

IHS3935 Human Dimension of Healthcare
Roberta Knickerbocker
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3 credits

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

CLASS: Monday 8 & 9 Period and Wednesday Period 8
2000 Farrior Hall

Remote Option: Available only following communication with the instructor of an documented excused absence.

Meeting URL: <https://ufl.zoom.us/j/93435117801?pwd=UXhwbWZ0Y25XM1BKQ3pzVjJLV1RNUT09&from=addon>
Meeting ID: 934 3511 7801
Passcode: 091651

STUDENT OFFICE HOURS: TUESDAY 3-4 pm

In person or remote:

- In person: 2016 Farrior Hall

For your protection and the safety of faculty and staff in Farrior Hall, please wear a mask upon entering Farrior Hall and you must wear a mask while in my office.

- Virtual Student Office Hours - via Zoom

Meeting URL: <https://ufl.zoom.us/j/98832554286?pwd=ZXBlc0pNzNhZz09&from=addon>
Meeting ID: 988 3255 4286
Passcode: 738826

EXPERIENTIAL GROUP MEETINGS: MONDAYS 4-4:30 - 2016 FARRIOR

ALL GROUPS MEMBERS MUST BE PRESENT - 5 POINTS WILL BE DEDUCTED IF NO ATTENDANCE AT MEETING

9/12 - CULTURAL CARING

9/19 - END OF LIFE

9/26 - UNCERTAINTY & HOPE

10/3 - SPIRITUALITY, RELIGION & COPING

10/10 - SOCIAL DETERMINANTS

10/17 - ETHICS GAMES

10/24 - VIRTUES

10/31 - WOUNDED CAREGIVERS

SYLLABUS: Canvas

CAMPUS RESOURCES: Campus resources: <https://www.ufl.edu/academics/resources/>

Pre-Health Essentials: <https://www.advising.ufl.edu/pre-health/>

Pre-Health Advising: <https://www.advising.ufl.edu/pre-health/>

Pre-Health Resources: <https://www.advising.ufl.edu/pre-health/pre-health-resources/>

COURSE DESCRIPTION

Through the use of the humanities, multi-media, case studies, and discussion students are introduced to a variety of healthcare related issues. In a holistic, mind-body-spirit, context, students explore professional, patient/family experience, and self-perceptions related to a variety of healthcare issues and topics.

The use of the word 'medicine' in this course is all encompassing to include all healthcare professions. This course in no way reflects or attempts to offer definitive answers to complex medical issues. It seeks to introduce what is a very minuscule representation of multiple healthcare issues for students' further exploration. This is a starting point of what is a lifelong professional journey about in living in the questions.

COURSE OBJECTIVES

1. To explore what is necessary to be a competitive applicant to health profession graduate programs.
2. To explore the experience of healthcare from the multiple perspectives of the patient, the family and the healthcare provider
3. To explore the expectations of the patient and their family for the healthcare provider
4. To explore the expectations and experiences of the healthcare professional
5. To explore the patient-professional relationship
6. To reflect on the concept of humanism in relation to healthcare
7. To gain awareness and understanding of personal strengths, traits, type and qualities
8. To encourage reflection of current healthcare issues and ethical dilemmas

COURSE TEXTBOOKS

TEXTBOOK: Cannon, J. (2019). Breaking and Mending. Wellcome Collection: Main edition

UNIVERSITY GRADING POLICIES

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Resources: <http://medhum.med.nyu.edu/blog/>

<http://limbookclub.weebly.com/>

<http://www.csh.umn.edu/>

Course Requirements: NO LATE ASSIGNMENTS WITHOUT PRIOR APPROVAL FOR EXTENUATING CIRCUMSTANCES

Electronics in Class: Phones and other electronic devices are expected to be put away unless used for an in-class assignment.

Attendance is required. Five points will be deducted from total points for each unapproved/undocumented absence. Please see the university attendance policy below.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

UF ATTENDANCE POLICY

- Required student participation in a university sponsored event: These events will be excused with official documentation from the appropriate faculty or staff member. Documentation should be received PRIOR to the event.
- Religious Holidays: Religious holidays are always excused; however, please notify the instructors, in writing, within the first two weeks of class so that appropriate accommodations may be made.
- Medical Emergencies: Medical emergencies are excused with appropriate documentation from a health care provider.
- Family Emergencies: These emergencies are only excused with written documentation.

