
Term Information

Effective Term Summer 2015

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4410
Course Title Healthcare Experiences: Observing, Reading, Writing
Transcript Abbreviation DirExper Hlth Care
Course Description This course, elective for the Medical Humanities Minor, combines practical experience in a health care setting via volunteer work or shadowing with formal study of health, illness, and treatment in contemporary culture. It brings academic and practical learning into productive dialogue to illuminate relations between "theory" and "practice" in health care settings.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites Completion of at least 9 credit hours toward the Medical Humanities Minor or permission of instructor.
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Students demonstrate an understanding of the perspectives of the social sciences and the humanities on our concepts of health, illness and health care.
- Students make connections between these perspectives and what they observe in their experiences in the health care settings and their more formal study of healthcare in this course and in previous courses in the minor.
- Students speak and write critically about these perspectives, their experiences, and their interrelationships

Content Topic List

- The "official" health care story in the U.S.
- Ethical issues in medical treatment and research
- Physician's reflections on mortality
- How Doctors think and feel

Attachments

- IRB Consult Regarding English 4410 Proposal.docx: IRB Consult
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- English 4410, Supervision of Volunteer Experiences.docx: Response
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- Undergrad minor letter for Phelan J_1 15 2015.docx: Concurrence
(Concurrence. Owner: Lowry, Debra Susan)
- UGSC Course Proposal English 4410 Healthcare Experiences - Observing, Reading, Writing -- Revised 2.docx: Syllabus
(Syllabus. Owner: Lowry, Debra Susan)

Comments

- returned for course title change and change in name of the minor of which this is a part. *(by Fink, Steven Scott on 03/18/2015 08:19 AM)*
- IRB has been consulted (see IRB e-mail) and a description of procedures for oversight of the optional volunteer experience is attached. Also attached you'll find concurrence from the COM for the minor program proposal, including English 4410. *(by Lowry, Debra Susan on 01/23/2015 01:59 PM)*
- See 12-10-14 feedback to D. Lowry. *(by Vankeerbergen, Bernadette Chantal on 12/10/2014 03:52 PM)*
- Returned at request of dept. *(by Heysel, Garrett Robert on 11/10/2014 01:27 PM)*

COURSE REQUEST
4410 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
05/08/2015

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	11/10/2014 12:08 PM	Submitted for Approval
Approved	Lowry, Debra Susan	11/10/2014 12:08 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	11/10/2014 01:27 PM	College Approval
Submitted	Lowry, Debra Susan	11/10/2014 01:47 PM	Submitted for Approval
Approved	Lowry, Debra Susan	11/10/2014 01:47 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/10/2014 02:19 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	12/10/2014 03:53 PM	ASCCAO Approval
Submitted	Lowry, Debra Susan	01/23/2015 01:56 PM	Submitted for Approval
Approved	Lowry, Debra Susan	01/23/2015 01:59 PM	Unit Approval
Approved	Heysel, Garrett Robert	01/30/2015 09:44 PM	College Approval
Approved	Vankeerbergen, Bernadette Chantal	02/09/2015 09:01 AM	ASCCAO Approval
Revision Requested	Fink, Steven Scott	03/18/2015 08:19 AM	ASC Approval
Submitted	Lowry, Debra Susan	05/01/2015 01:18 PM	Submitted for Approval
Approved	Lowry, Debra Susan	05/01/2015 01:18 PM	Unit Approval
Approved	Heysel, Garrett Robert	05/01/2015 07:37 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	05/01/2015 07:37 PM	ASCCAO Approval

Course Proposal: English 4410, Healthcare Experiences: Observing, Reading, Writing

Catalog Description:

Broad study of contemporary practices in health care in combination with shadowing experiences in health care settings.

Enrollment per Section: 20

Prerequisite: completion of at least 9 credit hours toward the Minor in Health, Medicine, and Culture or permission of instructor

Rationale:

This course is designed as an elective within the interdisciplinary Minor in Health, Medicine, and Culture. The Minor takes health, illness, and medicine as its objects of study and directs students to examine them from the interdisciplinary perspectives offered by the humanities and social sciences. It has the pre-requisite of 9 credit hours within the minor because it is designed to provide a valuable feedback loop between students' practical experiences in a health care setting and their more formal study of contemporary health care practices—both in the course itself and in their previous courses in the Minor. Readings will range from narratives by physicians and patients to social scientific studies of various aspects of contemporary health care and its cultural contexts. Writing assignments will require students to relate their practical experience to the reading.

