

# Evolving Perspectives in Modern Healthcare: *Baby Doctor* and Residency Narratives; IDH2930-26854 0250 Syllabus

## CLASS MEETINGS:

Tuesday, 1:55-2:45 pm  
Little Hall 119

## COURSE WEBSITE:

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

## REQUIRED TEXTBOOK:

**Baby Doctor** by Perri Klass. This book will be supplemented by additional readings, listed below and available through Course Reserves.

## INSTRUCTORS:

This is a team-taught course. You are welcome to contact either of us via our information below or through Canvas messaging. If you email us directly, please use your “.ufl” account and include your name in the body of the email. We’re both located in the Health Science Center Library (Communicore Building), and we will be happy to meet with you upon request.

Mary Edwards  
[meedwards@ufl.edu](mailto:meedwards@ufl.edu); 352-273-8421

Lauren Adkins  
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## 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/2MjVME7>

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.

## COURSE OBJECTIVES AND GOALS:

By engaging with *Baby Doctor*, 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 20 years and consider how they contribute to the current health care environment.

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

- 1) Construct a holistic representation of the *Baby Doctor* (1980's) 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.

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- 4) Contrast the environment in *Baby Doctor* with knowledge of current systems 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.

### SCHEDULE OF TOPICS AND ASSIGNMENTS\*:

Date	Topic(s)	Readings	Assignments and In-class Activities
Aug. 24	<ul style="list-style-type: none"> <li>• Introductions (to each other and the book/content)</li> <li>• Sign up for presentations</li> <li>• Brainstorm ground rules for discussion</li> </ul>	None	In class activity: Baby photo sharing
Aug 31	<ul style="list-style-type: none"> <li>• EBM Intro</li> <li>• First impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Class Intro – chapter 1 (pages xiii-22)</li> <li>• Why do we need EBM?</li> </ul>	In-class presentations start First Reflective Journal Entry Due
Sept. 7	<ul style="list-style-type: none"> <li>• Wards</li> <li>• Interprofessional Education &amp; Care -</li> </ul>	<ul style="list-style-type: none"> <li>• Class chapters 2 (pages 23-67)</li> </ul>	Guest Speaker: Amy Blue, PhD
Sept. 14	<ul style="list-style-type: none"> <li>• Professionalism/Professional Roles</li> <li>• Imposter Syndrome</li> <li>• Death and Dying</li> </ul>	<ul style="list-style-type: none"> <li>• Class chapters 3 (pages 69-109)</li> <li>• Pinto-Powell 2018</li> </ul>	In class activity: Interprofessional Ethics Second Reflective Journal Entry Due
Sept. 21	<ul style="list-style-type: none"> <li>• Plagiarism</li> </ul>	<ul style="list-style-type: none"> <li>• Class chapters 4-6 (pages 111-158)</li> <li>• Charon, 2001</li> </ul>	In class activity: plagiarism
Sept. 28	<ul style="list-style-type: none"> <li>• Palliative Care</li> <li>• Humanistic Medicine</li> <li>• Patient-Centered Care</li> </ul>	<ul style="list-style-type: none"> <li>• Class chapters 7 (pages 159-178)</li> <li>• Montgomery, 2017</li> </ul>	In-class searching activity <b>Note:</b> Please bring a laptop, tablet, or similar device to class.
Oct. 5	<ul style="list-style-type: none"> <li>• Health Disparities</li> <li>• Changes in Medical Science</li> <li>• Video discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Class chapter 8 (pages 179-218)</li> <li>• Unnatural Causes clip</li> <li>• Class blog post</li> </ul>	In class activity: HIV Clinician Panel Video Project Proposals due
Oct. 12	<ul style="list-style-type: none"> <li>• Work/life balance</li> <li>• Resident/trainee wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Class chapter 9 (pages 219-236)</li> <li>• Moral Injury</li> <li>• I Felt Alone But I Wasn't</li> </ul>	Proposal feedback returned

