammar to counsel a patient in Spanish (healthy behaviors, medication adherence, etc.) in a way that is understood to be professional, empathic, and non-judgmental.
- Practice writing home medication instructions and discharge instructions for a patient in layman's terms.
- Practice taking a history and guiding a patient through the physical exam in Spanish
- Explore common disease process that affect Latino's in the United States

Course Description: This course is designed for students in the Latino Health Pathway, which require prior admission. During this course, students will review verb conjugations within a medical context, while also focusing on medical vocabulary enhancement. Students will practice taking a history and performing exams in Spanish via role playing. In addition, student will learn to provide written instructions for patients in Spanish. Class will be taught in Spanish.

Required assignments: Writing assignments and reading perquisites prior to class. Class participation is mandatory.

INFORMED CONSENT: DO WE UNDERSTAND EACH OTHER

Instructor: Marianne Chiafery, DNP, MS Clinical Bioethics, PNP-C

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 patient cases.
- Recognize and apply the principles of informed consent
- Practice communication skills for obtaining informed consent.

Course Description: Autonomy, informed consent and decision-making capacity are important to 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 of autonomy and informed consent, and explore the challenges of obtaining informed consent for patients who lack capacity, such as children, those with a diagnosis of mental health problems, dementia and other vulnerable population. Learning methods will include analysis and discussion of characters from literature and film ("Wit" and "Still Alice" will be viewed during class time), as well as group discussion of ethical cases. Some practice simulation for communication skills obtaining consent will be done.

Required assignments: Students are required to arrange a time to attend a 2 hour visit to the Memorial Art Gallery art program for people with Alzheimer's dementia. This experience will be coordinated with Susan Daiss.

BEYOND BOUNDARIES: WHERE SPIRITUALITY AND MEDICAL NARRATIVE INTERSECT

Instructor: Chaplain Robin Y. Franklin, SMH

Co-Instructor: Jessica C. Shand MD, Assistant Professor, Pediatric Hematology-Oncology, SMH

Learning Objectives:

- To engage one's own spirituality- through a written reflection , reading and group discussion- and identify how it affects personal and professional interactions.
- To explore ways to address spirituality with patients, including during medical history-taking.
- To explore the interface of spirituality and medical practice in themes of suffering, lamentation and dying, and apply them to interactive medical case studies.
- To participate in, and reflect on, an interprofessional approach to patient interactions, which includes spiritual care.
- To understand the breadth and purpose of spiritual care professionals and how to integrate them into clinical practice.

Course Description: In this interprofessional seminar, students will explore the role of spirituality in the physician-patient relationship, where "spirituality" is defined as a broad concept including diverse perspectives. The course will incorporate reflective, didactic, case-based, and experiential learning to explore questions including "What can the role of spirituality be in the physician-patient relationship?", "Should I bring up spiritual matters with patients, and under what circumstances?" and "What if my patient wants me to pray?". The course will integrate reflective and practicum experiences. The reflective phase will explore chaplain and physician perspectives on 1) the relationship- and distinction- between religion and spirituality, and 2) identifying one's spiritual autobiography as personally defined and experienced. The practicum phase will have participants shadow Chaplain Residents to gain an understanding of chaplaincy visits, attend interdisciplinary patient rounds attended by physicians and chaplains, and witness physician perspectives on spiritual integration across the spectrum of medical training. Syntheses of these experiences will be written up in case (verbatim) study format and brought in for feedback with the Chaplain Resident and, where applicable, physician with whom you visited.

Required assignments: See Course Description above.

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.

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 assignments: TBA

MANAGEMENT OF “THE OTHER”: CASE EXAMPLES IN THE POWER OF STIGMA

Instructor: Natalie Whaley, MD, MPH; Assistant Professor OB/GYN

Learning Objectives:

- Deepen understanding of stigma as a social phenomenon as it relates to cultural norms, identity formation and community.
- Explore historical examples of stigmatized groups and how their social exclusion impacted framing of health/disease, including the sociopolitical response of the medical community.
- Identify individual and social contexts of stigma.

