

IDH3931-3030(27764) - Interdisc Junior Honors

Exploring the health humanities, Fall 2022.

Instructor: Nina Stoyan-Rosenzweig, nstoyan@ufl.edu, 273-8406

Office: Communicore building, C2-203B

Course meeting time: Monday Period 10 (5:10-6:00), Wednesday Period 10 & 11 (5:10-7:05)

Course location: Lit 119 (room may be subject to change)

This course serves as an introduction to the health humanities, examining how they play an essential role in understanding and shaping the trajectory of health, healthcare, and health practice- particularly through narrative- and their role in promoting understanding of environmental, historical, cultural, and socioeconomic issues impacting health.

It is a 3 credit class course that focuses on developing strong critical thinking skills and emphasizing textual (in all senses of the word) analysis, close reading, reflective writing, and a multidisciplinary analysis of health and health related issues.

Goals:

Students taking the class will develop

- An understanding of the role of health humanities in healthcare and health practices
- An understanding of how humanities illuminate understanding of the human condition and human body in its states of health and illness.
- An understanding of the role of arts and humanities in health promotion.
- An understanding of how health issues and health systems shape culture and in turn are shaped by them.
- Knowledge of the role of biospsychosocial issues in the experience of illness.

Course Schedule: please read watch material for discussion on date indicated on the schedule. Assignment descriptions will be listed on the course elearning site.

Date	Topic Other materials of interest	Quotes and thoughts
What are health humanities- a brief history- and why do we study them?		
W, 8/24	[Please watch/read materials before coming to class] Health Humanities in medicine Danielle Ofri- https://danielleofri.com/powerful-tool-medicine/	“We define the term "medical humanities" broadly to include an interdisciplinary field of humanities

	<p>Health humanities in the world – telling stories with film [Watch via Kanopy- a streaming service to which UF subscribes- https://www.kanopy.com/en/ufl/video/10419794</p> <p>The first cancer blog?: Leroy Siever- [Read article and links to his blog in the article] https://www.npr.org/templates/story/story.php?storyId=92028479 https://archives.cjr.org/feature/the_cancer_report.php https://www.seacoastonline.com/story/news/local/portsmouth-herald/2008/08/24/leroy-sievers-my-cancer-blog/52290910007/</p> <p>Watch “Why Doctors Write” – I will provide info on accessing</p>	<p>(literature, philosophy, ethics, history and religion), social science (anthropology, cultural studies, psychology, sociology), and the arts (literature, theater, film, multimedia and visual arts) and their application to healthcare education and practice. The humanities and arts provide insight into the human condition, suffering, personhood, and our responsibility to each other. They also offer a historical perspective on healthcare. Attention to literature and the arts helps to develop and nurture skills of observation, analysis, empathy, and self-reflection -- skills that are essential for humane healthcare. The social sciences help us to understand how</p>
--	--	--

		<p>bioscience and medicine take place within cultural and social contexts and how culture interacts with the individual experience of illness and the way healthcare is practiced.” http://medhum.med.nyu.edu/about (Links to an external site.)</p>
<p>Exploring the range and scope of humanities: medicine and the human touch; health humanities and wellness</p>		
<p>M, 8/29</p>	<p>Abraham Verghese A Doctor’s Touch- https://www.youtube.com/watch?v=sxnlvwrpf_c</p> <p>KevinMD- https://www.kevinmd.com/2018/04/the-human-touch-in-medicine-good-or-bad.html</p> <p><u>Some of the challenges in the health system driving development of health humanities</u> Empathy decline in medical school https://pubmed.ncbi.nlm.nih.gov/19707055/</p> <p>Abraham Verghese- A linguistic prescription for ailing communication https://www.youtube.com/watch?v=Eg_GwMr4lpY</p> <p>Promoting wellness in medical education- The Fundamental Role of the Arts and Humanities in Medical Education. Lisa Howley, Elizabeth Gauferg, Brandy King, https://www.aamc.org/about-us/mission-areas/medical-education/frahme</p> <p>Promoting wellness- physiological changes from writing about trauma- James Pennebaker https://www.dropbox.com/s/u0iufzmkesbuewe/Pennebaker1997_PsychoSci.pdf?dl=0 Under Writing and Health link: https://liberalarts.utexas.edu/psychology/faculty/pennebak</p>	
<p>The importance of telling stories- why tell them? Understanding health narratives from a neurobiological and a literary perspective Narrative Medicine</p>		
<p>W, 8/31</p>	<p>Watch these TED Talks- https://www.ted.com/playlists/756/why_do_we_tell_stories</p>	<p>Pulse Readings- 15 selections from 2011 (be</p>