Practical Matters: Students will volunteer or have a shadowing experience in a hospital, hospice, clinic, or some other institution dedicated to health care for approximately 4 hours per week. The group will meet once per week (for one hour and 50 minutes), to discuss a series of readings about contemporary health care, and to share and reflect on their experiences. With approximately 56 hours of volunteer or shadowing time, 28 hours of in-class time, and another 35-plus hours of reading and writing time, the time commitment meets the standard expectations for a 3 credit course.

Upon approval of the course, faculty involved with the minor will (a) construct a database of possible placements, though we plan to allow students to find placements not on our list; and (b) create and distribute a guide for hosts, which will include items about limitations on hours and appropriate and inappropriate duties, especially when patient care is part of the placement. In addition, the advisors will regularly seek feedback from students and hosts about their respective experiences in order to continually update statements of “best practices” for each party.

Learning Goals:

1. Students demonstrate an understanding of the perspectives of the social sciences and the humanities on our concepts of health, illness and health care.
2. Students make connections between these perspectives and what they observe in their experiences in the health care settings and their more formal study of healthcare in this course and in previous courses in the minor.
3. Students speak and write critically about these perspectives, their experiences, and their interrelationships.

ASSESSMENT

This course will be assessed during its first five years by the core faculty overseeing the interdisciplinary Minor in Health, Medicine, and Culture (from English, History, Comparative Studies, French and Italian, and Classics) in consultation with the Director of Undergraduate Studies. The assessment plan will include the following steps:

- Review of course evaluations (SEI and Discursive) to determine how well the class is fulfilling its goals in the eyes of the students.
- At years 3 and 5 of the assessment, survey of 25 randomly selected students who completed the course at least one year previously to assess its longer term effects.
- Review of a sample of student writing assignments from multiple sections of the course to assess their alignment with the learning outcomes identified above. We will apply a check-list of items related to these outcomes to the sample assignments.
- Throughout the first 5 years, we will closely monitor enrollments to determine whether we need to offer the course more frequently than once per year.

Faculty Interested in Offering the Course

Jim Phelan, English

Christa Teston, English

Susan Lawrence, History

Sample Syllabus

Jim Phelan

English 4410: Healthcare Experiences: Observing, Reading, Writing

Course Description: This course, an elective for the Interdisciplinary Minor in Health, Medicine, and Culture, combines practical experience in a health care setting—via volunteer work or shadowing—with formal study of health, illness, and treatment in contemporary culture. It is a way for you to put book learning and practical learning into a productive dialogue with each other, and our weekly sessions, your individual meetings with me, and your writing assignments are all designed to make that dialogue as productive as possible. By the end of the course, you should have a fuller understanding about the relations between “theory” and “practice” in contemporary health care.

Learning Objectives:

1. Students demonstrate an understanding of the perspectives of the social sciences and the humanities on our concepts of health, illness and health care.
2. Students make connections between these perspectives and what they observe in their experiences in the health care settings and their more formal study of healthcare in this course and in previous courses in the minor.
3. Students speak and write critically about these perspectives, their experiences, and their interrelationships.

Common Readings:

Overviews:

National Institutes of Health Website <www.nih.gov>

Rebecca Skloot, *The Immortal Life of Henrietta Lacks*

Miriam Engelberg, *Cancer Made Me a Shallower Person*

Barbara Ehrenreich, “Welcome to Cancerland”

Pauline Chen, *Final Exam: A Physician’s Reflections on Mortality*

Danielle Ofri, *What Doctors Feel: How Emotions Affect the Practice of Medicine*

Jerome Groopman, *How Doctors Think*

Requirements:

Attendance and Participation: 10%

The old adage has it that 90% of success is just showing up. That adage doesn’t wholly apply in this course, but by showing up and participating you can earn 10% toward your

final grade—and I trust that your critical thinking skills are sharp enough for you to see that you should take advantage of this policy. The course will be run discussion-style, which means that your presence and your ideas will be crucial to its success. I expect you to attend every class and to be fully prepared: to have done the day's readings, to bring them with you, and to be ready to share your thoughts about those readings. *You should think of your texts as essential technological devices for success in the course: they are simultaneously the platforms and the apps by which you access and interact with the fundamental elements of the course. Just as you feel unprepared to face the day if you don't have your cell phone, tablet, and/or laptop, you should feel unprepared if you don't have your texts. N.B. Therefore, you will be marked absent if you do not have your texts with you.*

If you have to miss class (e.g., for a serious illness), please let me know in advance. Missing more than two classes will negatively affect your attendance/participation grade. Missing five classes means you cannot receive more than 5 points in your attendance/participation grade. If you miss six or more classes you will be in serious danger of failing the course.

