

Department of Humanities
Fourth-Year
Course Offerings
2008-2009

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Humanities Selectives for Fourth-Year Students

The courses described in this brochure are available to students to satisfy the fourth-year Humanities requirement. The purpose of the requirement is to revisit themes and concerns of the medical humanities, which were introduced in a general way in the basic science years, from the vantage point of students' growing clinical experience. The courses are designed to permit you to delve more deeply into various topics than was possible in the introductory courses, and to bring your clinical knowledge and experience into direct engagement with humanistic perspectives.

To satisfy the Humanities requirement, each student must enroll in **one** of the courses described here. You will note that all of our courses carry 2.5 credits and require **one-half** of a full-time commitment for the four weeks of the course. This means that when you enroll in one of our 2.5 credit courses, there should be time in your schedule either to enroll in another elective that requires a half-time commitment (so that you will earn a total of 5 credits for that block), or to devote yourself to other activities (finalizing the MSR project, preparing for residency interviews, etc.).

The Department used to offer a limited number of individual studies alternatives to our Humanities seminars. That is no longer the case.

A schedule of meeting times and places for our electives will be posted in the Office of Student Affairs and on the Humanities Bulletin Board.

We look forward to working with each of you.

**MEDICINE & ETHICS UNDER PRESSURE:
PROFESSIONALISM, CONFLICT AND CATASTROPHE**

PROGRAM DIRECTOR: Jonathan H. Marks, M.A., B.C.L.

MAXIMUM NUMBER OF STUDENTS: 16

CREDITS: 2.5

COURSE NUMBER: HMN 797-F

WHEN OFFERED: September 1 – October 26, 2008

PREREQUISITE: None

DESCRIPTION:

What are the implications of professional ethics—and professionalism, more broadly—for doctors and their affiliate institutions? How should professional ethics constrain the ways in which doctors use their professional knowledge and skills? How should physicians and their affiliate institutions resolve conflicts of interest and dual loyalties? Should these questions be addressed differently in times of war or in the event of a public health emergency? Students will explore these issues in class. They will also conduct independent research and write a paper on an issue raised by the readings.

**PUTTING IT INTO WORDS: A RIGHT-BRAIN RETROSPECTIVE OF
FORMATIVE MOMENTS IN MEDICAL SCHOOL**

PROGRAM DIRECTOR: Kimberly Myers, Ph.D.

MAXIMUM NUMBER OF STUDENTS: 16

CREDITS: 2.5

COURSE NUMBER: HMN 797-H

WHEN OFFERED: September 1 – October 26, 2008

PREREQUISITE: None

DESCRIPTION:

As we put things into words, we see different facets of the events and impressions we narrate and therefore come to understand them in new ways. On the eve of your residency, this course invites you to look back over your years as a medical student, reflecting on key moments that made a strong impact on you professionally and personally. You will formalize these experiences in several literary forms—e.g., creative non-fiction, essay, short story, haiku, free verse poem, sonnet, villanelle, limerick, imagist poem, etc. In this way, you will have not only a record of formative experiences you want to remember in the future, you also will have created valuable works of art as a legacy for the students who come after you.

NOTE: No prior experience with creative writing is necessary.

EDUCATION FOR PHYSICIANS ON END-OF-LIFE CARE (EPEC)

PROGRAM DIRECTOR: J. O. Ballard, M.D., (Departments of
Medicine, Pathology, and Humanities)

MAXIMUM NUMBER OF STUDENTS: 12

CREDITS: 2.5

COURSE NUMBER: HMN 797-A

WHEN OFFERED: September 29 – October 24, 2008, and March 9 – April 3, 2009

PREREQUISITE: None

DESCRIPTION:

The EPEC curriculum, developed with the support of the Robert Wood Johnson Foundation in association with the American Medical Association and Northwestern University, teaches core competencies to physicians and other health care professionals caring for patients near the end of life. A series of small-group interactive sessions utilize didactic presentations, case scenarios (video), problem-solving exercises and role-playing to study issues dealing with end-of-life care.

