

UnCommon Reads: Caring for Death: Provider Experiences with Palliative Care Patients IDH2930 Section 0214 Syllabus

CLASS MEETINGS:

Tuesday, 9th period, 4:05-4:55pm
Zoom (located in the Canvas site under “Zoom”)

COURSE WEBSITE:

E-Learning (Canvas) website:
<https://elearning.ufl.edu/>

INSTRUCTORS:

Ariel Pomputius
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We are happy to meet with you virtually by appointment.

DIVERSITY AND INCLUSION STATEMENT:

We intend this course to be helpful and engaging for students of all diverse backgrounds and perspectives and that your learning needs are served in and out of class. It is our intent to present materials and activities that are respectful of diversity: age, culture, disability, ethnicity, gender identity, nationality, race, religion, sexuality, and socioeconomic status. Your suggestions are encouraged and appreciated and can be submitted anonymously at any time through this survey <https://bit.ly/2WA0qPH>

It is our goal to make all class materials and assignments accessible to everyone, using the principles of universal design for learning. In addition, if you require specific academic accommodations, please avail yourself of the resources of the Disability Resource Center (<https://disability.ufl.edu/>, 352-392-8565) and discuss this with us as soon as possible in the semester.

ONLINE COURSE PRIVACY CONSIDERATIONS

Our class sessions may be audio-visually recorded for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE OBJECTIVES AND GOALS:

This course focuses on addressing death and dying as a healthcare provider using the graphic novel “Taking Turns: Stories from HIV/AIDS Care Unit 371” by MK Czerwiec. Taking Turns is a memoir of Czerwiec’s time as a nurse in a Chicago HIV/AIDS unit during the height of the AIDS epidemic in America. As a member of the gay community and an artist, Czerwiec related to her patients and had to address her own questions regarding death and grief as she cared for a ward of dying young people.

Although AIDS is now considered a chronic disease, manageable by tested drug regimens, the early days of the AIDS epidemic were an alarming but important time for the gay community as well as the medical community.

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The relationship between doctors and patients changed, the general public’s understanding of the gay community developed and changed, and, for those on the front lines of caregiving, the understanding of life and death changed. This graphic memoir presents these shifts through the view of a young nurse in the midst of the story, but with the empathy, visual understanding, and deep reflection of an artist and an oral historian.

Students who participate in this course will discuss, in depth:

- the perspective of a novice healthcare provider as they learn to navigate providing care
- the history of the HIV/AIDS epidemic in America and its influences on various communities and the current influences of the novel coronavirus pandemic
- the emotional impact of being part of death and dying as a care provider.

REQUIRED TEXTBOOKS:

Taking Turns: Stories from HIV/AIDS Care Unit 371

By MK Czerwiec

CLASS SCHEDULE AND READING ASSIGNMENTS*:

Date	Topic	Readings/Supplemental Readings	Assignments
September 1	Introductions	“An Introduction to Graphic Medicine” (available in Course Reserves)	Sign up for in-class presentations
September 8	Preparing for a Career in Palliative Care	“ One World One Fight ”, Episode 1	Contemplation on readings
September 15	Providing Care to AIDS patients	“ This is Not Our First Pandemic ” by Sarah Mirk or “ America Isn’t Ready for a Pandemic ” by Whit Taylor	Contemplation on readings
September 22	Adjusting to the New Normal	“ Of Comics and HIV ” by Ian Williams	Contemplation on readings
September 29	Witnessing Patient Death	“ On Dying Alone ‘Behind Every COVID-19 Case, There is a Story’ ” by Ryan Kellman and Kristen Radtke	Contemplation on readings
October 6	Minority Nursing	“ Recognizing history of Black nurses a first step to addressing racism and discrimination in nursing ”, by Keisha Jefferies	Contemplation on readings
October 13	The Patient-Provider Relationship	“ How Isolation is Complicating Care During the Pandemic ”, by Nathan Gray	Contemplation on readings Project Proposal Due
October 20	Boundaries & Difficult Conversations with Patients	COVID Ready Communication Playbook , and Nathan Gray’s Conversations and CALMER comics based on it.	
October 27	Evolving Procedures of Care	“ Explaining Pandemic Triage ”, by Leah R. Eisenberg, Joan M. Henriksen, Felicia G. Cohn, Anita J. Tarzian, Theresa S. Drought, Heather Fitzgerald. Art by Cathy Leamy.	Contemplation on readings

