MDU4051-3H05(16886) - Med Human and Cln Prac

**Updated 8/25/2021**

**Medical Humanities and Clinical Practice**

**Medical Honors Program**

**University of Florida**

**Course Syllabus**

**Fall, 2020**

**Course Information**

Course Title: Medical Humanities and Clinical Practice

Credits: 2

Meeting Times: Thursday 3-5PM, and selected out-of-class activities

Meeting Room: HMEB Room 332

Course Director/Instructor:

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**Course Website:**

The course website will contain pertinent information about the course including the syllabus, important articles, and other information. The site will also be a place for submission of required reflections.

Activities highlighted in yellow will take place physically outside of the classroom (the Learning and Assessment Center) or outside of the class time

**Course Objectives**

This course is designed to explore the intricacies of the physician-patient relationship, serving as an introduction to the physical realities of patient care and to the way in which medical humanities illuminate understanding of the practice of medicine. The patient care portion of the course will orient students to the fundamentals of the clinical patient encounter. This portion will include a broad, general overview of the art of history taking and the physical exam. To parallel our discussions on the clinical patient encounter, we will have discussions on various aspects of the medical humanities, including the history of medicine, literature and medicine, medical ethics, movies, and arts and medicine.  We will use these humanities to gain increased perspective on and understanding of the doctor-patient relationship, the art of listening, visual observation, ethical principles, and more.  Throughout this course students will critically reflect on discussion topics, and develop a greater understanding of their individual values, beliefs, and attitudes.  The specific course objectives are outlines below:

*Patient Care*

1. Develop a basic understanding of the art of history taking and patient interviewing skills. This process includes learning about the various parts of a complete history including a past medical history, social history, and family history.

1. Learn about the various instruments and tools used to help evaluate patients during a clinical exam. Learn about each instrument and understand its use in the clinical setting.

1. Learn about the essentials of examining a patient during a physical exam. This includes a focus on basic skills or observation, palpation, and listening.

1. Practice interviewing and examining patients in a learning environment with standardized patients and in an actual clinical setting.

1. Reflect on patient encounters and experiences.

*Medical Humanities*

1. Using history, movies, and literature, students will learn about the patient-physician relationship, and how it has developed over time.

1. Develop the practice of listening when interviewing and examining patients and learn how listening- to patients, to families, and to music can help improve skills and promote healing.

1. Learn about visual observation when interviewing and examining patients and how the arts, anthropology and natural history studies can develop and hone visual acuity, diagnostic skills, and reduce physician error.

1. Use the humanities, including history, art, movies, and literature to understand the implications of substance abuse in the life of a patient and his/her family. Understand the stigma associated with substance abuse and reflect on the topic.

1. Use studies in the history of medicine to see how medicine and scientific research can steps outside the bounds of scientific objectivity to reflect the biases and prejudices of researchers and the larger society.

1. Develop a basic understanding of medical ethics concepts.

1. Learn about how medicine is portrayed in the media and the implications that this has on the practice of medicine and the public image of the medical profession.

**Required Readings- books to be purchased/acquired/borrowed and read-**

Harper. Michele. (2020). The Beauty in Breaking.  (entire book)

Kalanithi, Paul. (2016) When Breath Becomes Air. (entire book)

Nolen, Stephanie. (2008) 28 Stories of AIDS in Africa. (entire book)

Rothenberg, Laura.(2004)Breathing for a Living. (entire book)

Williams, Ian. (2014) The Bad Doctor (entire book)

Young, Audrey.(2007) What Patients Taught Me.  (entire book)

**Weekly Curriculum**

This course will meet for 13 sessions, once a week for two hours on Thursday afternoons. The two hour class period will combine sessions on clinical practice and humanities, showing how they are related to and strengthen one another.  Additionally there will be out of class meetings for museums/theater events (when appropriate), AA meetings, etc.

