

Ask Me About my Uterus: A Quest to Make Doctors Believe in Women's Pain; IDH2930-28647 Section 24S1 Syllabus

CLASS MEETINGS:

Thursday, 1:55-2:45 pm (7th Period)
HVR1 114

COURSE WEBSITE:

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

REQUIRED TEXTBOOK:

Ask Me About My Uterus: A Quest to Make Doctors Believe in Women's Pain by Abby Norman.

ISBN-10: 1568585810

ISBN-13: 978-1568585819

This book might 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; 352-273-8421

Lauren Adkins
lauren.adkins@ufl.edu; 352-273-8444

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:

The course is designed to explore the history and practice of women's health, and the collective struggle of healthcare consumers to have their experiences heard and recognized by the medical establishment, though the lens of the story of Abby Norman's medical journey. In addition, larger themes related to discrimination, disease stigma, caregiver burden, and the emotional and financial cost of "getting well" will be explored. Students who participate in this course will discuss, in depth:

- The growth of knowledge in the health sciences, and the challenges of disseminating new discoveries and implementing research findings into practice.
- The limitations of health science in understanding and treating the human body.

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- The role of health care professionals in reconciling patient experience with their medical training.
- The financial realities of the health care process.
- Specific issues related to women and minority health.
- Patient engagement in the health care process.

SCHEDULE OF TOPICS AND ASSIGNMENTS*:

Date	Topic(s)	Readings	Assignments and In-class Activities
Jan. 11	<ul style="list-style-type: none"> • Introductions (to each other, the course and the book/content) • Brainstorm ground rules for discussion 	None	
Jan. 18	<ul style="list-style-type: none"> • Symptom Onset (Pain) 	<ul style="list-style-type: none"> • Prologue • Chapter 1 	First 100-word reflection Due
Jan. 25	<ul style="list-style-type: none"> • Diagnosis Part 1: Signs and Symptoms 	<ul style="list-style-type: none"> • First half of Chapter 2 (until “After I left school”) 	100-word Reflection
Feb. 1	<ul style="list-style-type: none"> • Diagnosis Part 2: Etiology 	<ul style="list-style-type: none"> • First half of Chapter 3 (until “When I was about 12 years old”) 	100-word reflection
Feb. 8	<ul style="list-style-type: none"> • Patient History Part 1: The Mind-Body Connection 	<ul style="list-style-type: none"> • Second half of Chapter 3 	100-word reflection
Feb. 15	<ul style="list-style-type: none"> • Patient History Part 2: Medical Decision Making 	<ul style="list-style-type: none"> • Chapter 4 • Supplemental Readings 	100-word reflection
Feb.22	Family/Social Support	<ul style="list-style-type: none"> • Chapter 5 	Project Proposals due 100-word reflection
Feb. 29	<ul style="list-style-type: none"> • Patient Narratives 	<ul style="list-style-type: none"> • First half of chapter 6 	100-word reflection
March 7	<i>SPRING BREAK HOLIDAY – NO CLASS</i>		
March 14	<ul style="list-style-type: none"> • Sexual/Reproductive Health 	<ul style="list-style-type: none"> • Second half of Chapter 6 	100-word reflection Proposal feedback returned
March 21	<ul style="list-style-type: none"> • Patient Empowerment 	<ul style="list-style-type: none"> • Chapter 7 	100-word reflection
March 28	<ul style="list-style-type: none"> • Patient Advocacy 	<ul style="list-style-type: none"> • Chapter 8 	100-word reflection
April 4	<ul style="list-style-type: none"> • Loss 	<ul style="list-style-type: none"> • Chapter 9 & Epilogue 	100-word reflection
April 11	<ul style="list-style-type: none"> • Complications 	<ul style="list-style-type: none"> • Supplemental Readings 	Fourth Reflective Journal Entry Due
April 18	In Class Discussion of Final Project		
April 25	<i>No Class</i>		Final Projects Due

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* Please come prepared having read the assigned chapters listed for each class day. Any 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 Class chapters and supplementary readings. Throughout the course there will also be a number of in-class activities and special events. The reflections, in-class presentations, and 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.

GRADING:

Assignment	Description	Total points available	Percentage of final grade
Class participation	For each class day other than last class (12 days), 10 points each	120	20%
Project Proposal/Abstract	Written abstract	30	5%
Reflections	12 at 10 points each	120	20%
Project Presentation	In-class presentation	90	15%
Final Project	Submitted final project	240	40%
TOTAL		600	100%

Graded Assignments:

1) Class Participation

The rubric for grading in-class participation is:

- 10 points = makes significant contributions to discussion by integrating concepts, introducing novel perspectives, and drawing out contributions from classmates
- 5 points = participates in discussion by adding an opinion, posing thoughtful questions, and answering questions
- 2.5 points = 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) Final Project Abstract

The final project consists of three assignments: a written abstract, a 5-minute presentation on your narrative, and the narrative itself. For the abstract, you need to briefly describe your patient/provider narrative, including an explanation of why you chose the person/role that you did, what health problem/specialty they are dealing with, and whether the patient/provider narrative is fictional,

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biographical, or autobiographical. If you have already decided on specific themes or messages you want to share through the narrative, feel free to include them in your abstract as well.

For details on writing a good abstract, check out these writing resources: <https://writing.ufl.edu/writing-studio/writing-resources/>

If you have any questions, please reach out to us for guidance.

3) 100-Word Reflections

Throughout the course students will complete brief (100 word) weekly reflections. Each entry can contain double spaced narrative writing, drawings, or any combination of the two.

4) Final Project

The final project should integrate insights learned from the course to create a narrative that describes an experience of the health care system, from the perspective of either a patient or a provider. While the narrative may be inspired by the events we read about in *Ask Me About My Uterus*, it is not limited to topics related to the book and can be on anything. The narrative can cover any span of time, from a lifelong illness or health care career to a single ER visit. The narrative can also be fictional, biographical, or autobiographical - you can choose to tell the story of a friend or family member, your own story, or a story you create. The narrative can also take multiple formats; it can be a written narrative or take other forms including short graphic novel, photographic essay, video, or online content. If you choose a fully written narrative it needs to be between 5-8 pages long, double spaced, in a reasonable font (Arial, Calibri, Times New Roman, etc...), size (10-12), and margins (no greater than 1 inch). If you make any statistical claims or references to established 'facts' in your narrative, please cite your sources using APA format.

If you select to do the creative work option, you will still need to submit 3-5 pages of writing that describes your project and expands on how/why it fits with course themes.

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:

- 3-5 pages (if you're submitting a video or non-written content, please see the instructors for more detailed instructions).

Final Project Presentation Assignment

The final project consists of three assignments: a written abstract, the narrative itself, and lastly a 5-minute presentation on your narrative/project. The presentation is a short, TED-style talk presenting your narrative. By necessity, it won't be able to cover all the contents of your written narrative, but it

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should give a clear picture of the story you're telling.

Format: The format of the presentation is very open - if you want to spend 5 minutes reciting a spoken-word poem inspired by your narrative, go for it. If you'd rather use PowerPoint slides to summarize your narrative, that's cool too.

Purpose: The purpose of the presentation is to share your narrative with your classmates.

When: You will be giving your presentations on the last day of class.

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/>.

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 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/>

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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/>

RESOURCES ON HEALTH PROFESSIONS:

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