Topics covered in the course are:

- Giving Bad News
- Multicultural Perspectives on Death
- Advance Care Planning
- Pain Management
- Physician-assisted Suicide
- Sudden Illness
- Medical Futility
- Common Physical Symptoms
- Withholding and Withdrawing Treatment
- Last Hours of Living
- Physician Self-Care

Reading list will be provided prior to beginning of course.

Evaluation: Class participation and the completion of an 8-10 page essay.

THE ARTS AND HEALING

PROGRAM DIRECTOR: Cheryl Dellasega, C.R.N.P., Ph.D.

MAXIMUM NUMBER OF STUDENTS: 16

CREDITS: 2.5

COURSE NUMBER: HMN 797-B

WHEN OFFERED: September 29 – October 24, 2008

PREREQUISITE: None

DESCRIPTION:

In this course, we will explore how various art modalities can be used for healing purposes with diverse groups of patients. Specific questions to be examined include: How can the use of art be therapeutic? What modalities are available for healing arts, and how might one design a healing arts intervention? Do specific groups of patients respond more or less to healing arts--(i.e., the young, old, acutely or chronically ill, culturally diverse)? How can a clinician incorporate healing art into everyday practice?

The theoretical basis of and research on healing and prevention of various health problems through the use of music, movement, narrative, and visual art will be critiqued. Clinical application of healing arts with specific groups of patients will be described by experts and discussed. A clinical project in arts and healing will be developed, implemented, and evaluated by each student.

Objectives of this course are to:

1. Identify art modalities that can be used for healing purposes;
2. Analyze research on art and healing to formulate a scientific framework for use of art to heal;
3. Design healing art interventions relevant to specific patient populations; and
4. Participate in a clinical experience with art and healing that incorporates diagnosis, intervention, and evaluation.

These objectives will be accomplished by:

1. Class attendance and participation in discussions, lectures, and experiential activities;
2. Selected readings and critiques on various art modalities and therapies; and
3. Design, implementation, and evaluation of a clinical intervention in art and healing which will be presented orally and via a scholarly paper.

ISSUES IN CONTEMPORARY BIOETHICS

PROGRAM DIRECTOR: Benjamin H. Levi, M.D., Ph.D.

MAXIMUM NUMBER OF STUDENTS: 16

CREDITS: 2.5

COURSE NUMBER: HMN 797-E

WHEN OFFERED: October 27 – November 21, 2008

PREREQUISITE: None

DESCRIPTION:

In this course, students will conduct in-depth examinations of current issues in bioethics. Topics will include:

- Organ transplantation
 - How should organs be allocated?
 - Should organs be bought and/or sold?
- Autonomy
 - What does it mean to be autonomous?
 - What does it mean to respect a patient's autonomy?
- "Medically Necessary"
 - What does it mean for something to be "medically necessary" and how should that be determined?
- Brain Death
 - Neuroanatomy/Psychophysiology
 - What are the problems associated with the definitions/constructs of death?
- PVS & the Value of a Human Being
 - Neuroanatomy/Psychophysiology
 - What is valuable about human beings?
- Physician-Assisted Death (PAD)
 - What is PAD, and how does it differ from accepted end-of-life medical practices and/or euthanasia?
 - What problems are associated with PAD?
- Child Abuse
 - What makes something abuse?
 - When should we report suspected abuse?
 - What would be good reasons not to report suspected abuse, and why?
- Refusal of Care
 - What are physicians' ethical & professional obligations regarding provision of care to patients?
 - What actions on the part of a patient allow a physician to refuse care to that patient?
 - Can a physician refuse care to a patient due to the actions of a third party? —e.g., a parent? spouse? insurance company?
 - On what basis can a physician refuse a patient's request for specific care?
- Genetics: Testing, Cloning & Stem Cells
 - What problems are associated with genetic testing?
 - Is commercial genetic testing ethically acceptable?
 - What (if anything) is problematic about cloning human beings?
- Childhood Immunizations
 - Is the preventive of disease always a good thing?
 - Should vaccinations be mandated by the state?
- Pharmaceutical Industry
 - How should we regard gifts from pharmaceutical companies?
 - What practices by pharmaceutical companies are ethically/professionally problematic?
 - What should we do to protect our patients and our profession?