**Week 1**

*Discussion (Thursday,* ***August 26, 2021****): Introduction/The Basic History, the Patient Perspective and the Physician-Patient Relationship*

* 1. This session is designed to give students an overview of the course. The session will focus on the values and concepts covered in this course and how they integrate into the medical curriculum and will include a review of the course schedule and expectations.

1. We will use a discussion of this essay to development introductions and also to consider the importance of the personal in patient interviews.

1. In addition, we will review the essence of obtaining a basic history from a patient and bring up the concept of patient centered interviewing. Students will be introduced to the history of present illness (HPI) and will learn the key questions to ask when interviewing a patient, including a special question to ask every patient.
2. Key to establishing a good relationship with the patient is developing an understanding of the patient as a person- seeing beyond the disease to seeing the whole person.  Sometimes this transition can be challenging and many issues- time, patient appearance, attitude, whether they generate some reaction because of innate stereotypes, and others- can be a barrier to seeing the person.  Sometimes, if the physician cannot make that transition, cannot also understand the patient’s circumstances, then effective treatment is impossible. This session will focus on capturing that HPI- and then seeing beyond it.  We will use **Medical Readers Theater**to explore and emphasize the nature of this relationship.
3. Time permitting, we will watch some student-made videos of experiences of patients with chronic illness, discuss experiences that medical students may have had with that transition, and end the session with some role playing exercises to give students an opportunity to practice interviewing.  We also will talk about the value of narrative, of knowing the patient's story, as a means of better diagnosing the patient and providing better treatment.

Short videos at:

<https://sites.psu.edu/patientsasteachers/2016/07/29/2016/>;  <https://sites.psu.edu/patientsasteachers/archives/>

**Week 2**

*Discussion (Thursday* ***September 2, 2021****):  Graphic storytelling and the art of observation*

1.This session is designed to continue the discussion of history taking and basic exam. Students will learn about the essentials of obtaining a complete medical history from the patient. We will review the essentials of the past medical history, family history, and social history. We will review the importance of obtaining a medication list with allergies and drug adverse reactions. We will also review the importance of obtaining a thorough review of systems. We will end the discussion with a brief review of the birth history and gestational history in the setting of pediatrics and obstetrics, respectively. The goal is that students understand and learn the general template used in obtaining the patient’s history.  This site offers sample videos on different types of interviews:

<https://videos.med.wisc.edu/events/66>

2.This part of the discussion will focus on the art of visual observation.

            Please read this essay prior to class- <http://journals.lww.com/academicmedicine/Fulltext/2010/10000/2010_Humanism_in_Medicine_Essay_Contest__Third.23.aspx>  We will explore through multimedia how medicine has turned to art to teach visual observation skills, and we will compare and contrast two paintings by Philadelphia painter, Thomas Eakins, “**The Gross Clinic”** and **“The Agnew Clinic.”**Students will discuss and explore these two paintings as part of class activities and we will review the historical environment at the time both paintings were created.

3.Next, we will look at illness and health at a different level of organization, investigating the art of microscopy- we will look at microscope slides and discuss how visual observation is important in different areas of medicine.  We also will examine how images viewed through the microscope can be the inspiration for art pieces and photographs.

Please review these sites prior to class:

<http://library.med.utah.edu/WebPath/GENERAL.html>

[http://www.artistportfolio.net/artists/KimberlyFitzgerald/all-albums.html](http://www.artistportfolio.net/artists/KimberlyFitzgerald/all-albums.html )

<https://www.wired.com/2013/10/beautiful-microscopic-art-is-also-world-changing-science/>

**4.We will examine the role of visual art in story telling by reading and discussing the graphic medicine novel The Bad Doctor**

5. We will further explore the role of visual arts in storytelling as we discuss the film Life Animated.

6.We will investigate how our expectations and biases may influence what we see.

We will end the session with a discussion about how the desire to see a certain result- or how the received wisdom about what a result should resemble- shapes the answers.