Weekly Journal of Reflections on Reading and Placement: 25%: Approximately 1000 words per week from weeks two through twelve. Journals will be checked in weeks four, eight, and twelve.

Critical Analysis of One or More of the Readings: (1500 words) 20%. Due week seven.

Oral Presentation on Your Placement, drawing on readings as relevant: 20%

Final Paper Based on Presentation: (3000 words) 25%

Schedule

Week One: Introduction

Week Two: NIH Website: An Official Story of Health Care in the USA
What's included on the site, what's excluded? What's emphasized, what's downplayed?

Week Three: Skloot, *Henrietta Lacks*. How does Skloot's narrative complicate the official story?

Week Four: Skloot, *Henrietta Lacks*. Ethical issues in medical treatment and research

Week Five: Engelberg, *Cancer Made Me a Shallower Person*

Week Six: Engelberg, continued; Ehrenreich, "Welcome to Cancerland"

Week Seven: Chen, *Final Exam*.

Week Eight: Chen, *Final Exam*

Week Nine. Ofri, *What Doctors Feel*.

Week Ten: Ofri, *What Doctors Feel*

Week Eleven: Groopman, *How Doctors Think*

Week Twelve: Groopman, *How Doctors Think*

Week Thirteen: Student Presentations on Their Placements

Week Fourteen: Student Presentations on Their Placements

Week Fifteen: Student Presentations on Their Placements

Statement on academic misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Statement on disability services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”

Response to A&S Panel question 2. English 4410 regarding how the volunteer or shadowing experiences for the optional experiential course will be supervised:

Students in volunteer and shadowing experiences will be supervised on site by the staff of the institutions or offices who have provided these opportunities to undergraduates. The instructor will check in with the institution or offices prior to the student's first experience and work out a mutually agreed upon plan for the student's activity and for the on-site supervision. The instructor will check in again at week 4 and week 9 of the semester to see if there are any concerns about the students' work or attitudes. The instructor will provide the institution or office with the contact details of the instructor in case of on-site problems that the staff are unable to resolve with the students when the experiences are arranged. The instructor will discuss students' responsibilities and expected behavior in their volunteer and shadowing venues in the first week that the course meets. Students who behave in a manner that necessitates the removal of the student from the on-site experience will fail the course.

Dear Dr. Phelan,

Thank you for your voicemail regarding your course proposal involving directed experiences in healthcare settings. In general, IRB review is not required if there is no intent to use the information obtained during the course for research purposes.

Thank you,

Tish Denlinger, CIP

IRB Protocol Analyst

Office of Responsible Research Practices

1960 Kenny Road, Columbus, OH 43210

[614-688-3330](tel:614-688-3330) Office

Denlinger.33@osu.edu

Since there are no plans to use the student experiences for research purposes, we are fine. If we were to use those experiences for research purposes, we would then seek IRB approval. – Jim Phelan



THE OHIO STATE UNIVERSITY

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January 15, 2015

To University Leadership and Relevant Curriculum Committees,

We, as Vice Dean for Education at the College of Medicine and Director of the Center for Bioethics and Medical Humanities (CBMH), write to express our full support for the efforts of the key faculty and departments involved in creating the undergraduate minor in Health, Medicine and Culture.

This unique program idea offers the promise of providing valuable interdisciplinary humanities and social science perspectives on health, disease, and medicine. The COM and CBMH are currently launching an undergraduate minor in Bioethics and we view these programs as complementary. Moreover, while the academic distinctions between the two programs are clear, the overlap is such that some courses may be cross-listed, furthering the cooperation of these programs and offering additional benefits to OSU students.

We also give contingent support of the new course English 4410. We are aware that this course intends to include exposure to healthcare settings. We are told that these experiences will be diverse and that the intent is not a traditional shadowing experience at the OSU Wexner Medical Center or in the OSU Health System or Network. If undergraduate students at OSU are to have patient exposure at the above or work substantially with OSU COM faculty then further discussion and agreement will need to be had between Department of English, minor leaders and COM leadership.

Based on the program development plan and our conversations with Jim Phelan and other key stakeholders, we fully endorse the development of the undergraduate minor and look forward to its presence at OSU.

Kind regards,

Daniel M. Clinchot, MD
Vice Dean for Education
Associate Vice President for Health Sciences Education

Ryan R. Nash, MD, MA, FACP, FAAHPM
Director, The Ohio State University Center for Bioethics & Medical Humanities
Hagop Mekhjian, MD, Chair in Medical Ethics and Professionalism