	<p>Writing in Healthcare: who writes and why- https://www.trishakpaul.com/writing</p> <p>The Brain https://www.paladinww.com/uploads/6/5/0/8/65089471/why_your_brain_loves_good_storytelling_1_.pdf</p> <p>https://neuroleadership.com/your-brain-at-work/the-neuroscience-of-storytelling/#:~:text=When%20we%20see%20or%20hear,Stephens%2C%20Lauren%20J.</p> <p>https://www.researchgate.net/profile/Frederick-Aldama/publication/275674049_The_Science_of_Storytelling_Perspectives_from_Cognitive_Science_Neuroscience_and_the_Humanities/links/56a432cc08aef91c8c12f144/The-Science-of-Storytelling-Perspectives-from-Cognitive-Science-Neuroscience-and-the-Humanities.pdf</p> <p>Rita Charon- Honoring the stories of illness https://www.youtube.com/watch?v=24kHX2HtU3o</p> <p>Sayantani Dasgupta- Narrative Humility https://www.youtube.com/watch?v=gZ3ucjmcZwY</p>	<p>prepared to share your responses to one of those you chose to read</p>
<p>M, 9/5</p>	<p>Labor Day Holiday- No Class</p>	
<p>Forms of illness narratives And How does the act of telling stories impact health and define us as individuals</p>		
<p>W, 9/7</p>	<p>Kristen Fox https://themighty.com/topic/gastroparesis/a-letter-to-the-sibling-who-makes-my-life-with-chronic-illness-better</p> <p>Watch Kristen Fox talk in class</p> <p>C. Dale Young http://cdaleyong.com/ https://www.poetryfoundation.org/poets/c-dale-young - read <i>Blue Springs</i>.</p> <p>https://www.theparisamerican.com/c-dale-young-poetry.html - read <i>Eclipse</i>.</p>	<p>How do you like to tell stories? Share forms of narratives: visual, dance, music, graphic medicine...</p> <p>First reflective essay due</p> <p>https://illnessnarratives.com/category/dance-2/</p>
<p>T, 9/8</p>	<p>Museum Nights- meet at the Harn Museum of Art 6PM Observation activity</p>	
<p>The visual arts in the art museum and in medicine</p>		

M, 9/12	<p>https://rxmuseum.org/</p> <p>Chisolm, Margaret S., Margot Kelly-Hedrick, Mark B. Stephens, Flora Smyth Zahra. "Transformative Learning in the Art Museum: A Methods Review." (Fam Med. 2020;52(10):736-40.) doi: 10.22454/FamMed.2020.622085</p> <p>Kagana, H. J., M. Kelly-Hedrickb, E. Benskin, S. Wolffed, M. Suchaneke and M. S. Chisolm. "Understanding the role of the art museum in teaching clinical-level medical Students." <i>Medical Education Online</i> 2022, VOL. 27, 2010513 https://doi.org/10.1080/10872981.2021.2010513</p> <p>Moniz, T., M. Golafshani, C. M. Gaspar, N. E. Adams, P. Haidet, J. Sukhera, R. L. Volpe, C. de Boer, and L. Lingard. "How Are the Arts and Humanities Used in Medical Education? Results of a Scoping Review." <i>Academic Medicine</i>, Vol. 96, No. 8 / August 2021</p> <p>Williams, R. & C. Zimmermann. "Twelve Tips for Starting a Collaboration with an Art Museum." <i>Journal of Medical Humanities</i> (2020) 41:597–601</p>	Pulse Readings- read 15 selections from 2012 and be prepared to discuss one.
Drawing together: graphic medicine and the visual arts		
W, 9/14	<p>https://www.youtube.com/watch?v=xGhAft6Rnno</p> <p>Graphic medicine and medical school- https://sites.psu.edu/graphicnarratives/</p> <p>Graphic Medicine Manifesto https://www.graphicmedicine.org/book-series/graphic-medicine-manifesto/</p>	Read and discuss: <u>When Stars are Scattered</u>
Music and healing		
M, 9/19	<p>https://www.youtube.com/watch?v=EtXP--rLyBY</p> <p>https://www.youtube.com/watch?v=xvjKlKgt2gc</p> <p>https://www.youtube.com/watch?v=31iuh9pfFwg</p> <p>https://www.youtube.com/watch?v=3fBX7TeBGDk</p>	
Music and healing		
W, 9/21	<p>https://www.youtube.com/watch?v=gRVjfRXt1Mc</p> <p>https://www.youtube.com/watch?v=lar_P58JUVC</p>	Pulse Readings – Read 15 selections from 2013 and be prepared to discuss one..
History as a health humanity- what, apart from the history, do we learn from the study of history?		
M, 9/26	The goals and foibles of the scientific method: Eugenics	