            Please review this material before class- <https://www.nature.com/scitable/content/The-chromosome-number-in-humans-a-brief-15575> ; <https://www.theatlantic.com/magazine/archive/2010/11/lies-damned-lies-and-medical-science/308269/> ;<https://www.theatlantic.com/health/archive/2017/02/when-evidence-says-no-but-doctors-say-yes/517368/>

7..Also consider the issue of Implicit Bias and how implicit or subconscious biases may affect response to patients.  Look into the tests at this site: <https://implicit.harvard.edu/implicit/takeatest.html> (you will not need to discuss your results- we will consider what you thought about the tests.

**Week 3**

*Discussion (Thursday,* ***September 9, 2021****): A brief tour through the impact of infectious disease on history and Exploring the story: narrative and psychiatry*

1. We will start with a talk on the impact of infectious disease outbreaks on history.

Please watch this brief video before class starts: <https://vimeo.com/95088905>

1. We will consider how humans respond to boundary altering events, particularly outbreaks of infectious disease, how they have responded in the past, and what responses may be consistent across time and space, what may differ, and how we can navigate these times with patients and colleagues,  knowing some aspects of the psychology of fear.

1. We will touch on the therapeutic value of story telling in understanding patients, valuing their experience, and promoting their return to health and also consider the importance of storytelling for learning and remembering.  Please consider the following articles:

<http://themoderatevoice.com/139589/neuroscience-explains-why-its-easier-to-remember-more-than-less/>

<http://lifehacker.com/5965703/the-science-of-storytelling-why-telling-a-story-is-the-most-powerful-way-to-activate-our-brains>

<http://www.aft.org/periodical/american-educator/summer-2004/ask-cognitive-scientist>

1. We will discuss further narrative and healing.
2. We will consider another element of the Full history- psychiatric history (you won’t necessarily take a psychiatric history for every patient but it helps to be familiar with the components- especially in a field where story is so important).
3. Mental abilities, disabilities, and substance use.
   1. This session will review how ideas about and attitudes toward particular illnesses change over time, and how the experience of being ill varies from culture to culture and from era to era.  Certain illnesses, because of the way they manifest- mental illness in different behaviors- or because of the way they are transmitted- STDs- are far more likely to carry a stigma or to be misunderstood, resulting in poor treatment or lack of attention to prevention.
   2. During this session, we will focus on the social implications and issues revolving around certain diseases, particularly mental illness and substance abuse. To gain some sense of how mental illness has been portrayed in the movies we will watch and discuss two films.  Prior to the session, students will watch the following movies: “**One Flew Over Cuckoo’s Nest”** and “**Girl, Interrupted**.” To get a sense of the issues surrounding substance abuse- as well as understanding the origins of AA- students will discuss the movie **Bill W. and Dr. Bob**.
   3. In short, the session will focus on discussing how illness, patients, and healthcare establishments are portrayed in these films, in addition to the social issues that influence this depiction. We will also review how these films drew attention to the problems in the mental healthcare establishment.

            Also check out <http://homepage.psy.utexas.edu/HomePage/Faculty/Pennebaker/Reprints/Pennebaker&Chung_FriedmanChapter.pdf>

*6PM Join us at the Harn Museum for virtual Museum Nights at 6PM this evening-*[*https://harn.ufl.edu/museumnights*](https://harn.ufl.edu/museumnights) *This class ordinarily meets at the Harn Museum of Art for one of their Museum Nights and uses this opportunity to improve observational skills as well as experience the museum and explore arts and healing.  Hoping this Museum Nights will be in person, but if virtual we will do a virtual meeting.*

**Week 4**

*Discussion (Thursday,* ***September 16, 2021****):*

***3-5 PM Session in the LAC- meet in the LAC for an introduction to the physical exam (follow appropriate COVID-19 precautions)- wear comfortable clothing.***

**Week 5**

*Discussion (Thursday,* ***September 23****):* *History of the physician-patient relationship; The Art and Healing of Listening and Music*