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November 3	Saying Goodbye to Patients	“In/Vulnerable: Douglas, Florence, SC” , by Christopher Harland-Dunaway, Sarah Mirk, and Amanda Pike	Contemplation on readings
November 10	Grief and Hope	“For some people dying alone is not such a bad thing – here’s why” by Glenys Caswell	Contemplation on readings
November 17	Transitions & Advocacy	“Representing AIDS in Comics” by MK Czerwiec and “How The Suffragists Succeeded in Pandemic” by Allyson Shwed	Contemplation on readings
November 24	Memory and Legacy	“How AIDS Changed America” , by David J. Jefferson and “What We Do in a Crisis” , by JB Brager	Contemplation on readings
December 1	The Future of HIV & COVID-19	“AIDS Myths” , by Liza Donnelly and “A Once-in-a-Century Pandemic” by Joyce Rice, Eleri Harris and Sarah Mirk	Contemplation on readings
December 8	Final Project Presentations		Final Projects Due

* Please come prepared having read the assigned chapters listed for each class day.

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.

GRADED ASSIGNMENTS:

Attendance/Participation

Students will be evaluated on participation in classroom discussions, each worth 20 points. The following rubric will be used:

- **0 points:** unexcused absence.
- **5 points:** present but does not contribute.
- **10 points:** contributes to the class, but does not meaningfully add to the flow of conversation
- **15 points:** participates in discussion by adding opinions and answering questions
- **17 points:** creates dialogue with classmates by posing thoughtful questions and engaging with other participants
- **20 points:** makes exemplary contributions to discussion by integrating concepts, introducing novel perspectives, and drawing out contributions from classmates.

A classroom Google Chat will be provided as a supplementary venue for students to share reflections throughout the week; participation in this chat room will be incorporated into the consideration of weekly

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attendance/participation grades. Students will also lead one classroom discussion, providing discussion questions and directing the conversation as needed.

Written/Illustrated Contemplations

Before every class students will submit a reflection on the assigned reading(s). This can contain either 100 words of narrative writing, drawings, or any combination of the two. Contemplations allow you to not only reflect on the readings, but also express and process your thoughts and emotions as you prepare for group discussion.

Final Project

The final project should integrate insights learned from the course. Students will identify a relevant challenge or experience that providers of infectious disease palliative care face, and will create a visual, written, oral, or audiovisual exploration of this topic. A proposal describing your project will be due halfway through the semester.

Assignment	Total Points	Percent of Grade
Attendance/Participation (13)	260	48%
Contemplations (13)	130	24%
Project Proposal	30	6%
Final Project Materials	120	22%
TOTAL	540	100%

Grade scale for class points awarded:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82

More information on grades and grading policies is available here:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

CLASS ATTENDANCE & MAKE-UP POLICY:

Requirements for class attendance, 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>.

Attendance at and participation in class sessions are mandatory, and is worth 40% of the total course grade.

We understand that valid absences may occur. If you have a valid documented excuse and notify us by email in advance, you will be able to make up missed class discussions through written means.

STUDENT RESPONSIBILITIES:

Students are expected to arrive to class on time and to remain in class until the class has been dismissed.

Students are expected to come to class prepared, having completed any required readings and performed any preparatory work that is assigned. While in class, students are expected to participate in class discussion and to

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treat the other students and the instructors with respect and attention. While in class, students should not participate in texting, information seeking or viewing outside of that related to the course task at hand, talking on the phone, or other activities not related to classroom engagement and participation. 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.

ONLINE COURSE EVALUATION PROCESS:

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

ACADEMIC HONESTY:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code". 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." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructors in this class.

RESOURCES FOR ADDITIONAL HELP:

Health and Wellness

- U Matter, We Care:
- If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- Counseling and Wellness Center: <https://counseling.ufl.edu/>, 392-1575
- UF Title IX: inform@titleix.ufl.edu, 352-273-1094
- University Police Department, 392-1111 (or 9-1-1 for emergencies), <http://www.police.ufl.edu/>

Academic Resources

- E-learning technical support, <https://lss.at.ufl.edu/help.shtml>, 352-392-4357 (select option 2), Learning-support@ufl.edu
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

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UF Student Success

For improving study skills to connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to <http://studentsuccess.ufl.edu>