IDS4930 Human Dimension of Healthcare
Roberta Knickerbocker
273-4083
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Monday 8 & 9 Period and Wednesday 8
MAT0004

IDS4930 - 23929
OFFICE HOURS: Tuesday 1-2 PM 2016 Farrior Hall or by appointment call 352-273-4083

SYLLABUS: Canvas

SYLLABUS QUIZ: (0 points) In Canvas there is a quiz based on the contents of the syllabus. Watch the Syllabus Ppt, then take the quiz. You make take this as many times as needed in the first week of class. You must pass with 80%.

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 one’s self 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.

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
Journal readings as indicated in the Course syllabus

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

1. In-class attendance and participation – Attendance is required. Five points will be deducted from total points for each unapproved/undocumented absence. Please see the university attendance policy below.

2. Reading Reflection Papers – 20 points DUE WEEKLY AS ASSIGNED IN SYLLABUS BY BEGINNING OF CLASS SUBMIT VIA CANVAS BY BEGINNING OF CLASS. Reflection papers are done on journal articles, not Orfi, What Patients Say....

   11 font, single spaced,
   Reading is done prior to coming to class for a richness of discussion. For each seminar topic, you will read all the readings. You will write a one-page paper each week that includes four paragraphs:
   • Summary of main points of the articles
   • The most important concept you learned
   • How does this concept relate to your profession and you?
   • What unanswered question(s) were generated from this reading?
3. **Patient Project** – 20 points  **DUE: 2/3 BY BEGINNING OF CLASS  SUBMIT VIA CANVAS**

11 font, single spaced, MUST have sections delineated in paper

Identify an individual (non-family, non-PHPB) 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; 12 font, Times New Roman, provide resources using APA if resources are used.

You will need to include a signed, informed consent from patient and family members. This is included in the ‘Forms and Handout’ module in Canvas.

Include and label these sections in your paper:

1. Patient’s verbal account of their story
2. Illness History: onset, symptoms, process to diagnosis
3. Diagnosis: brief explanation of the illness
4. Treatment: as prescribed by the care provider
5. Prognosis: expected outcomes and longevity
6. Impacts of illness to both patient and family: Biological, Psychological, Sociological and Spiritual
7. Challenges the illness imposed to daily functioning and outcomes
8. Reflections: your thoughts and feelings of the experience and relationship with the patient/family – What did you learn about your profession, the patient/family experience and about yourself?

4. **Service** – 20 points total  **DUE: 3/16 and 3/18**

1. First United Methodist Church - 419 NE First Street Gainesville, FL 32601 - Assist with dinner service for individuals who are homeless (10 points)
2. Acts of Service – one service project with class (2 points)
3. Random Acts of Kindness - three random acts of kindness for others (3 points)
4. Summary paper - submit a reflection paper regarding your experience in serving others. (5 points) – Write one paragraph for each experience indicating:
   a. What you did.
   b. The response you received from others
   c. Your reflection thoughts and feelings related to the experience.
5. **Experiential Seminar Facilitation** - 20 points  **DUE AS ASSIGNED**

You will be divided into 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 reading 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 but 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 four weeks prior to presenting. 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 malpractice trial, It needs to supplement the seminar lecture content.
3. Discussion - **Use the text, 'What Patients Say..."** 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/](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/](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 4/6**

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 of and 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.

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, 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:

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

   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.

Points will be deducted from total points for unexcused absences.
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<thead>
<tr>
<th>WEEK</th>
<th>CLASS</th>
<th>Reading/Assignments Due</th>
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<tr>
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<td><strong>ALL DUE ON MONDAY</strong></td>
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<tr>
<td>WEEK 1</td>
<td>1/6</td>
<td>Read: Syllabus</td>
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<td>Review Syllabus</td>
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<td>Planning Groups – assign seminar groups</td>
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<td>Bloom's Taxonomy</td>
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<td>Self-Assessments</td>
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<td>16 Personalities</td>
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<td>Basic PH Requirements</td>
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<td>Week 2</td>
<td>1/13</td>
<td>Read ORFI – Chapters 1-3</td>
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<td>Keepers of Stories</td>
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<td>Planning groups</td>
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<td>Purpose</td>
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<td>Read assigned articles and text for Experiential</td>
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<td><a href="https://hbr.org/2014/05/from-purpose-to-impact">https://hbr.org/2014/05/from-purpose-to-impact</a></td>
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<td>Seminar Facilitation you are planning</td>
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<td><strong>READING Reflection #1:</strong></td>
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<td>Empathy, Reflection, Professions &amp; Trust</td>
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<td>Representation, Affiliation</td>
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<td>Healing Narrative that Includes Everyone</td>
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<td>4. Johna &amp; Rahman (2011). Humanity before Science:</td>
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<td>Narrative Medicine, Clinical Practice, and Medical</td>
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<td><strong>Watch:</strong></td>
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<td>Every Patient Tells a Story</td>
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<td><a href="https://www.youtube.com/watch?v=JMWzQt5tcU">https://www.youtube.com/watch?v=JMWzQt5tcU</a></td>
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<td>Make follow up appointment to review presentation</td>
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<td>with instructor 2 weeks before presentation</td>
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| Week 3 | 1/20 HOLIDAY | **DUE Wednesday**  
READ:  
ORFI – Chapter 6 – 8  
**READING Reflection #2:**  
3. Robertson, K. Active Listening  
**Watch:**  
The Importance of Listening in Healthcare  
[https://www.youtube.com/watch?v=uSNOSIdAKC4](https://www.youtube.com/watch?v=uSNOSIdAKC4)  
Patient & Family Centered Care  
[https://www.youtube.com/watch?v=Tej5g6w34BA](https://www.youtube.com/watch?v=Tej5g6w34BA) | 1/22 WEDNESDAY  
Are You Listening? |
| Week 4 | 1/27 Cultural Caring | **READ:**  
ORFI: Chapter 9  
**READING Reflection #3:**  
2. Prasad, et. al. (2016). Cultural humility: treating the patient, not the illness  
**Complete the quiz at** | 1/29  
Experiential Presentation |
**Week 5**