1.We will review the development of the physician-patient relationship in the 19th and 20th centuries and examine the impact of scientific medicine on physician-patient interactions, and discuss how telling the story of one’s illness can positively affect health.  Read this article for one perspective on this history- <http://www.sciencedirect.com/science/article/pii/S1743919106000094/pdfft?md5=37bcc6022e2169f9c55b8547095182f0&pid=1-s2.0-S1743919106000094-main.pdf>

2.During this session, students will be further introduced to basic concepts and techniques of the physical exam. We will review the key steps of any physical exam including: observation, palpation, and listening. There are numerous physical exams pertaining to each of the unique systems in the body. We will focus primarily on the cardiac and lung exam, and then move to concepts for examining other parts of the body. Students are encouraged to review the essentials of other physical exams including the abdominal, musculoskeletal, and head/neck exam outside of class. Students should review the following website prior to class:

<https://apps.medinfo.ufl.edu/other/opeta/>

3.This session also will focus on the importance of listening. This skill is a learned art that must be practiced in order to be perfected. Prior to the session students will watch the movies, **“A Wayfarer’s Journey: Listening to Mahler,”** “**The Musical Brain,”**and **“Sierra Leone Refugee Allstars,”**which will be discussed during the session. Students should pay particular attention to the art of listening as it pertains to the field of medicine as well as the role that music can play in providing emotional expression and potentially healing.

4.In addition, students will be asked to read the following article prior to the class session for discussion on the history of the stethoscope:

**“Rene Theophile Hyachinthe Laennac (1781-1826): The Man Behind the**

**Stethoscope” – Ariel Roguin**[**http://www.clinmedres.org/cgi/content/full/4/3/230**](http://www.clinmedres.org/cgi/content/full/4/3/230)

<https://hekint.org/2017/01/27/rene-theophile-hyacinthe-laennec-and-the-stethoscope/?highlight=laennec>

<https://hekint.org/2017/01/27/the-history-of-the-stethoscope/?highlight=laennec>

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1570491/>

**More sources and readings:**

Wayfarer's Journey-  
<http://www.imdb.com/title/tt1008062/plotsummary>

Musicophilia by Oliver Sacks

NPR article (Oliver Sacks):  <http://www.npr.org/templates/story/story.php?storyId=16110162>

Music of the Heart- <http://polymer.bu.edu/music/>

NPR article on music and healing for physicians- <http://www.npr.org/templates/story/story.php?storyId=4167265>

Research links between music and healing-

<http://www.nytimes.com/2008/05/20/health/20prof.html?ei=5124&en=cd0000367611eadf&ex=1368936000&adxnnl=1&partner=facebook&exprod=facebook&adxnnlx=1211393460-bZERVJ+uHTBAd5n+PbYvQg>   
   
[http://www.medicalnewstoday.com/articles/98607.php (Links to an external site.)](http://www.medicalnewstoday.com/articles/98607.php)  
<http://www.nytimes.com/2008/04/22/health/22stro.html?_r=1&oref=slogin>  
   
Music and the brain- mental health-  
<https://www.nami.org/Blogs/NAMI-Blog/December-2016/The-Impact-of-Music-Therapy-on-Mental-Health>

**Week 6**

*Discussion (Thursday, September 30, 2021): Medicine, Wellness, and Nature.*

* 1. Meet in the Wilmot Gardens
  2. Read **The Beauty in Breaking**
  3. We also will have the opportunity to do paintings and/or drawings of nature.

**Week 7**

*Discussion (Thursday, October 7, 2021) Session with a standardized patient in the LAC.*

***3- 5 PM Session in the LAC- meet in the LAC (follow appropriate COVID-19 precautions)- This will be an interview with a standardized patient and this session will be recorded for discussion in class.***

**Week 8**

*Discussion (Thursday, October 22, 2020) Physical differences and Breaking Bad*

1. We will spend part of the session discussing the sessions in the LAC.
2. This session will discuss physical differences and the way that individuals adapt to living with physical differences. We will discuss the film We also will watch in class and discuss an oral history interview about polio and living with resultant disabilities.Please look over the following websites for poems and discussions on living with disabilities- <http://www.disabled-world.com/communication/poetry/>  and <http://www.poetryfoundation.org/poetrymagazine/article/249160>

1. Read Laura Rothenberg,**Breathing for a Living.**

1. You can check out the following radio interviews with Laura Rothenberg at the following websites. We will be discussing these items in class as well.

