**The House of God**

*By Samuel Shem*

IDH2930 Section 18236

Fall 2018; Monday, 8th period, 3:00-3:50pm

**Location:** LIT0117

**Instructors:**Mary Edwards

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*Office hours scheduled upon request*

\* Special Disclaimer: Joseph Bergman (aka Samuel Shem) originally intended the House of God to be a satire, a way to call attention to the issues with medical training and the health care system in general. Bergman has referred to the HOG as a “fiction of resistance”, a way to reveal and call out the injustices of a system. HOG is not intended to glorify or advocate for medical training and healthcare to operate the way that it is depicted in the book. In reading this book you will be exposed to content that may be shocking or objectionable, in this class we will attempt to help you discuss and process reactions to the content and also introduce you to readings that highlight the positive directions/changes in medical training and the healthcare system.

**Goals and Objectives:**

Course Goal -

By engaging with the House of God (HOG), supplementary readings on topics related to current trends in healthcare (medical humanities, arts-in-medicine, medical humanism, patient-centered care, interprofessional care, and evidenced based practice), and participating in experiential activities, students in this course will explore the change (or lack of change) in the health care system in the last 40 years and consider how they contribute to the current health care environment.

Objectives –

At the end of this course you should be able to:

1. Construct a holistic representation of the *House of God* era health care system based on the protagonist’s experience.
2. Critically describe a variety of current trends in health care education and practice.
3. Integrate knowledge of those trends with knowledge of the current health care system and infer how they shape the healthcare education and practice.
4. Contrast the environment in the HOG with knowledge of the current system and environment.
5. Explain how the wide variety of healthcare professions contribute to team based care based on knowledge of their educational and licensure requirements, typical work environment, job outlook, and other relevant factors.

**Class Description:**

While the primary book for this course is The House of God, additional readings, including essays written more recently by medical students and residents, will provide a greater variety of perspectives. Examples of such essays include selected readings from the book In-Training: Stories from Tomorrow’s Physicians, edited by Ajay Major and Aleena Paul, and sponsored by the Arnold P. Gold Foundation, whose mission is to make humanistic care the gold standard for healthcare. Additional supplementary readings will include seminal scholarly articles illustrating new directions in healthcare and medical education, including reforms to resident physician duty hours. Students will learn about current trends in healthcare (medical humanism, patient-centered care, and interprofessional care) by contrasting and comparing the supplementary readings with the core book. Discussion of interprofessional care and the roles of all healthcare team members will help expose the students to the valuable roles of healthcare professionals outside of medicine and nursing, including physical and occupational therapy, speech-language pathology, audiology, social work, nutrition, public health, and health administration. Through a close examination of the HOG and supplementary readings, students in this course will discuss the change (or lack of change) in the health care system in the last 40 years.

**Class Schedule and Reading Assignments\***

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| --- | --- | --- | --- |
| Date | Topic | Readings/Supplemental Readings | Assignments |
| August 27 | Introductions (to each other and the book/content)Sign up for presentations | None |  |
| September 3 | Labor Day Holiday – No Class |
| September 10 | * First days in the HOG
* First impressions of the book
 | * Shem chapters 1-3 (pages 1-43)
* Samuel Shem Interview
 | In-class presentations startFirst Reflective Journal Entry Due |
| September 17 | * First night Oncall
* Healthcare and Graphic Medicine
 | * Shem chapters 4-5 (pages 44-81)
* Graphic Medicine Manifesto Introduction
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| September 24 | * Gender in healthcare
* Quality Improvement Initiatives
 | * Shem chapters 6-7 (pages 82-117)
* Choosing-Wisely-at-Five
 | Second Reflective Journal Entry Due |
| October 1 | * Interprofessional Education
* Interprofessional Care
 | * No Shem chapters this week
* EW Black, N Stetten, and AV Blue, 2016
 | Project Proposals**Speaker:** **Amy Blue, PhD** |
| October 8 | * Black Crow Awards
* Incentives in Healthcare
* Humanistic Medicine
 | * Shem chapters 8-9 (pages 118-160)
* Montgomery, 2017
 | Proposal feedback returned  |
| October 15 | * Interprofessional Care
* Professional Roles
* Emergency Room
 | * Shem chapters 10-12 (pages 161-194)
* O’Rourke, 2018
 | In class activity: Interprofessional Ethics  |
| October 22 | * Medical Humanities
* Mental Health
* Patient Centered Care
 | * Shem chapters 13-15 (pages 195-239)
* Charon, 2001
 | Tentative **Speaker: Nina Stoyan-Rosenzweig, MS** |
| October 29 | * Work/life balance
* Resident/trainee wellness
* Potts
 | * Shem chapters 16-17 (240-272)
* Moral Injury
* I Felt Alone But I Wasn’t
 | Third Reflective Journal Entry Due |
| November 5 | * Technology/IT in healthcare
* EHRs
* Decision Support
 | * Shem chapters 18-20 (pages 275-300)
* Bates, 2003
* Hedian et al. 2018
 | Final Project check-in (informal) |
| November 12 | Veteran’s Day Holiday – No Class |
| November 19 | * Medical Research Ethics/IRB
* Psychiatry
 | * Shem chapters 21-24 (pages 301-333)
* The Belmont Report, 1979
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| November 26 | Arts in MedicineField-Trip to UF Health AIM | * Shem chapters 25-26 (pages 334-360)
* Windle, 2018
 | In-class presentations endFourth Reflective Journal Entry Due |
| December 3 | Wrap-up Discussions | * NEJM Book Review, 1996
 | Final Projects Due |