Requirements:

- Complete all assigned readings
- Actively participate in the twice weekly discussion sessions (2¹/₂ hours each)
- Lead one 2¹/₂ -hour discussion
In groups of two or three, students will choose one of the assigned topics, then prepare and lead a 2¹/₂-hour discussion on the topic. Students are encouraged to be creative in how they structure their seminar session. Formats can include dramatizations, case presentations, role-plays, etc., as well as more traditional didactic teaching techniques.
- Write an 8-10 page paper on a bioethics subject of your choosing
These papers should provide a critical analysis of central issues, and should include references to scholarship in the area as well as relevant legal background.

SUFFERERS AND HEALERS: LESSONS FROM HISTORY

PROGRAM DIRECTOR: Philip K. Wilson, Ph.D.

MAXIMUM NUMBER OF STUDENTS: 16

CREDITS: 2.5

COURSE NUMBER: HMN 797-C

WHEN OFFERED: February 9 – March 6, 2009

PREREQUISITE: None

DESCRIPTION:

In this course we will study key steps in the development of medicine from its supernatural beginnings steeped in magic and religion through the creation of medical science. The intellectual challenge of this course is to take a number of concepts, theories, and facts that we are accustomed to think of as correct and to re-examine them in their own historical context. Developing an appreciation of medicine=s heritage reminds you that every Anew development≡ encountered in medicine is actually the result of a long historical process.

In order for us to better understand the toils, troubles, and triumphs from the perspective of both healers and sufferers throughout the past, we will use Roy Porter=s *Greatest Benefit to Mankind: A Medical History of Humanity from Antiquity to the Present* (1997), to lead us through the centuries. We will also draw upon many of the primary accounts that David J. Rothman, Steven Marcus, and Stephanie A. Kiceluk gathered together in their edited collection, *Medicine and Western Civilization* (1995). In addition to discussing these readings in depth, we will explore the development of more modern notions of a germ theory of disease through Nancy Tomes=s, *The Gospel of Germs: Men, Women, and the Microbe in American Life* (1998).

We will undertake a group excursion to the Mütter Museum in Philadelphia to better enhance our visual appreciation and understanding of medicine=s heritage. A presentation of your month-long research into a specific medical history theme is required.

GRAPHIC STORYTELLING & MEDICAL NARRATIVES

PROGRAM DIRECTOR: Michael J. Green

MAXIMUM NUMBER OF STUDENTS: 16

CREDITS: 2.5

COURSE NUMBER: HMN 797

WHEN OFFERED: February 9 – March 6, 2009

PREREQUISITE: None

DESCRIPTION:

In this course, students will explore the use of graphic storytelling (or Comics) as a medium for communicating medical narratives.

Students will study how graphics and text can be used to effectively communicate complex medical narratives, and will develop their own stories into graphic depictions.

No background in art or literature is necessary, but students will be expected to produce a graphic story that combines text with visual representations. In some cases, photography can be used instead of drawings, but simple, primitive drawings are acceptable (if they communicate effectively). Ideas for stories include:

- Your own personal experience with illness
- Your experience in taking care of a patient
- A family member's perspective of a patient's illness
- An ethical dilemma you faced during medical school

Through this course, students will:

- Gain a better appreciation for how physicians (and others) use case studies as stories to communicate with one another
- Explore graphic storytelling as a means for communicating medical narratives
- Develop one's own story about a challenging case or ethical dilemma into a graphic depiction (Comic)
- Learn about other examples of this art form
- Share your creations with others, through a public presentation, display or publication

Some resources for this course include the following, with specific assignments to be determined prior to the course:

- Understanding Comics: The Invisible Art, by Scott McCloud
- Mom's Cancer, by Brian Fies
- The Complete Idiot's Guide to Creating a Graphic Novel, by Nat Gertler and Steve Lieber
- Cancer Vixen, by Marisa Acocella Marchetto
- Cancer Made Me a Shallower Person: A Memoir in Comics, by Miriam Engelberg
- Fun Home, by Alison Bechdel
- Our Cancer Year, by Harvey Pekar
- Maus, by Art Spiegelman
- A Contract with God, by Will Eisner

DOCTORS' STORIES

PROGRAM DIRECTOR: Kimberly Myers, Ph.D.

