

IHS3935 Human Dimension of Healthcare  
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3 credits

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

- For your protection and the safety of faculty and staff in Farrior Hall, please wear a mask upon entering Farrior Hall and while in class.
- If you are ill, please do not attend class. Please contact your primary physician or UF Student Health Services. Please communicate with the instructor regarding a documentable illness. At which time there will be a remote option provided for students to attend class remotely via the Zoom link below. Zoom is not available unless a student has communicated an excused/documented illness to the instructor.

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

Meeting URL: <https://ufl.zoom.us/j/95468767227?pwd=ZzJqUFJmaWFTUTRmREJTRGF5OFF6UT09>  
Meeting ID: 954 6876 7227  
Passcode: 311266

**STUDENT OFFICE HOURS: TUESDAY 2-3 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/91976214589?pwd=Q2tQb00xZWVhVbG5LSVp2YkR4ZlI5Zz09>  
Meeting ID: 919 7621 4589  
Passcode: 968476

**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

1/24 - CULTURAL CARING

1/31 - END OF LIFE

2/7 - UNCERTAINTY & HOPE

2/14 - SPIRITUALITY, RELIGION & COPING

2/21 - SOCIAL DETERMINANTS

2/28 - ETHICS GAMES

3/5 - VIRTUES

3/12 - 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

This course is intended for students interested in pursuing pre-health professions. Through the use of the humanities, multi-media, case studies, guest speakers and discussion this course will introduce students to a variety of healthcare related issues. In a holistic, mind-body-spirit, context, this course allows for exploration of professions, patient/family experience, and oneself as related to 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

<http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

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**

**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 - **DUE: 2/14**  
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 if 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?

4. **Service** – 20 points total

1. Acts of Service – Students will complete a service project for the Gainesville community in class. The planning and project will be done in class. (10 points)
2. Random Acts of Kindness – Do three random acts of kindness for others – then complete the reflection paper and submit via Canvas
3. Service Reflection Paper – (10 points) paper – **DUE: 3/28**  
11 font, single spaced – Submit via Canvas  
For each experience: Write one paragraph indicating:
  - a. What you did.
  - b. The response you received from others that you did something for
  - c. Your reflection thoughts and feelings related to the experience.

5. **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.

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

Produce a piece of art, not a craft, that symbolizes your 'statement of purpose' 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. You will need to write a short narrative descriptive (1/2 page) 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. Projects will be displayed for one to two weeks in the Academic Advising Center.

**7. 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](http://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](http://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](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:

#### ATTENDANCE POLICY



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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.

	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	1/5 Intro and Syllabus Syllabus small groups
Week 2	Meaning & Purpose	1/10 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	1/12 <b>Planning groups</b> <b>Review assigned articles/videos/etc. for the <u>Experiential Seminar Facilitation</u> you are planning</b>  <b><u>Meet with Instructor during class with seminar ideas</u></b>

		4. Duckworth & Grant. (Dec. 2016). Beyond Grit: The Science of Creativity, Purpose and Motivation	<b><u>Make a follow up appointment to review presentation with instructor 2 weeks before presentation</u></b>
Week 3		1/17 MLK DAY NO CLASS	1/19 Experiential Planning
Week 4	Keepers of Stories: Serving Others through Caregiving	<p><b>1/24</b> <b><u>DUE: READING Discussion Questions #1</u></b></p> <p><b>READ:</b> Cannon: breaking &amp; mending - Breaking, Stories, Wild Cards, Hearts, Bodies pp. 1-20</p> <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><b><u>Videos:</u></b> 1. <u>Storytelling for healthcare workers:</u> <a href="https://www.youtube.com/watch?v=myqyrT81aYM">https://www.youtube.com/watch?v=myqyrT81aYM</a></p> <p><b><u>Podcasts:</u></b> 1. The Nocturnist – Episode 6: first 5 minutes - Becoming <a href="https://thenocturnists.com/the-nocturnists-black-voices-in-healthcare/2020/8/4/episode-6-becoming-1">https://thenocturnists.com/the-nocturnists-black-voices-in-healthcare/2020/8/4/episode-6-becoming-1</a></p>	<b>1/26</b> <b><u>Complete Service Project</u></b>