Assignments:

NO LATE ASSIGNMENTS WITHOUT PRIOR APPROVAL FOR EXTENUATING CIRCUMSTANCES

1. **Reading Discussion Questions – Write One – Answer One** – (2 pts. - 1 point for creating; 1 point for answering a questions) Due weekly by topic assigned. Submit via ‘Discussions’ in Canvas. 11 font, single spaced, submit via CANVAS Discussions

Reading is done prior to coming to class. For each seminar topic, read all assigned journal articles (not ‘breaking and mending’). Identify the main concepts for each article. Using these concepts, synthesize the concepts and create a discussion question related to the seminar topic of the week. Post it to Canvas under ‘Discussions’ for the correct week/topic. Then answer one of the other questions posted, using insights from all articles.

2. **Patient Immersion** – 20 points
11 font, single spaced, MUST have sections delineated in paper; submitted via CANVAS

Identify an individual (non-family) or family with an animal (pre-vet) who has or had a significant illness. Spend time with this patient and family members and with the greatest of care interview them to ascertain the patient's story/journey through their illness. Include the nature of the diagnosis, treatment, and its impact on the patient and family. Using interviews with the patient and family members, and your observations write a summary using the sections listed below. You will offer the patient/family a copy of your completed project. APA format for resources. Use APA format for any resources used; 12 font, single spaced, Times New Roman.

You will need to include a signed, informed consent from patient and family members. This is in the 'Forms and Handout' module in Canvas. UNDER NO CIRCUMSTANCES ARE YOU TO VIEW OR HAVE POSSESSION OF ANY PATIENT MEDICAL RECORDS.

Required content and section headings:

1. Patient's verbal account of their story – the patient's account, not your interpretation of it. You may record this is the patient gives permission.
2. Illness History: onset (age), symptoms, process to diagnosis (labs, procedures used for diagnosis)
3. Diagnosis: brief explanation of the illness (research the diagnosis and provide a brief explanation – use APA format for resources)
4. Treatment: as prescribed by the care provider (medications, procedures, therapies, etc.)
5. Prognosis: expected outcomes and longevity, long term impacts
6. Impacts of illness to both patient and family: Biological, Psychological, Sociological and Spiritual
7. Challenges the illness imposed to daily functioning and outcomes (How did this change their daily functioning? Did they need help with doing their usual tasks – bathing, dressing, etc.)
8. Reflections: your thoughts and feelings while listening to the patient/family and the story – What did you learn about your profession, what patient/family experienced and about yourself – your self-reflections?

3. **Service** – 20 points total

- **Community Service Project** – (5 points) Students will complete a service project for the Gainesville community.
- **Random Acts of Kindness** – (3 points) Do three random acts of kindness for others – then complete the reflection paper and submit via Canvas
- **Service Reflection Paper** – (12 points) - (11 font-single spaced)

For each experience: Write one paragraph indicating:

- What you did and for whom
- The response you received from those you did something for

- Reflection on your thoughts and feelings related to the experience.

4. **Experiential Seminar Facilitation** - 20 points - **DUE WEEKLY AS ASSIGNED**

You will be divided into pairs or small groups. On Wednesday of each week, small groups will plan and implement an 'active learning experience' based on a seminar topic. This is an active experience reinforcing the readings and lecture points for the topics small groups are assigned. Groups are expected to include resources from the arts, humanities, social sciences, and multi-media. Active learning experiences may include speakers or panels from campus/the Gainesville community. The readings and lecture for each seminar lay the foundation for the topic however you will include information from at least two additional resources in the presentation. Please list these additional resources in a handout for the class. You are limited to one video resource.

- **We will use the first few Wednesdays of class for groups to begin planning and consulting with the instructor.**
- **You will meet with the instructor to discuss your plans for the seminar no later than two weeks prior to presenting (see schedule) . All members of the group must be in attendance when you meet with the instructor. Five points will be deducted for any student not in attendance for this meeting.**

***Each topic needs to be approached from the perspectives of both healthcare providers and patients. Please remember we have cohort members from multiple professions. Be inclusive of all professions and perspectives.