2/3 End of Life

<table>
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<tr>
<th>READING Reflection #4:</th>
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<tbody>
<tr>
<td>4. Renz, et. al. (2012). Dying is a Transition</td>
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**Watch:**

- The Cost of Dying
  [https://www.youtube.com/watch?v=F6xPBmkrn0g&index=20&list=PLA8C841D6BF5D302F](https://www.youtube.com/watch?v=F6xPBmkrn0g&index=20&list=PLA8C841D6BF5D302F)

- Living to the End of Life
  [https://www.youtube.com/watch?v=u43UfCPQAg&list=PLA8C841D6BF5D302F](https://www.youtube.com/watch?v=u43UfCPQAg&list=PLA8C841D6BF5D302F)

**2/5 Experiential Presentation**
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<th>Week 6</th>
<th>2/10</th>
<th>Uncertainty &amp; Hope</th>
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<td>Hope and Medicine</td>
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<td>ORFI – Chapter 11</td>
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<td><strong>READING Reflection #5:</strong></td>
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**DUE: PATIENT IMMERSION PAPER SUBMIT VIA CANVAS**

2/12 Experiential Presentation
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Reflection</th>
<th>Video</th>
<th>Date</th>
<th>Presentation</th>
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</table>
| Week 7 | 2/17 | Spirituality, Religion & Coping | READ ORFI – CHAPTER 12  
READING Reflection #6:  
4. Steinhorn, et.al. (2017). Healing, spirituality and integrative medicine. |  | 2/19 | Experiential Presentation |
| WEEK 8 | 2/24 | Social Determinants Marginalizing & Exiling the Sick | Watch: Social Determinants  
https://www.youtube.com/watch?v=8PH4JYff4Ns&feature=youtu.be  
A Girl Like Me  
https://www.youtube.com/watch?v=YWyI77Yh1Gg |  | 2/26 | Experiential Presentation |
|       |      |       | READ ORFI – Chapter 13  
READING Reflection #7  
Disparities  
1. Friesen, P. (2016). Personal responsibility within health policy:  
3. Adler, et.al. (2019). Addressing Social Determinants of Health and Health Inequalities  
<table>
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<tr>
<th>WEEK 9</th>
<th>SPRING BREAK 3/2</th>
<th>NO CLASS</th>
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<tr>
<td>WEEK 10</td>
<td>3/9 Ethics Games</td>
<td>READ: ORFI – Chapter 14</td>
<td>3/11 Experiential Presentation</td>
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|       | https://www.usatoday.com/story/news/nation/2020/01/02/texas-cook-childrens-medical-center-take-baby-off-life-support/2796258001/ | READING Reflection #8:  
2. Medical Ethics 101  
4. Kirch & Vernon The Ethical Foundation of American Medicine JAMA, April 8, 2009—Vol 301, No. 14  
Complete Medscape Ethics Survey - link in Ethics Games Module  
WATCH: Medical Volunteerism  
https://www.youtube.com/watch?v=sQQJi0zI6T4 | |
| Week 11 | 3/16 First United Methodist Church – 3-5PM  
419 NE First Street  
Gainesville, FL 32601 | READ: ORFI – Chapter 14 | 3/18 Service – completion of 2 service projects in class |
|       | Watch: How Doctors Think  
https://www.youtube.com/watch?v=h0AEgNQQL5s | READING Reflection #9:  
Colgan, R. MD, The Virtuous Physician, Consultant:  
Volume 54 - Issue 8 - August 2014  
Altruism | |
<p>| WEEK 12 | 3/23 Virtues in Medicine | | 3/25 Experiential Presentation |</p>
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<tr>
<th>Week 13</th>
<th>3/30</th>
<th>Wounded Caregivers – Finding Balance</th>
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<td><a href="https://community-files.ama-assn.org/image/authenticated/s--elt1C1l--/v1521559254/zmxyhtbiqlk10szp8p5f.pdf">https://community-files.ama-assn.org/image/authenticated/s--elt1C1l--/v1521559254/zmxyhtbiqlk10szp8p5f.pdf</a></td>
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<td><strong>READING Reflection #10:</strong></td>
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<td>1. Savett, L.A. Emotionally involved</td>
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<td>Websites to review:</td>
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<td><strong>DUE: FINAL PROJECT</strong></td>
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<td>All students will present final projects.</td>
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<td>Week 14</td>
<td>4/6</td>
<td>Project Presentations</td>
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<td><strong>4/1 Experiential Presentation - Instructor</strong></td>
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