<http://www.npr.org/templates/story/story.php?storyId=119920>

<http://www.radiodiaries.org/laura.html>

1. Also watch **Murderball** and **Deej**
2. This week’s clinical session will focus on Breaking Bad News:

This session will focus on the new skill of learning to break bad news to patients.

            Read these web sites for examples of the rubric used for breaking bad news- <http://theoncologist.alphamedpress.org/content/5/4/302.full> & <http://www.aafp.org/afp/2001/1215/p1975.html>

**Week 9**

Discussion (Thursday October 21, 2021) *Physician Practice and Physician Writing*

1. At this point in the course, we will have reviewed the basics skills of history taking and performing a physical exam and have had a session in the LAC. We will discuss the current understanding of how to conduct an interview and create an assessment and plan
2. We will explore further the act of the patient interview and its connection to narrative medicine.
3. We will explore the practice of narrative medicine and other ways of telling stories.
4. **Watch the documentary** **Healing Words at** <https://vimeo.com/374866714>
5. **We will discuss the book “What Patients Taught Me” – Audrey Young**

In discussing the book, we will continue exploring of the essence of the doctor-patient relationship and its therapeutic role in the practice of medicine.

**Week 10**

*Discussion (Thursday October 28, 2021):  Health Disparities, Race, and Medicine*

1. This week we will explore the historical develop of ideas about race, genetics, and health, and will explore how those ideas play out in real life, and how they have fed into existing health disparities.
2. We will consider material from the movies: **Miss Evers Boys**, **The Eugenics Crusade**( <https://www.pbs.org/video/the-eugenics-crusade-jtaetc/> ), **Gattacca**, **Unnatural Causes**

**Week 11**

*Discussion (Thursday November 4, 2021): Illness and Stigma: the history of HIV/AIDS- International Health.*

This session will examine stigma associated with certain illnesses and approaches to international and global health and health outreach, and cultural differences in approaches to health- as well as how those differences are played out in the development of healthcare systems.

* 1. **Watch the movies Moolaade, Motherland Afghanistan, A Walk to Beautiful**

* 1. We will discuss how attitudes toward certain illnesses may be determined by the population in which they first appeared, as well as how they are transmitted, by examining the history of HIV/AIDS in the US and globally.  In addition, we will briefly review the biomedical ethical consensus and how that shapes medical practice.  We will ask students to bring in ethical cases in the media that they noticed over the course of the semester.
     1. During this session we also will focus on the question of objectivity, fear, discrimination, and new disease. The discussion will revolve around excerpts from the movie **“Yesterday**.” We also will watch and discuss excerpts from the movie “**The Band Played On**.” We will discuss the objectivity of Gallo’s research and the pressures that drove Gallo and other AIDS researchers to identify the virus.  The discussion will also touch on the social perceptions of sexually transmitted diseases and who these perceptions affect research funding, treatment, and other forms of societal support. We also will consider briefly discuss the play **“Patient A” – Lee Blessing**. Students should review the following website prior to the discussion:  <http://www.nytimes.com/1993/04/29/theater/review-theater-trying-to-grasp-an-aids-tragedy.html>
     2. **Read “28 Stories of AIDS in Africa” by Stephanie Nolen.**

**Week 12**

*Discussion (Thursday November 11, 2021):  No class discussion because of the Veteran’s Day Holiday.*

Make a visit to a local park during this period and submit a reflection on the experience.