Active Learning Experience Structure: (45 mins)

Includes:

1. Summary of the main points of the reading and lecture. (10 mins)
2. Activity – **Use your imagination.** This can be a speaker, role play, panel, service project, game, food, dance, music, painting, mock trial, etc. It needs to supplement the seminar lecture content.
3. Discussion - **Use the readings** and generate small group discussion question(s).
4. Additional Resources – presenters will provide peers with at least 3 additional journal articles or books related to the topic and cited in APA style.
5. Email your final presentation to the instructor no later than the Friday before you present.

Seminar Evaluation: All students will submit an evaluation for their peers at the end of each experience. There are two different evaluation forms.

Evaluate students who are presenting - Students are evaluated individually, not as a group. There is an IDS4930 Peer Evaluation form found at <https://lss.at.ufl.edu/> under the 'Course Supplemental Form' file to use. Please fill out the entire form and offer comments that validate your scores.

Evaluate those you present with - You will submit a **Peer Professionalism Evaluation Form** for those in your presentation group and submit it to the instructor. This form found at <https://lss.at.ufl.edu/> under the 'Course Supplemental Form' file to use.

You will receive a final evaluation summary form from the instructor that combines both peer and instructor's evaluations.

5. **Final 'WHY? ART' Project** – 20 points **DUE 4/11**

- Produce a piece of art, not a craft, that symbolizes your 'WHY?' or motivation for pursuing your profession, reflections/ response to seminar content, experiences, and feelings. This can be a short documentary, photographic series, graphic art, sculpture, painting or other art medium, poetry, etc.
- Write a short narrative descriptive (1/2 page – 11font, single spaced) describing/expressing the symbolism of the piece and its relationship to your 'why.' You will give a brief, 5-minute presentation to the class explaining your project.
- Submit a picture of you with your project and the written narrative of how your art project symbolizes your 'Why?' via Canvas.

6. **Course Evaluation** – DUE 4/13

Please submit the course evaluation and submit via Canvas

100 TOTAL POINTS POSSIBLE

GRADING

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 B; 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will be issued only for extenuating circumstances. For additional information about grading policies please visit: www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

ACADEMIC HONOR CODE AND ACADEMIC HONESTY

University of Florida students Honor Code:

Preamble:

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the Honor Code.

The Honor Code:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge:

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at www.dso.ufl.edu/sccr, and ask the instructors to clarify any expectations you do not understand. Any occurrence of academic dishonesty will be reported to the judicial body in the Dean of Students office and may result in failure of this course.

ADA STATEMENT

The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

CIVILITY

Mature and respectful behavior is expected in this classroom when dealing with instructors and other students. Side conversations, sleeping, and reading other course material (or the Alligator, etc.) are not appropriate and may result in the student losing attendance credit for that day. Cell phones and pagers are NOT welcome in this classroom; please turn them off (or at least silence them) and put them away prior to the start of class.

STUDENT COMPLAINT PROCESS: Residential Course:

https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

CONFIDENTIALITY

The content of a conversation between healthcare professional and patient is considered confidential and privileged. Likewise in this course discussions and their content should be considered confidential and not discussed outside of class. The only exception is if there is concern for someone's safety or the safety of another. If you have concerns please contact the instructor.

GATORLINK E-MAIL

Students are required to have and use their GatorLink account for all UF related e-mail functions. Official university communications are sent to students at this email address.

Attendance: If you do miss a class for some reason, it is your responsibility to obtain any material or assignments from a fellow class member. Excused absences include:

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Religious Holidays: Religious holidays are always excused; however, please notify the instructors, in writing, within the first two weeks of class so that appropriate accommodations may be made.

Medical Emergencies: Medical emergencies are excused with appropriate documentation from a health care provider.

Family Emergencies: These emergencies are only excused with written documentation.

Points will be deducted from total points for unexcused absences.

COURSE COMPLAINTS

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record, in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or on the program's website at **[include relevant link]**. Email to the departmental contact should include a clear description of the student's concern, and any supporting documents **[can add more details here about what kind of documentation the unit requires]**. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the Office of the UF Ombuds, <https://www.ombuds.ufl.edu> (Links to an external site.).