History and Oral History		
W, 9/28	Polio Narratives- https://librarypress.domains.uflib.ufl.edu/my-scrapbook-of-my-illness-with-polio-2/	
Understanding Dis-ease- epidemic disease and history		
M, 10/3	Watch https://vimeo.com/95088905 Readings TBA	
Understanding Dis-ease and the social response- HIV/AIDS & COVID-19		
W, 10/5	Readings TBA	
History of the American Health System		
M, 10/10	Readings TBA	
History of the American Health System & Healthcare systems and health beliefs		
W, 10/12	Reading TBA	
What is Health: culturally defined health practices- FGC?		
M, 10/17	Watch these TED Talks: Nawal Nour- https://www.youtube.com/watch?v=Q4sh5bHLi8I Kakenya Ntaiya- https://www.ted.com/talks/kakenya_ntaiya_a_girl_who_demanded_school?language=en https://www.kakenyasdream.org/kakenyas-story Nice Lenglete- https://www.youtube.com/watch?v=oaluLnqgs84 https://www.youtube.com/watch?v=8sMwxH7d3Y	
Disease and stigma: mental illness, STIs, and cancer		
W, 10/19	Watch “Heaven is a Traffic Jam on the 405: A Portrait of an Artist Coping with Mental Illness” on Kanopy	
Healthcare training and the health humanities		
M, 10/24		Read and Discuss: <u>What Patients Taught me</u> First book review due
Does the doctor know best? Health humanities, medical authority and healthcare		
W, 10/26	Readings/Videos TBA	
Challenges and concerns with medical authority- examples (Eugenics, Guatemala, and Tuskegee)		
M, 10/31		Second Reflective essay due
Biomedical ethics as a form of the humanities		
W, 11/2		

The aesthetic experience, humanities, and nature: reflective writing & nature photography.		
M, 11/7	<p>Read one of the following- Annerstedt, Matilda. 2011 "Nature-assisted therapy: Systematic review of controlled and observational studies." Scand J Public Health June 2011 vol. 39 no. 4 371-388</p> <p>Minimum Time Dose in Nature to Positively Impact the Mental Health of College-Aged Students, and How to Measure It: A Scoping Review. Genevive R. Meredith,^{1,2,3,*} Donald A. Rakow,^{3,4} Erin R. B. Eldermire,⁵ Cecelia G. Madsen,¹ Steven P. Shelley,¹ and Naomi A. Sachs. Front Psychol. 2019; 10: 2942.</p> <p>Bonham-Corcoran, M., Armstrong, A., O'Briain, A., Cassidy, A. and Turner, N. (2022), "The benefits of nature-based therapy for the individual and the environment: an integrative review", Irish Journal of Occupational Therapy, Vol. 50 No. 1, pp. 16-27. https://doi.org/10.1108/IJOT-06-2021-0015</p>	
Shinrin yoku: Nature and healing: Meet at the Wilmot Gardens		
W, 11/9	<p>https://wilmotgardens.med.ufl.edu/programming-2/about-therapeutic-horticulture-at-uf/</p> <p>Li, Qing. "Effect of forest bathing trips on human immune function." Environ Health Prev Med. 201;0 Jan; 15(1): 9–17.</p> <p>Li Q1, Kobayashi M, Inagaki H, Hirata Y, Li YJ, Hirata K, Shimizu T, Suzuki H, Katsumata M, Wakayama Y, Kawada T, Ohira T, Matsui N, Kagawa T. "A day trip to a forest park increases human natural killer activity and the expression of anti-cancer proteins in male subjects." J Biol Regul Homeost Agents. 2010; Apr-Jun;24(2):157-65.</p> <p>Li Q1, Morimoto K, Nakadai A, Inagaki H, Katsumata M, Shimizu T, Hirata Y, Hirata K, Suzuki H, Miyazaki Y, Kagawa T, Koyama Y, Ohira T, Takayama N, Krensky AM, Kawada T." Forest bathing enhances human natural killer activity and expression of anti-cancer proteins." Int J Immunopathol Pharmacol. 2007; Apr-Jun;20(2 Suppl 2):3-8.</p>	
Why Doctors Write...		
M, 11/14		<p>Discuss <i>The Beauty in Breaking</i></p> <p>Second book review due</p>
Arts and Healing- arts and activism		
W, 11/16	<p>https://time.com/5042560/libya-slave-trade/</p> <p>Sunny Camara https://www.youtube.com/watch?v=xvjKIGt2gc</p> <p>Fatoumata Diawara https://www.youtube.com/watch?v=4gmGL5SqhaY</p>	