**Week 13**

*Discussion (Thursday November 18, 2021): Communication challenges, the difficult patient, overcoming negative reactions and seeing the person!  Discussion of issues pertaining to death and dying.*

1. This session will discuss issues and challenges related to conducting patient interviews and exams with disabled patients, patients who do not speak the interviewer’s language, and patients who ideas about illness may differ significantly because of cultural differences.

1. Anatole Broyard piece (will hand out)

1. Death and Dying- Read “**When Breath Becomes Air**,” by Paul Kalanithi
2. Watch the movies “**The Sea Inside**” and **“The Diving Bell and the Butterfly:”** Please watch this film prior to this class discussion and be prepared to reflect on some of the themes and concepts depicted in the piece.

**Week 14**

*Discussion (Thursday December 2, 2021): Media and Medicine Term Project Presentations*

1. During this session of the course, each student will present their Media and Medicine Term Projects to the group. We will provide closing remarks to the discussion of the role of media and its influences in the practice of clinical medicine. We will discuss key concepts addressed in the course and major teaching points that were emphasized.

**Required Out-Of-Class Activities**

**Learning and Assessment Center**

The LAC is an educational facility where medical students practice their interview skills using “standardized” patients- people who act out roles and respond to questioning about their conditions.  We will require students to attend a session (scheduled over the course of the semester) and to record a sample interview.

**Alcoholic Anonymous Meetings – note- we will monitor the situation closely.  If it is not possible to attend in-person meetings, we will find an alternative.**

Alcoholics Anonymous is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from alcoholism. We will post information on AA meetings in Gainesville and set up groups to attend Alcoholics Anonymous Meetings around the city. A listing of all meeting can be accessed at: <http://www.northcentralflaa.org/wandw.html> during the class discussion the week prior, students will sign up to attend a meeting. You can access the North Central Florida Intergroup of AA website at: <http://northcentralflaa.org/>

**Harn Museum of Art Museum Nights**

The Harn Museum of Art has special Museum Nights events when it is open later on Thursday evening.  We will attend the session on Thursday, **September 9, 2021.**

**Nature Parks**

Students will be asked to visit an outdoor nature park in the Gainesville area to explore the connection between nature and healing.  A list of parks will be provided on the class site.

**Flexibility clause**

This course includes 4th year medical students as teachers and discussion leaders.  Due to their own schedules and availability we reserve the right to change the order of some material.  We will not change due dates for assignments or reading.

**Recommended: Other Events**

Students are encouraged to attend artistic and cultural events around the city of Gainesville. Students should attend two other events at their discretion.   Below are links to the Hippodrome State Theater and the Philips Center websites to help you select interesting events.

Hippodrome State Theater: <http://thehipp.org/>

Philips Center: <http://performingarts.ufl.edu/>

Students are also encouraged to visit the Robb House and Medical Museum in downtown Gainesville and the Florida Natural History Museum.

**Course Evaluation**

This is a two-credit course that will be graded based on participation in class discussions and out-of-class activities, and completion of weekly reflection pieces, and a term project on the media and medicine.

1. Class Participation/Course Attendance (20%): It is expected that each student attend each class discussion. If a schedule conflict arises, the course director should be notified two weeks prior, and proper arrangements should be made to make-up any missed assignments. Students are required to attend the out-of-class activities throughout the course. In addition, each student is required to review the discussion material prior to each session and should be prepared to offer their insight and reflections during the discussion. Evaluation of this section of class will be based on participation during class activities, including participation in the Standardized Patient interview.

1. On-Line Portfolio (50%): Each student will have an online portfolio, which will consist of three items: journal, reading/listening/observing log, and a self-assessment. Each item is described below:
   1. Reflections Journal (20%): Each week, each student is to submit at least one journal entry reflecting on the activities and material discussed that week and mentioning/discussing the readings and movies used in class. Students must also submit one journal entry for each out-of-class activity. Students are definitely encouraged to submit more then one journal entry per week. Evaluation will be based on timely completion, completeness, and thoughtfulness of reflections- these reflections are meant to focus on what the student learned from the material and discussion and how that material has affected the understanding of health, health care and the practice of medicine.
   2. Reading reflections (10%) Students will be expected to submit two pieces discussing in greater depth readings or movies that they found particularly significant.
   3. Description of outside cultural events attended (10%) Attend two events (these can be virtual or safe in-person events) and briefly describe.
   4. Self-Assessment (10%): At the end of the course, student will be required to complete a thoughtful assessment of their progress in the course, skills they have attained, and areas of strengths and weakness. Evaluation will be based on completeness.