	CLASS	Reading/Assignments Due ALL DUE ON MONDAY	CLASS
WEEK		MONDAY	WEDNESDAY
WEEK 1	Course Introduction Review Syllabus PH in Five Bloom's Taxonomy Basic PH Requirements	NO CLASS	8/24 Intro and Syllabus Syllabus small groups
Week 2	Meaning & Purpose	8/29 1. Petriceks, A. (Sept. 2021). Medicine In Between 2. Debevoise, N. (Dec. 2019). How Impact, Meaning and Purpose are Different 3. Martela & Pessi (March, 2018) Significant Work Is About Self-Realization and Broader Purpose 4. Duckworth & Grant. (Dec. 2016). Beyond Grit: The Science of Creativity, Purpose and Motivation	8/31 Planning groups – service project and presentation Review assigned articles/videos/etc. for the <u>Experiential Seminar Facilitation</u> you are planning <u>Meet with Instructor during class with seminar ideas</u> <u>Make a follow up appointment to review presentation with instructor 2 weeks before presentation</u>
Week 3		9/5 LABOR DAY - NO CLASS	9/7 Experiential Planning & Service Project
Week 4	Keepers of Stories: Serving Others through Caregiving	9/12 <u>DUE: READING Discussion Questions #1</u> READ: Cannon: breaking & mending - Breaking, Stories, Wild Cards, Hearts, Bodies pp. 1-20	9/14 Experiential Planning & Service Project

		<p>1. Charon, R. (Oct. 2005). Narrative Medicine: Attention, Representation, Affiliation.</p> <p>2. Kleinman, A. (2019). How the Human Face of Medicine is Too Often Missing.</p> <p>3. Kleinman, A. (2012). The Art of Medicine: Caregiving as Moral Experience</p> <p>4. Krisberg, K. (March 2017). Narrative Medicine: Every Patient Has a Story.</p> <p>Videos:</p> <p>1. <u>Storytelling for healthcare workers:</u> https://www.youtube.com/watch?v=myqyrT81aYM</p> <p>Podcasts:</p> <p>1. The Nocturnist – Episode 6: first 5 minutes - Becoming https://thenocturnists.com/the-nocturnists-black-voices-in-healthcare/2020/8/4/episode-6-becoming-1</p> <p>2. The Nocturnist Episode 8 Becoming - The Nocturnist https://thenocturnists.com/the-nocturnists-black-voices-in-healthcare/2020/8/4/episode-6-becoming-1</p> <p>MEET WITH CULTURAL CARING GROUP</p>	
Week 5	Are You Listening	<p>9/19</p> <p>DUE:</p> <ul style="list-style-type: none"> • READING Discussion Questions #2 • 16 Personalities Survey https://www.16personalities.com/ <p>READ:</p> <p>Cannon, J. (2020). breaking & mending pp. 33-47</p>	<p>9/21 WEDNESDAY</p> <p>DUE: <u>Complete Service Project</u></p> <p>Planning groups Review assigned articles/videos/etc. for the <u>Experiential Seminar Facilitation</u> you are planning</p> <p><u>Meet with the instructor in class with ideas</u></p>

		<p>1. Pellegrini, C. (2016). Trust: The Keystone of the Patient-Physician Relationship</p> <p>2. Marino, G. (2019). Are You Listening?</p> <p>3. Robertson, K. Active Listening</p> <p>4. Zenger & Folkman (2016). What Great Listeners Actually Do https://hbr.org/2016/07/what-great-listeners-actually-do</p> <p>Watch Videos:</p> <p>1. The Importance of Listening in Healthcare https://www.youtube.com/watch?v=uSNOSIdAKC4</p> <p>2. Patient & Family Centered Care https://www.youtube.com/watch?v=Tej5g6w34BA</p> <p>MEET WITH END OF LIFE</p>	
Week 6	Cultural Caring	<p>9/26</p> <p><u>DUE:</u></p> <p>1. <u>READING Discussion Questions #3:</u></p> <p>2. Complete Hidden Bias Tests: Race, Sexuality, Age and Disability https://implicit.harvard.edu/implicit/takeatest.html</p> <p><u>READ:</u></p> <p><u>Journal Articles:</u></p> <p>1. Mironenko, & Sorokin (April, 2018). Seeking for the Definition of “Culture”</p> <p>2. Prasad, et. al. (2016). Cultural humility: treating the patient, not the illness</p> <p>3. DasGupta, S. (2018). Whose Story is it? Narrative Humility in Medicine and Literature</p> <p>4. Becenti, et. al. (2006). Tradition and Treatment Impact of Culture on Health Care</p>	<p>9/28</p> <p>Experiential Presentation – Cultural Caring: Lakota, food and case study</p>