\* Please come prepared having read the assigned chapters listed for each class day. Also note that the page numbers listed are based on the 2010 reprint. If you are using a different version the page numbers might not match up and you will need to use the chapter numbers listed. All supplemental readings are available through Canvas and listed according to the week they’re assigned.

**Flexibility Clause:**

We reserve the right to modify the class schedule listed above as needed. Any changes will be made well in advance and you will be immediately notified. Conflicts that arise due to a change in schedule can be discussed with us and will not be held against you. Scheduled Reading Assignments and Graded Assignments should not change, except due to unforeseen circumstances.

**Requirements:**

Note: all assignments must be completed in order to receive credit for the class.

1. Complete reading as assigned and be prepared to discuss in class.
2. Attend a minimum of 13 classes.
3. Graded assignments must be submitted on time. Assignments submitted after the deadline will immediately lose points.

**Special Events:**

* **Field Trip: Tour of UF Health Arts in Medicine**
	+ We have the opportunity to tour the UF Health Arts in Medicine space in the South Tower of Shands Hospital. The field trip is scheduled for class time Monday, November 26th. We will meet as a group in front of the McKnight Brain Institute and walk over together as a class (unless you have made other transportation arrangements). Further details will be discussed in class.
* **Speakers:**
	+ Amy Blue (Discussing interprofessional education and Putting Families First course) - October 8, 2018
	+ Nina Stoyan-Rosenzweig (Providing an overview of medical humanities, including narrative medicine) – October 22, 2018 (tentative)

**Graded Assignments**

1. **In-Class Presentations**

Each student is responsible for leading the first 5 minutes of one class period by giving a brief presentation (under 5 minutes) and answering any subsequent questions. The presentation will be on a health profession (see the list at the end of the syllabus) with which you are unfamiliar or don’t know much about and would like to learn more. For this presentation, please include at least the following information: the required entry-level education for that profession, any licensure or certification they must obtain, work environment, job outlook, how they would contribute to an interprofessional care team, and one thing that surprised you the most about the profession.

For the in-class presentation you will submit a brief (around 250 word) review. These are due by the end of the day of the presentation; all written summaries will be assembled into a booklet and distributed to you and your classmates at the end of the course.

1. **Reflective Journal**

Throughout the course students will complete at least four reflective journal entries. Each entry must be at one page and can contain double spaced narrative writing, drawings, or any combination of the two. Journal entries are due near the beginning, middle, and end of the course (specific dates are indicated in the schedule above) and are timed to allow you to not only reflect on the readings, but also express and process your thoughts and emotions at key points.

1. **Final Project**

The final project should integrate insights learned from the course. You may choose to do an academic paper addressing a topic addressed in the course or produce a creative work, such as a short graphic novel, photographic essay, video, or online content that either describes/advertises a lesser known health profession, introduces a disease, or is otherwise related to themes from the course.

Academic Paper:

* 5-7 pages
* double-spaced
* 12pt Times New Roman font
* MLA citations

Creative Project:

* 3-8 pages (if you’re submitting a video or non-written content, please see the instructors for more detailed instructions).

**Grading:**

* Attendance and in-class participation 30%
* Presentation 15%
* Final Project (includes on-time proposal) 35%
* Reflective Journal (5% for each entry) 20 %

**Grade scale for class points awarded:**

A             93-100

A-           90-92

B+           87-89

B             83-86

B-            80-82

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

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

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

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

**Course website:**

Course website: E-Learning (Canvas) website, <http://lss.at.ufl.edu>

The E-Learning (Canvas) website is where the class syllabus, handouts, notes and assignments will be posted, along with any announcements. This site is also where you will find basic information such as contact information and office hours for the instructors and teaching assistants and about the textbooks. Please remember that you are responsible for all announcements made in lecture and/or posted on the course website for this class.

**Online course evaluation process:**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

**Resources on Health Professions**

* Explore Health Careers: <https://explorehealthcareers.org/>