Please submit writing via the course website.

1. Media and Medicine Project (30%): By the end of the course, each student will put together a Media and Medicine Project which they will present to the class during the last class period. Evaluation will be based on thoughtfulness of reflections, thorough research, clear presentation of the material and overall completeness of project.

**Attendance:** Attendance in this course is mandatory.  One absence will be allowed without a deduction of points; every absence beyond one will result in a reduction of 10 points from the final grade.  One additional absence documented by a doctor’s note can be made up through special write up.

Attendance at out of class activities- especially the LAC is mandatory.  If you are sick or cannot attend during the LAC session you must let us know in advance- rescheduling will be essential.

**Academic Honesty:**  All students sign the following statement upon registration at the University of Florida: “I understand that the University of Florida expects its students to be honest in all their academic work.  I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”  As instructors for this course, we fully support the intent of the above statement and will not tolerate academic dishonesty.

**Student Responsibility:**  Students are responsible for understanding all course policies and for accessing all course materials on the UF E-Learning Website through the URL listed above.  All assignments should be submitted through the website and in hard copy when requested.  Students are also responsible for checking their UF e-mail account for course notifications and for communicating with the instructors related to any situation that may hinder his or her progress or participation in the course.

**Disabilities:**  Students requesting classroom accommodation must first register with the Dean of Students Office.  The Dean of Students Office will provide documentation to the instructor when students request accommodation.

**Grade scale for class points awarded:**

A          93-100

A-         90-92

B+        87-89

B          83-86

B-         80-82

**Class points: (note that completion of all assignments is required for grading)**

Attendance and participation                         20

Weekly reflections  (10 @ 2 each)                  20

(10 required out of 12 potential)

Reading reflections (2, 2 @ 5 each)                10

Description of cultural events (2 @ 5 ea)        10

Self-Assessment (1)                                        10

Medicine and medical project                        30

**Key Dates for assignments:**

**-By Sunday of each week, submit your weekly reflection.**

**-Week of class meeting September 30th, please consider submitting your weekly reflection in the form of photographs from natural areas...**