		<p>Watch Video: Conversations About Culture: The Importance of Cultural Humility https://www.youtube.com/watch?v=cVmOXVIF8wc</p> <p>Cultural Competence for Healthcare Providers: https://www.youtube.com/watch?v=dNLtAj0wy6I&feature=related</p> <p>Review information: Patient and Family Education Series http://depts.washington.edu/pfes/CultureClues.htm</p> <p>Diversity www.DiversityRx.org</p> <p>MEET WITH UNCERTAINTY & HOPE</p>	
Week 7	End of Life	<p>10/3 DUE: PATIENT IMMERSION PAPER SUBMIT VIA CANVAS</p> <p>READ: Cannon</p> <p>READING Discussion Questions #4: 1. Renz, et. al. (2012). Dying is a Transition 2. Gawande (2010). 'Letting Go' The New Yorker. 3. DeForest (2019). Better Words for Better Deaths 4. Hetzler & Dugdale (2018) How Do Medicalization and Rescue Fantasy Prevent Healthy Dying?</p> <p>Watch: The Cost of Dying https://www.youtube.com/watch?v=F6xPBmkrn0g&index=20&list=PLA8C841D6BF5D302F</p> <p>Living to the End of Life</p>	<p>10/5 Experiential Presentation</p>

		<p>https://www.youtube.com/watch?v=u43UfCPQAgI&list=PLA8C841D6BF5D302F</p> <p>Pediatric Hospice https://www.youtube.com/watch?v=gpQ4BFzIzM8</p> <p>Hospice for the Homeless https://www.youtube.com/watch?v=J-hP1EhjZRI</p> <p>MEET WITH SPIRITUALITY, RELIGION & HOPE</p>	
Week 8	Uncertainty & Hope	<p>10/10 DUE: Reading Discussion Questions #5</p> <p>READ: Cannon, J. (2020). breaking & mending pp. 21-32 Journal Articles: 1. Stempsey, W. (2015). Hope for Health and Health Care 2. Frenn, R. (2019). The Tenacity of Hope 3. Kalanithi, P. (2014). How Long Have I Got? 4. Wray & Loo (2015) The Diagnosis, Prognosis, and Treatment of Medical Uncertainty</p> <p>Listen to: Hope and Medicine www.npr.org/templates/story/story.php?storyid=4188305</p> <p>MEET WITH SOCIAL DETERMINANTS</p>	10/12 Experiential Presentation
Week 9	Spirituality, Religion & Coping	<p>10/17 DUE: Reading Discussion Questions #6</p> <p>READ Cannon, J. (2020) pp.130-154 1. Petriceks, A. (Sept. 2021). Medicine in Between</p>	10/19 Experiential Presentation

		<p>2. Wattis, John, Curran, Stephen and Rogers, Melanie (2017) What does spirituality mean for patients, practitioners, and health care organisations? In: Spiritually Competent Practice in Health Care.</p> <p>3. McCormick, T.R. (2014, April). Spirituality & Medicine</p> <p>4. Van Tongeren (in press). Existential Religion</p> <p><u>Video:</u> Spiritual Healthcare https://player.pbs.org/viralplayer/2365825505/</p> <p>MEET WITH ETHICS GAMES</p>	
WEEK 10	Social Determinants	<p>10/24 <u>DUE: READING Discussion Questions #7</u></p> <p>READ: <u>Disparities</u></p> <p>1. Friesen, P. (2016). Personal responsibility within health policy:</p> <p>2. Juth, N. (2013), Challenges for Principles of Need in Health Care.</p> <p>3. Adler, et.al. (2019). Addressing Social Determinants of Health and Health Inequalities</p> <p>4. Andermann, A. (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals</p> <p>Watch: Social Determinants https://www.youtube.com/watch?v=8PH4JYfF4Ns&feature=youtu.be</p> <p>What if our healthcare system kept us healthy? https://www.youtube.com/watch?v=BoRUrWcdkQ4</p> <p>MEET WITH VIRTUES</p>	<p>10/26 Experiential Presentation</p>