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Oct. 19	<ul style="list-style-type: none"> <li>• Medical Humanities &amp; Narrative Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• None – potential speaker</li> </ul>	Hold for potential speaker
Oct. 26	<ul style="list-style-type: none"> <li>• Rural vs Urban Medicine</li> <li>• Health Disparities Reprised</li> </ul>	<ul style="list-style-type: none"> <li>• Klass chapter 10 (pages 237-269) <ul style="list-style-type: none"> <li>• Acorn Clinic Article</li> </ul> </li> </ul>	Third Reflective Journal Entry Due
Nov. 2	Representation in Healthcare	<ul style="list-style-type: none"> <li>• Klass chapters 11-12 (pages 271-300)</li> <li>• Minorities in Medicine</li> <li>• Women in Medicine</li> </ul>	
Nov. 9	Medical Ethics	<ul style="list-style-type: none"> <li>• Klass chapter 13 – Final Note (pages 301-346)</li> </ul>	
Nov. 16	<ul style="list-style-type: none"> <li>• Healthcare and Graphic Medicine</li> <li>• Arts in Medicine/Health –</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Medicine Manifesto Introduction</li> <li>• Sonke, 2020</li> </ul>	
Nov. 23	Arts in Medicine – Virtual Field Trip experience	<ul style="list-style-type: none"> <li>• Windle, 2018</li> </ul>	Fourth Reflective Journal Entry Due
Nov 30	Wrap-up Discussions from the book		
Dec 7	Final Project Presentations		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.

### CLASS FORMAT:

This course is designed to be interactive and discussion-based. Each class session will involve a discussion of the assigned Klass chapters and supplementary readings. Throughout the course there will also be a number of in-class activities and special events. Homework assignments and the final project give you an opportunity reflect further on course readings, learn about a different health profession, and extend what you have learned in class.

### Special Events:

- **Virtual Field Trip Experience: Tour of UF Health Arts in Medicine**
  - In lieu of a face-to-face tour of the Arts in Medicine space in the South Tower, we will have a virtual exploration of Arts-in-Medicine to learn how UF and UFHealth are leaders in this area. Further details will be discussed in class.
- **Virtual Speakers:**

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- Amy Blue (Discussing interprofessional education and Putting Families First course) - Date TBD
- Paulette Hahn or Nina Stoyan-Rosenzweig (Providing an overview of medical humanities, including narrative medicine) – Date TBD

## GRADING:

Assignment	Description	Total points available	Percentage of final grade
Class participation	For each class day other than last class (12 days), 5 points each	60	30%
In-class presentation	5-minute presentation	30	15%
Reflective journal entries	Four total, 10 points each	40	20%
Final Project	Includes on-time proposal	70	35%

## Graded Assignments:

### 1) Class Participation

The rubric for grading in-class participation is:

- 5 points = makes significant contributions to discussion by integrating concepts, introducing novel perspectives, and drawing out contributions from classmates
- 3 points = participates in discussion by adding an opinion, posing thoughtful questions, and answering questions
- 1 point = present but does not contribute
- 0 points = unexcused absence

We understand that valid absences may occur. You will be able to make up missed class discussions through written means if you notify us in advance (maximum of 3 classes). Overall requirements for class attendance in this course are consistent with university policies that can be found at:

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

### 2) In-Class Presentations

Each student is responsible for leading the first 5 minutes of one class period by giving a brief presentation and answering any subsequent questions. The presentation will be on a health profession (see the link 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.

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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.

### **3) Reflective Journal Entries**

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

### **4) 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.

In order to assist you in planning ahead and ensure that your final project plan is appropriate to the course, you will be asked to submit a brief project proposal about half-way through the course. We understand that as the class progresses you may change the topic or format of your final presentation, which is fine. Please make sure you inform us of any such changes at least two weeks before the project is due.

#### 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).

### **Grade scale:**

Your final grade will be based on the percentage of the total points earned as follows:

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

### **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/>.

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## UNIVERSITY HONESTY POLICY:

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 (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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 let us know.

## RESOURCES FOR ADDITIONAL HELP:

### Health and Wellness

- U Matter, We Care:  
If you or a friend is in distress, please contact [umatter@ufl.edu](mailto: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](mailto: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](mailto: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/>

## RESOURCES ON HEALTH PROFESSIONS:

- MedlinePlus Health Occupations: <https://medlineplus.gov/healthoccupations.html>
- Explore Health Careers: <https://explorehealthcareers.org/>