	https://www.youtube.com/watch?v=piXLHdmAEMQ Manu Chao https://www.youtube.com/watch?v=Wm0hI0ajanc	
M, 11/21	Out of class assignment- No Class Meeting	
W, 11/23	Thanksgiving Holiday No Class	
Discuss Out-of-class assignment		
M, 11/28		
Arts and Healing- on the ground		
W, 11/30		
Student presentations		
M, 12/5		
Student presentations		
W, 12/7		

Required texts:

Harper, Michele. The Beauty in Breaking. (2021)

Jamieson, Victoria, Omar Mohamed, and Iman Geddy. When Stars are Scattered. (2020)

Pulse: Voices from the Heart of Medicine: Editors' picks: a third anthology. (2016)

Young, Audrey. What Patients Taught Me. (2007)

Also various videos, websites, readings, and journal articles that will be listed in the syllabus and on the course website.

Recommended sites for resources:

Kanopy- UF subscribes to this streaming service. Not all films list are immediately available but we can request certain ones if we do so early enough in the semester. <https://www.kanopy.com/en/uf>

NYU Literature, Arts, and Medicine Database- <https://medhum.med.nyu.edu/about>

Grading:

Students will be graded based on the following assignments:

Participation in class discussions (30 points)

Project (30 points)

2 Book Reviews (10 points each- 20 points total)

2 Reflective Essays (5 points each- 10 points total)

1 Reflection on Field Trip (10 points)

Attendance:

Attendance in this very discussion-based course is mandatory. It is understood that valid absences may occur. If you have a valid documented excuse and notify the instructor by email in advance, you will be able to make up missed class discussions through written means.

Two absences will be allowed without a deduction of points; every absence beyond two will result in a reduction of three points from the final grade. Two additional absences documented by a doctor's note can be made up through attendance at pre-approved course-related community events.

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>

Late and Missed Work:

A passing grade in the class is dependent upon completion of all work. Thus there is no allowance made for missed assignments. Work may be submitted late with permission from the instructor and points will be subtracted at the rate of one point per day unless other arrangements have been made. No homework/assignment will be accepted late without formal documentation of illness, previous agreement/discussion or family emergency. Specifically, the student will need to have the Dean of Students Office (P202 Peabody Hall) send a formal accommodation document to course faculty stating that the student was unable to complete the homework on the scheduled date due to illness or family emergency. These notes from the Dean's Office must be received by course faculty within 3 business days after the homework is due.

MATERIALS AND SUPPLIES FEES: There are no materials and supplies fees assessed for this class.

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.

Spontaneity clause:

Due to the experiential nature of this course, the instructor may alter this syllabus as needed to accommodate class pace, interests, and/or special challenges or opportunities that may arise.

<u>Point Range (%)</u>	<u>Letter Grade</u>
91% and above	A
87%-90%	A-
83%-86%	B+
80%-82%	B
77%-79%	B-
73%-76%	C+

70%-72%	C
65%-69%	C-
55%-64%	D
54% and below	E

UF GRADING POLICIES:

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

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 course-related information. 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/> (Links to an external site.). (Links to an external site.)

MATERIALS AND SUPPLIES FEES:

There are no materials and supplies fees assessed for this class.

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 ((Links to an external site.)<https://sccr.dso.ufl.edu/process/student-conduct-code/> (Links to an external site.)) (Links to an external site.) 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 class instructor.

Academic dishonesty cannot be tolerated. All persons involved in cheating or plagiarism will receive a zero on the affected assignment or quiz, and will be reported to the Dean of Students Office.

STUDENT DEMEANOR & RESPONSIBILITY

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 treat the other students and the instructor 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.

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.

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.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.