		<p>2.The Nocturnist Episode 8 Becoming - The Nocturnist  <a href="https://thenocturnists.com/the-nocturnists-black-voices-in-healthcare/2020/8/4/episode-6-becoming-1">https://thenocturnists.com/the-nocturnists-black-voices-in-healthcare/2020/8/4/episode-6-becoming-1</a></p> <p><b><u>MEET WITH CULTURAL CARING GROUP</u></b></p>	
Week 5	Are You Listening	<p><b><u>1/31</u></b></p> <p><b><u>DUE:</u></b></p> <ul style="list-style-type: none"> <li>• <b>READING Discussion Questions #2</b></li> <li>• <b>16 Personalities Survey</b>  <a href="https://www.16personalities.com/">https://www.16personalities.com/</a></li> </ul> <p><b><u>READ:</u></b>  <b>Cannon, J. (2020). breaking &amp; mending pp. 33-47</b></p> <ol style="list-style-type: none"> <li>1. Pellegrini, C. (2016). Trust: The Keystone of the Patient-Physician Relationship</li> <li>2. Marino, G. (2019). Are You Listening?</li> <li>3. Robertson, K. Active Listening</li> <li>4. Zenger &amp; Folkman (2016). What Great Listeners Actually Do <a href="https://hbr.org/2016/07/what-great-listeners-actually-do">https://hbr.org/2016/07/what-great-listeners-actually-do</a></li> </ol> <p><b><u>Watch Videos:</u></b></p> <ol style="list-style-type: none"> <li>1. The Importance of Listening in Healthcare  <a href="https://www.youtube.com/watch?v=uSNOSIdAKC4">https://www.youtube.com/watch?v=uSNOSIdAKC4</a></li> <li>2. Patient &amp; Family Centered Care  <a href="https://www.youtube.com/watch?v=Tej5g6w34BA">https://www.youtube.com/watch?v=Tej5g6w34BA</a></li> </ol> <p><b><u>MEET WITH END OF LIFE</u></b></p>	<p><b>2/2 WEDNESDAY</b></p> <p><b>Planning groups</b>  <b>Review assigned articles/videos/etc. for the <u>Experiential Seminar Facilitation</u> you are planning</b></p> <p><b><u>Meet with the instructor in class with ideas</u></b></p>

Week 6	Cultural Caring	<p><b>2/7</b>  <b>DUE:</b></p> <ol style="list-style-type: none"> <li><b>1. <u>READING Discussion Questions #3:</u></b></li> <li><b>2. Complete Hidden Bias Tests: Race, Sexuality, Age and Disability</b>  <a href="https://implicit.harvard.edu/implicit/takeatest.html">https://implicit.harvard.edu/implicit/takeatest.html</a></li> </ol> <p><b>READ:</b>  <u>Journal Articles:</u></p> <ol style="list-style-type: none"> <li>1. Mironenko, &amp; Sorokin (April, 2018). Seeking for the Definition of “Culture”</li> <li>2. Prasad, et. al. (2016). Cultural humility: treating the patient, not the illness</li> <li>3. DasGupta, S. (2018). Whose Story is it? Narrative Humility in Medicine and Literature</li> <li>4. Becenti, et. al. (2006). Tradition and Treatment Impact of Culture on Health Care</li> </ol> <p><b>Watch Video:</b> Conversations About Culture: The Importance of Cultural Humility  <a href="https://www.youtube.com/watch?v=cVmOXVIF8wc">https://www.youtube.com/watch?v=cVmOXVIF8wc</a></p> <p><b>Cultural Competence for Healthcare Providers:</b>  <a href="https://www.youtube.com/watch?v=dNLtAj0wy6I&amp;feature=related">https://www.youtube.com/watch?v=dNLtAj0wy6I&amp;feature=related</a></p> <p><b>Review information:</b>  Patient and Family Education Series  <a href="http://depts.washington.edu/pfes/CultureClues.htm">http://depts.washington.edu/pfes/CultureClues.htm</a></p> <p>Diversity  <a href="http://www.DiversityRx.org">www.DiversityRx.org</a></p> <p><b>MEET WITH UNCERTAINTY &amp; HOPE</b></p>	<p><b>2/9</b>  <b>Experiential Presentation – Cultural Caring: Lakota, food and case study</b></p>
Week 7	End of Life	2/14	2/16

