

# UnCommon Reads: Exploring Women's Health Through Patient Narrative IDH2930 Section 2037 Syllabus

## CLASS MEETINGS:

Tuesdays, 9<sup>th</sup> period, 4:05-4:55pm  
Communicore Building, Room C2-41A  
(HSC Library Collaboration Center)

## COURSE WEBSITE:

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

## INSTRUCTORS:

Ariel Pomputius  
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352-273-8410

*We are happy to meet with you 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.

## COURSE OBJECTIVES AND GOALS:

This course is designed to explore women's health and patient narratives through the comparison of two texts: a personal memoir from a woman struggling with undiagnosed endometriosis and her issues with advocating for her own health with disbelieving providers, and a graphic memoir about the author's difficult experiences with conception and pregnancy. Students who participate in this course will discuss, in depth:

- Issues of the unique challenges and concerns of women regarding their health, particularly their reproductive health,
- The use of patient narratives as tools for processing and advocating for women's health,
- The difficulties of navigating the health care system,
- Gender disparities in healthcare and women's fraught history with the medical establishment, and
- The use of graphic medicine for sharing patient narratives.

## REQUIRED TEXTBOOKS:

*Ask Me About My Uterus: A Quest to Make Doctors Believe in Women's Pain*

By Abby Norman

*Kid Gloves: Nine Months of Careful Chaos*

By Lucy Knisley

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**CLASS SCHEDULE AND READING ASSIGNMENTS\*:**

Date	Topic	Readings/Supplemental Readings	Assignments
January 8	Introduction to Graphic Medicine and Consumer Health		Sign up for in-class presentations
January 15	In the Beginning	Knisley: Introduction Norman: Prologue and Chapter 1	Contemplation on readings
January 22	Women’s Health in Context	Knisley: A Little History Norman: First Half of Chapter 2 Alexandra Beguez and Sarah Mirk: <a href="#">“The Dark History of Hysteria.”</a>	Contemplation on readings
January 29	First Encounters	Knisley: The First Try Norman: Second Half of Chapter 2 Lily Williams: <a href="#">“Endometriosis is so much worse than a bad period: My 14 year journey with the illness, in comic form.”</a> Chari Pere. <a href="#">“Miscarried, the Comic.”</a>	Contemplation on readings
February 5	Mind-Body Connection	Knisley: Kid Gloves Norman: First Half of Chapter 3 Whit Taylor: <a href="#">“The Myth of the Strong Black Woman.”</a>	Contemplation on readings
February 12	Medical Decision-Making	Knisley: The Foul First Norman: Second Half of Chapter 3	Contemplation on readings
February 19	Family Social Support	Knisley: The Sleepy Second Norman: Chapter 4	Contemplation on readings Project Proposal Due
February 26	Patient Narratives	Knisley: The Eternal Third Norman: Chapter 5	Contemplation on readings
March 4	Spring Break—No Class		
March 11	Field Trip to SAW		
March 18	Patient Empowerment (Sexual and Reproductive Health)	Norman: Chapter 6 Alex Assan: <a href="#">“Vestibulodynia.”</a>	Contemplation on readings
March 25	Childbirth	Knisley: Birth Story	Contemplation on readings
April 1	Patient Advocacy	Norman: Chapter 7	Contemplation on readings
April 8	Loss and Acceptance	Knisley: Coming Home Norman: Chapter 8	Contemplation on readings
April 15	The Next Step and Life Changes	Knisley: Afterword Norman: Chapter 9 and Epilogue	Contemplation on readings
April 22	Wrap-up Discussions		Final Projects Due

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

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## 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:

### In-Class Presentations

Each student is responsible for leading the first 5 minutes of a class period with a brief presentation on a medical myth of your choosing related to women's health. For the in-class presentation, you will submit a brief (around 250 word) description of the myth and the truth behind it (with citations), due by the end of the day of the presentation. All presentations will be assembled into a pamphlet and distributed to you and your classmates at the end of the course.

### 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. You will create your own visual, written, oral, or audiovisual representation of a fictional, biographic, or autobiographic patient narrative on a topic inspired by classroom discussions. A proposal describing your project will be due halfway through the semester.

Assignment	Total Points	Percent of Grade
Attendance/Participation (12)	240	40%
Reflections (12)	120	20%
Project Proposal	30	5%
In-Class Presentation	90	15%
Final Project Materials	120	20%
TOTAL	600	100%

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.

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## 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 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

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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](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/>