WEEK 11	Ethics Games	<p>10/31 DUE: <u>READING Discussion Questions #8:</u></p> <p>READ: 1. Corcoran et al. (2016). Fidelity to the healing relationship 2. Medical Ethics 101 3. Truog, et. al. (2015). Microethics: The Ethics of Everyday Clinical Practice 4. WHO: Global Ethics – Ethics Key Issues</p> <p>Complete Medscape Ethics Survey https://www.medscape.com/features/slideshow/public/ethical-dilemmas</p> <p>WATCH: Medical Volunteerism https://www.youtube.com/watch?v=sQQJi0zI6T4</p> <p>MEET WITH WOUNDED CAREGIVERS</p>	<p>11/2 Experiential Presentation</p>
WEEK 12	Virtues in Medicine	<p>11/7 DUE: Service Summary – Submit to Canvas <u>READING Discussion Questions #9</u></p> <p>Read</p> <ol style="list-style-type: none"> 1. Cannon, J. (2020). breaking & mending - pp.55-89 2. Colgan, R. MD, The Virtuous Physician, Consultant: Volume 54 Issue 8 - August 2014 3. Harris, et.al . (2018). Altruism – Should it be included as an Attribute of Medical Professionalism 4. Moyo, M., et.al. (2016). Healthcare practitioners’ personal and professional values 	<p>11/9</p>

		<p>5. Benjamin, M. (2014). Empathy: A Review of the Concept</p> <p>6. Rosman, K. The Power of Compassion.</p> <p>Watch: How Doctors Think https://www.youtube.com/watch?v=h0AEGnQ0L5s</p> <p>:</p> <p>Brené Brown on Empathy https://www.youtube.com/watch?v=1Ewvgu369Jw Integrity</p>	
Week 13	<p>Wounded Caregivers – Finding Balance</p> <p>https://community-files.ama-assn.org/image/authenticated/s--elt1Cil_--/v1521559254/zmxyhtbiqkI0szp8p5f.pdf</p>	<p>11/14 DUE: <u>READING Discussion Questions #10</u></p> <p>READ: Cannon, J. (2020). breaking & mending pp. 90-129 and 155-158</p> <p>Journal Articles</p> <ol style="list-style-type: none"> 1. Savett, L.A. Emotionally involved 2. Friedman (2018). Physician as Wounded Healer 3. Duckworth, A. (2016). Grit Ch. 4 https://publicism.info/psychology/grit/5.html 4. West, et.al (2018). Physician burnout: contributors, consequences, and solutions 5. Schulz, et. al. (2018). Changing Structures and Processes to Support Family Caregivers of Seriously Ill Patients <p>Websites to review:</p> <ol style="list-style-type: none"> 1. Medscape Physician Lifestyle Report 2021 https://www.medscape.com/slideshow/2021-lifestyle-happiness-6013446 	<p>11/16 Experiential Presentation - Instructor</p>

		2. 21 Problems Only People Raised BY Doctors Will Understand http://www.buzzfeed.com/erinlarosa/problems-only-people-raised-by-doctors-will-understand?bffb	
Week 14	Class Choice	11/21 Topic of Choice	11/23 NO CLASS - THANKSGIVING
Week 15	Project Presentations	11/28 DUE: FINAL PROJECT All students will present final projects.	11/30 No Class

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On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at www.dso.ufl.edu/sccr, and ask the instructors to clarify any expectations you do not understand. Any occurrence of academic dishonesty will be reported to the judicial body in the Dean of Students office and may result in failure of this course.

ADA STATEMENT

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. <https://disability.ufl.edu/get-started/>

CIVILITY

Mature and respectful behavior is expected in this classroom when dealing with instructors and other students. Side conversations, sleeping, and reading other course material (or the Alligator, etc.) are not appropriate and may result in the student losing attendance credit for that day. Cell phones and pagers are NOT welcome in this classroom; please turn them off (or at least silence them) and put them away prior to the start of class.

STUDENT COMPLAINT PROCESS: Residential Course:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

CONFIDENTIALITY

The content of a conversation between healthcare professional and patient is considered confidential and privileged. Likewise in this course discussions and their content should be considered confidential and not discussed outside of class. The only exception is if there is concern for someone's safety or the safety of another. If you have concerns, please contact the instructor.

GATORLINK E-MAIL

Students are required to have and use their GatorLink account for all UF related e-mail functions. Official university communications are sent to students at this email address.

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

COURSE COMPLAINTS

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record, in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or on the program's website at **[include relevant link]**. Email to the departmental contact should include a clear description of the student's concern, and any supporting documents **[can add more details here about what kind of documentation the unit requires]**. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the Office of the UF Ombuds, <https://www.ombuds.ufl.edu> (Links to an external site.).