		<p><b>DUE: PATIENT IMMERSION PAPER SUBMIT VIA CANVAS</b></p> <p><b>READ:</b> Cannon</p> <p><b>READING Discussion Questions #4:</b></p> <ol style="list-style-type: none"> <li>1. Renz, et. al. (2012). Dying is a Transition</li> <li>2. Gawande (2010). 'Letting Go' The New Yorker.</li> <li>3. DeForest (2019). Better Words for Better Deaths</li> <li>4. Hetzler &amp; Dugdale (2018) How Do Medicalization and Rescue Fantasy Prevent Healthy Dying?</li> </ol> <p><b>Watch:</b></p> <p>The Cost of Dying  <a href="https://www.youtube.com/watch?v=F6xPBmkrn0g&amp;index=20&amp;list=PLA8C841D6BF5D302F">https://www.youtube.com/watch?v=F6xPBmkrn0g&amp;index=20&amp;list=PLA8C841D6BF5D302F</a></p> <p>Living to the End of Life  <a href="https://www.youtube.com/watch?v=u43UfCPQAgI&amp;list=PLA8C841D6BF5D302F">https://www.youtube.com/watch?v=u43UfCPQAgI&amp;list=PLA8C841D6BF5D302F</a></p> <p>Pediatric Hospice  <a href="https://www.youtube.com/watch?v=gpQ4BFzIzM8">https://www.youtube.com/watch?v=gpQ4BFzIzM8</a></p> <p>Hospice for the Homeless  <a href="https://www.youtube.com/watch?v=J-hP1EhjZRI">https://www.youtube.com/watch?v=J-hP1EhjZRI</a></p> <p><b>MEET WITH SPIRITUALITY, RELIGION &amp; HOPE</b></p>	Experiential Presentation
Week 8	Uncertainty & Hope	<p><b>2/21</b> <b>DUE: Reading Discussion Questions #5</b></p> <p><b>READ:</b> Cannon, J. (2020). breaking &amp; mending pp. 21-32 Journal Articles:</p>	<b>2/23</b> Experiential Presentation

		<p>1. Ghosh,AK. (2004, Sept). Understanding Medical Uncertainty: A Primer for Physicians. JAPI</p> <p>2. Frenn, R. (2019). The Tenacity of Hope</p> <p>3. Kalanithi, P. (2014). How Long Have I Got?</p> <p>4. Wray &amp; Loo (2015) The Diagnosis, Prognosis, and Treatment of Medical Uncertainty</p> <p><b>Listen to:</b>          Hope and Medicine  <a href="http://www.npr.org/templates/story/story.php?storyid=4188305">www.npr.org/templates/story/story.php?storyid=4188305</a></p> <p><b>MEET WITH SOCIAL DETERMINANTS</b></p>	
Week 9	Spirituality, Religion & Coping	<p><b>2/28</b>  <b>DUE: Reading Discussion Questions #6</b></p> <p>READ          Cannon, J. (2020) pp.130-154</p> <p>1. Petriceks, A. (Sept. 2021). Medicine in Between</p> <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 &amp; Medicine</p> <p>4. Van Tongeren (in press). Existential Religion</p> <p><b>Video:</b>          Spiritual Healthcare  <a href="https://player.pbs.org/viralplayer/2365825505/">https://player.pbs.org/viralplayer/2365825505/</a></p> <p><b>MEET WITH ETHICS GAMES</b></p>	<b>3/2</b> <b>Experiential Presentation</b>
Week 10 3/5 & 3/7	SPRING BREAK	<b>NO CLASS</b>	<b>NO CLASS</b>

WEEK 11	Social Determinants	<p><b>3/14</b>  <b><u>DUE: READING Discussion Questions #7</u></b></p> <p>READ:  <u>Disparities</u></p> <ol style="list-style-type: none"> <li>1. Friesen, P. (2016). Personal responsibility within health policy:</li> <li>2. Juth, N. (2013), Challenges for Principles of Need in Health Care.</li> <li>3. Adler, et.al. (2019). Addressing Social Determinants of Health and Health Inequalities</li> <li>4. Andermann, A. (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals</li> </ol> <p>Watch:  Social Determinants  <a href="https://www.youtube.com/watch?v=8PH4JYf4Ns&amp;feature=youtu.be">https://www.youtube.com/watch?v=8PH4JYf4Ns&amp;feature=youtu.be</a></p> <p>What if our healthcare system kept us healthy?  <a href="https://www.youtube.com/watch?v=BoRUrWcdkQ4">https://www.youtube.com/watch?v=BoRUrWcdkQ4</a></p> <p><b>MEET WITH VIRTUES</b></p>	<p><b>3/16</b>  <b>Experiential Presentation</b></p>
WEEK 12	Ethics Games	<p><b>3/21</b>  <b><u>DUE: READING Discussion Questions #8:</u></b></p> <p>READ:</p> <ol style="list-style-type: none"> <li>1. Corcoran et al. (2016). Fidelity to the healing relationship</li> <li>2. Medical Ethics 101</li> <li>3. Truog, et. al. (2015). Microethics: The Ethics of Everyday Clinical Practice</li> <li>4. WHO: Global Ethics – Ethics Key Issues</li> </ol>	<p><b>3/23</b>  <b>Experiential Presentation</b></p>