**-October 14th   - submit your first reading reflection**

**-Week of class meeting November 9th, please consider submitting your weekly reflection in the form of a poem…**

**-by November 24th  - submit your second reading reflection**

**-December 2nd  - Present on medicine and media project**

**-December 11th  - submit your self-assessment**

**The calendar below is a summary of special events in/for class, and includes required reading/watching for the week:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| September | | | | | | | | |
| Weekly topic | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Week/Movies/Book |
| The patient interview | 22 | 23 | 24 | 25 | 26 First Class Meeting | 27 | 28 | Week 1 |
| Graphic Storytelling | 29 | 30 | 3` | September 1 | 2 Second Class Meeting | 3 | 4 | Week 2- Graphic Storytelling  Watch *Life Animated*. Read *The Bad Doctor* |
| Mental Health and Addiction | 5 | 6 | 7 | 8 | 9 Third Class Meeting  After class, attend Museum Nights at the Harn Museum of Art | 10 | 11 | Week 3 Watch *Girl, Interrupted*, *One Flew Over the Cuckoo’s Nest*, and *Bill W. & Dr. Bob* |
| LAC- Physical Exam | 12 | 13 | 14 | 15 | 16- 4th Class Meet in the LAC to learn the basics of the physical exam | 17 | 18 | Week 4 Meet in the LAC in the HMEB |
| Music, healing, and the brain | 19 | 20 | 21 | 22 | 23- 5th Class Meeting: Discuss music and healing | 24 | 25 | Week 5 Music and Healing   Watch *Wayfarer’s Journey*,*Musical Brain*, and *Sierra Leone Refugee Allstars* |
| Medicine, Wellness, and Nature | 26 | 27 | 28 | 29 | 30 . 6th Class Meeting. Meet in the Wilmot Gardens | October 1 | 2 | Week 6 Medicine, wellness, and nature Read*The Beauty in Breaking* |
| Standardized Patient Interview | 3 | 4 | 5 | 6 | 7 7th Class Meet in the LAC for a standardized patient interview | 8 | 9 | Week 7   Meet in the LAC |
| Differing Abilities | 10 | 11 | 12 | 13 | 14 8th Class | 15 | 16 | Week 8  Watch  *Murderball*, *Deej*  /Read *Breathing for a Living* |
| Physician-patient relationship and physician writing | 17 | 18 | 19 | 20 | 21 9th Class | 22 | 23 | Week 9  Watch *Healing Words*/Read *What Patients Taught Me.* |
| Health disparities, race, and medicine | 24 | 25 | 26 | 27 | 28 10th Class | 29 | 30 | Week 10  Watch *Miss Evers Boys, The Eugenics Crusade, Gattacca* |
| International health, cultural ideas about health, health systems and illness and Disease and Stigma | 31 | November 1 | 2 | 3 | 4 11th Class | 5 | 6 | Week 11 Watch *Moolaade*, *Motherland Afghanistan*, *A Walk to Beautiful*    Watch *Yesterday*, *And the Band Played On*/ Read *28 Stories of AIDS in Africa.* |
|  | 7 | 8 | 9 | 10 | 11 12th Class No Class- Veterans Day Go to a local nature park sometime during the week | 12 | 13 | Week 12 |
| Death and Dying | 14 | 15 | 16 | 17 | 18 13th Class | 19 | 20 | Week 13 Watch *The Sea Inside,* Read *When Breath Becomes Air* |
| Thanksgiving | 21 | 22 | 23 | 24 | 25 | 26 | 27 | No Class- Thanksgiving Week |
|  | 28 | 29 | 30 | 1 | 2  14th Class- Student Presentations | 3 | 4 | Week 14- Medicine and Media Presentations |

**Movies: the movies will be available in the Admissions Office through Michelle.**

**For Week 2 Graphic Medicine** Required: *Life Animated*

**For Week 3 Mental illness**: Required: *Girl, Interrupted*, *One Flew Over the Cuckoo’s Nest*, and *Bill W. & Dr. Bob (*Interesting and recommended movies*: A Brilliant Madness, Lars and the Real Girl*)

**For Week 5 Music and the brain**: Required: *Wayfarer’s Journey*, *Musical Brain*, and *Sierra Leone Refugee Allstars*(Interesting and recommended movies:*Alive Inside*)

**For Week 8 Differing abilities**: Required: *Murderball, Deej*(Interesting and recommended movies:*Fixed)*

**For Week 9** **Physicians and Writing/Physician Wellness**: Required: *Healing Words*(Interesting and recommended movies:*Dhamma Brothers*)

For Week 10 **Health disparities, race, and genetics**: Required: *Miss Evers Boys*, *The Eugenics Crusade*[*https://www.pbs.org/wgbh/americanexperience/films/eugenics-crusade/*](https://www.pbs.org/wgbh/americanexperience/films/eugenics-crusade/), *Gattacca*,

**For Week 11 Cultural understandings of health**: Required: *Moolaade*, *Born into Brothels*, *Motherland Afghanistan*

**For Week 12** **Understanding disease and stigma- HIV-AIDS**: Required: *Yesterday*, *And the Band Played On*(Interesting and recommended movies:*The Plague*)

**For Week 13 Death and Dying**- Required: *The Sea Inside, Diving Bell and the Butterfly*