MAXIMUM NUMBER OF STUDENTS: 16

CREDITS: 2.5

COURSE NUMBER: HMN 797-G

WHEN OFFERED: March 9 – April 3, 2009

PREREQUISITE: None

DESCRIPTION:

Over the past four years, you have observed dozens of physicians attending to a variety of tasks and tending to a variety of patients. No doubt, you have seen things that you found admirable and that you hope to emulate in your own practice; perhaps you also witnessed things that troubled you. At times, you probably wished you could sit down with those physicians and ask them intimate questions about what it is like to be in a particular situation, what key bits of wisdom they have gleaned over the years, how their profession has affected their personal life. Fortunately, many gifted physicians have had the courage to tell these intimate details—both the bad and the good—candidly in memoirs, essays, short stories, and poems. The riveting works we explore in this course will enable (and compel) you to examine the professional and personal identity you work to create as you move into residency and beyond.

CONTROLLING HUMAN HEREDITY: LESSONS FROM HISTORY

PROGRAM DIRECTOR: Philip K. Wilson, Ph.D.

MAXIMUM NUMBER OF STUDENTS: 16

CREDITS: 2.5

COURSE NUMBER: HMN 797-J

WHEN OFFERED: April 6 – May 1, 2009

PREREQUISITE: None

DESCRIPTION:

In the early 20th century, massive efforts were undertaken to improve the human stock of society by giving the more suitable races or strains of blood a better chance of prevailing speedily over the less suitable. This motto guided the eugenics movement as they exerted tremendous power and gained both medical and public appeal in the United States. As most attempts to control reproduction stemmed from manipulations of the woman's body, this course begins with an examination of medical and public thoughts about the woman's body, reproduction and childbirth throughout American history. We will then review Aldous Huxley's use of this concept in his 1932 classic, *Brave New World*. Thoughts about reproduction discussed a few decades ago as existing only within the world of science fiction are rapidly becoming realities for our reproductive future. We will explore these realities from the time of eugenics to genomics. This historical overview allows us to better determine the extent to which similar attempts to control heredity still exist in other guises.

The intellectual challenge of this course is to take a number of concepts, theories, and facts that we are accustomed to think of as correct and to re-examine them in their own historical context. Developing an appreciation of medicine's heritage reminds you that every new development encountered in medicine is actually the result of a long historical process.

Reading assignments will be drawn from works including the following:

Richard W. Wertz and Dorothy C. Wertz, *Lying-In: A History of Childbirth in America* (1977)

Aldous Huxley, *Brave New World* (1932, 1989)

Diane B. Paul, *Controlling Human Heredity: 1865 to the Present* (1995)

Barton Childs, *Genetic Medicine: A Logic of Diseases* (1999)

We will undertake a group excursion to the Mütter Museum in Philadelphia to better enhance our visual appreciation and understanding of medicine's heritage. A presentation of your month-long research into a specific medical history theme is required.

FOLK AND ALTERNATIVE HEALTH SYSTEMS
Integrative Holistic Medical Practices

PROGRAM DIRECTOR: John E. Neely, M.D.

MAXIMUM NUMBER OF STUDENTS: 16

CREDITS: 2.5

COURSE NUMBER: HMN 740

WHEN OFFERED: April 6 – May 1, 2009

PREREQUISITE: None

DESCRIPTION:

This course will offer students the opportunity to examine representative complementary and alternative medicine (CAM) practices found within the United States. The premises behind these practices (examples might be homeopathy, manual medicine, nutritional practices, traditional Chinese medicine, and Ayurvedic medicine, to mention a few) will be examined, as well as an examination of the literature, to help the student understand how these practices might influence current health care delivery and how they might be incorporated into one's practice. Each student will pick one topic of interest and present it to the class. The presentations will consist of an introduction and history of the topic, the theory, practice and research support of the practice, and a discussion of how the practice might influence one's own practice of medicine.

The first three weeks will consist of introductions to the topic of integrative medicine with assigned readings and class discussion. The remaining weeks will include student presentations and discussion.