		<p>Complete Medscape Ethics Survey  <a href="https://www.medscape.com/features/slideshow/public/ethical-dilemmas">https://www.medscape.com/features/slideshow/public/ethical-dilemmas</a></p> <p>WATCH:          Medical Volunteerism  <a href="https://www.youtube.com/watch?v=sQQJi0zI6T4">https://www.youtube.com/watch?v=sQQJi0zI6T4</a></p> <p><b>MEET WITH WOUNDED CAREGIVERS</b></p>	
WEEK 13	Virtues in Medicine	<p><b>3/28</b>  <b>DUE:</b>  <b>Service Summary – Submit to Canvas</b>  <b><u>READING Discussion Questions #9</u></b></p> <p>Read</p> <ol style="list-style-type: none"> <li>1. Cannon, J. (2020). breaking &amp; mending - pp.55-89</li> <li>2. Colgan, R. MD, The Virtuous Physician, Consultant: Volume 54 Issue 8 - August 2014</li> <li>3. Steinburg, D. (2010). Altruism in Medicine</li> <li>4. Moyo, M., et.al. (2016). Healthcare practitioners' personal and professional values</li> <li>5. Benjamin, M. (2014). Empathy: A Review of the Concept</li> <li>6. Rosman, K. The Power of Compassion.</li> </ol> <p>Watch:          How Doctors Think  <a href="https://www.youtube.com/watch?v=h0AEGnQ0L5s">https://www.youtube.com/watch?v=h0AEGnQ0L5s</a></p> <p>⋮</p> <p>Brené Brown on Empathy  <a href="https://www.youtube.com/watch?v=1Evwgu369Jw">https://www.youtube.com/watch?v=1Evwgu369Jw</a>          Integrity</p>	<b>3/30</b>



<p>Week 14</p>	<p>Wounded Caregivers – Finding Balance</p> <p><a href="https://community-files.ama-assn.org/image/authenticated/s--elt1Cil --/v1521559254/zmxyhtbiqk 0szp8p5f.pdf">https://community-files.ama-assn.org/image/authenticated/s--elt1Cil --/v1521559254/zmxyhtbiqk 0szp8p5f.pdf</a></p>	<p><b>4/4</b>  <b>DUE: <u>READING Discussion Questions #10</u></b></p> <p>READ:  Cannon, J. (2020). breaking &amp; mending pp. 90-129 and 155-158</p> <p>Journal Articles  1. Savett, L.A. Emotionally involved  2. Friedman (2018). Physician as Wounded Healer  3. Duckworth, A. (2016). Grit Ch. 4  <a href="https://publicism.info/psychology/grit/5.html">https://publicism.info/psychology/grit/5.html</a>  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> <p>Websites to review:  1. Medscape Physician Lifestyle Report 2021  <a href="https://www.medscape.com/slideshow/2021-lifestyle-happiness-6013446">https://www.medscape.com/slideshow/2021-lifestyle-happiness-6013446</a>  2. 21 Problems Only People Raised BY Doctors Will Understand  <a href="http://www.buzzfeed.com/erinlarosa/problems-only-people-raised-by-doctors-will-understand?bffb">http://www.buzzfeed.com/erinlarosa/problems-only-people-raised-by-doctors-will-understand?bffb</a></p>	<p><b>4/6</b>  <b>Experiential Presentation - Instructor</b></p>
<p>Week 15</p>	<p>Project Presentations</p>	<p><b>4/11</b>  <b>DUE: FINAL PROJECT</b>  All students will present final projects.</p>	<p><b>4/13</b>  <b>No Class</b></p>

**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](http://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](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