Course Description: Stigma is a powerful social phenomenon that involves naming “the other” by marking a particular circumstance or quality that is shameful and assigning labels to individuals or groups of people. The health outcomes of individuals or groups stigmatized by their differences, have suffered as a result. These include people with leprosy, disabilities, obesity, substance use disorders, mental illness, sexually transmitted infections, HIV, pregnant women, the LGBTQ population, and incarcerated people. Through historical and contemporary examples of stigma, this seminar will explore how stigma operates and help physicians-in-training to consider the effects of stigma on their own clinical decision-making and ability to relate with patients to create compassionate, non-judgmental therapeutic alliances.

Required Assignments: Students are expected to prepare for sessions by reading and reflecting on assigned materials, which will include fictional works, historical analysis and works on social theory. Students will facilitate one class discussion on a given or chosen topic/question. A final 2-3 page reflective essay or research paper is expected.

THE PHYSICIAN ADVOCATE

Instructors: Theresa Green Ph.D, MBA, Director of Community Health Policy and Education, Center for Community Health; Howard Lanney CC3, Hannah DeSelms MS2 Co-Instructors

Learning Objectives:

- Develop and apply research, writing, and speaking skills to effectively advocate on an issue of interest.

Course Description: This is a skills based course where students will develop the tools they need to make a difference on issues related to health throughout their careers. Lessons include evidence-based policy, meeting with elected officials, talking to the media, and grant writing. Students will also have a chance to research an issue of importance to them and carry out a project where they use a skill learned in class to take a stand.

Required assignments: See Course Description above.

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 in 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 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.

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 been 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 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.

INTRODUCTION AND IMMERSION IN INTEGRATIVE, COMPLEMENTARY AND ALTERNATIVE MEDICINE

Instructor: Joanne Wu, M.D., E-RYT, CHHC, CET, Adjunct Professor, Medical Humanities

Learning Objectives:

- 1) To learn about integrative, complementary and alternative medicine from a biopsychosocial perspective
- 2) To better understand the Rochester community and culture in order to serve as caring physicians who are able to heal holistically
- 3) To help students gain emotional and social intelligence in order to care for a diverse population

Course Description: Integrative, Complementary and Alternative medicine is a model focused on treating a whole person through understanding of quality of life medicine, lifestyle medicine, traditional allopathic medicine and complementary approaches that can be safely integrated into tailored patient treatment plans. This seminar will be focused on experiential, didactic and hands-on with collaboration from respected holistic healers in the Rochester community. There is a variety of topics we will cover on an introductory level. No prior experience is necessary. By the end of this seminar, you will understand many therapeutic approaches and modalities. You will learn how to improve self-care as well as translate the knowledge to your future clinical practice. Dr. Wu's website: www.Fit2bWell.com

Required assignments: Field trips to various CAM locations.

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

Instructor: Thomas Coughlan

Pathway Director/Co-Instructor: Robert Nutt, M.D., Neurodevelopmental & Behavioral Pediatrics

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

Learning Objectives:

- To gain an introductory exposure to the culture of the Deaf population through interaction with local guest speakers, site visits, and/or community events
- To learn the basic foundations of American Sign Language as a conduit for understanding Deaf culture and interacting with Deaf patients, and to formulate an approach for further study of the language
- To become familiar with Deaf culture in the mainstream media through news stories and relevant readings
- To gain an introductory 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
- 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

Course Description: This seminar is a first initiative to bring into the medical curriculum a focus on the Deaf community in Rochester and to provide medical students with a platform to gain exposure of and pursue a personal interest in the Deaf community. The seminar will focus on two aspects: Culture and

Language. These concepts and skills will be used to build knowledge and understanding in Deaf Health, Part 2.

The cultural aspect of the seminar aims to foster appreciation for psycho-social and linguistic diversity in the Deaf community. Local Deaf community members and advocates will come to talk about their experiences and what it means to them to be a part of the Deaf community. Students will be given opportunities to attend events in the Deaf community and experience a context for the ASL they have learned. 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. Movies illustrating Deaf culture may also be shown. The instructor may substitute a scheduled class for attendance at a Deaf community event or site visit during the same class time frame or an alternative time.

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. The language component of this seminar will focus on basic structure of ASL and introduction to conversations with relevance to medical interviewing. Students will be provided a linguistic perspective on ASL, explaining the contrast between "sign language" and "signed English." Self-directed learning between sessions will improve student proficiency levels.

Independent learning of ASL will allow the student to gain an advanced knowledge of Deaf culture and communication. Resources for self-directed learning are:

Practicing ASL skills (silently) with a classmate

Online resources for vocabulary:

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