

Term Information

Effective Term Autumn 2017
[Previous Value](#) Autumn 2016

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

The online Health Science program requires all the core courses and electives to offer an online section in addition to the on-campus offering. Pre-requisites using the Allied Med designation are being removed; confusing for students.

What is the rationale for the proposed change(s)?

When the Health Science degree was offered on-line the required paperwork to add the on-line sections to each course being transitioned was not submitted to the Curriculum Committee. The Health Science major transitioned to offering the junior and senior years on-line in 2015.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

More offerings for the online and campus students.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Health and Rehabilitation Sci
Fiscal Unit/Academic Org	School of Health & Rehab Scien - D2504
College/Academic Group	Health & Rehabilitation Sci
Level/Career	Undergraduate
Course Number/Catalog	2530
Course Title	The Evolving Art and Science of Medicine
Transcript Abbreviation	Art & Sci Medicine
Course Description	An analysis of the concepts of health and healing, coupled with an examination of historical developments that have impacted the art and science of the practice of medicine.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 7 Week
Previous Value	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance Less than 50% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	Yes
Previous Value	No
Allow Multiple Enrollments in Term	Yes
Max Credit Hours/Units Allowed	3

Max Completions Allowed	1
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for Allimed 307.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	51.9999
Subsidy Level	Baccalaureate Course
Previous Value	General Studies Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas

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

- Construct how the Cartesian model and the scientific method have had a major impact on the development of modern medicine, the health professional, and the patient.
- Support science as situated in the cultural-historical framework of the time, and be able to articulate how this impacts both medical and professional and patient today.
- Identify and generate examples of the influence of the Flexner Report on modern medical education and practice as embodied in art.
- Examine examples of healer as both artist and scientist, and be able to explain how this exemplifies cultural-historical response.
- Evaluate ways in which the culture defines the nature of the medical practitioner/patient relationship & ensuing communication. Resolve the cultural understandings of health & wellness as it impacts the conception of healer, as exemplified in the arts
- Identify various healing modalities that originated as an art form, that today look to research in order to validate their efficacy in healing, and be able to articulate their experience with one modality.
- Analyze how art may address societal concerns about an issue (i.e. Doctor/Patient relationship) as a medium for societal discussion of the problem.
- Synthesize the concepts of the course to explain the current popularity of complementary and alternative medicine as an outgrowth of many of the issues discussed, especially the changing conception of health as the responsibility of the patient.
- Critique the knowledge obtained to explain the important emergence of the Allied Medical Professions in the delivery of healthcare in a patient-centered medical environment.
- Illustrate (through various means of assessment) that they have become critical listeners to societal issues that may be appropriately and effectively addressed through the arts.

Content Topic List

- Introduction and outline of course; traditional medicine as healing art; the Cartesian Model and its impact; the scientific method as situated within culture and history; health/healer as a cultural construct; Healing in various cultural contexts;
- Juxtaposition of healing paradigms; the scientific method; healer as scientist and healer as artist; the evolution of scientific medicine;
- Changing conceptions of health/healing and the advent of complementary and alternative medicine, where does "folk" medicine fit in?; Practitioner/patient communication as a reflection of the cultural definition of scientist vs healer;
- The societal issue of health care delivery: What it means to be "healed."; Art/Theater as a pedagogical tool to discuss a societal problem; healing and the importance of "finding one's voice"; Art as healing;
- The emergence of the allied medical professions/various types of healers; the science behind health and emotions; the emergence of patient centered care.

Attachments

- HRS 2530 OL Syllabus Evolving Art and Sci of Medicine.docx: Syllabus- Online
(Syllabus. Owner: Kennedy, Amy Kathleen)
- HSC 2530 Campus Syllabus Evolving Art and Sci of Medicine.docx: Syllabus- In-Person
(Syllabus. Owner: Kennedy, Amy Kathleen)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Kennedy, Amy Kathleen	01/25/2017 03:17 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	01/26/2017 09:39 AM	Unit Approval
Approved	Clinchot, Daniel Michael	01/26/2017 11:54 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	01/26/2017 11:54 AM	ASCCAO Approval

Health and Rehabilitation Sciences 2530 Syllabus
GE under Culture and Ideas
The Evolving Art and Science of Medicine
Course Information: Online Class

“Wherever the art of medicine is loved, there also is love for humanity.”
Hippocrates, ca. 400 B.C.

Title: The Evolving Art and Science of Medicine
Term: Spring Semester 2017
Credit Hours: U 3 semester hours
Class Day/Time: Online
Class Location: Online

Instructor:

Becky Oppermann, MS, RRT, RCP
Lecturer, Division of Health Sciences and Medical Dietetics
School of Health and Rehabilitation Sciences
Lecturer, Respiratory Therapy Department
School of Health and Rehabilitation Sciences
431 E Atwell Hall, 453 W. 10th Avenue, Columbus, Ohio 43210
Phone: (614)-506-2887; E-mail: Oppermann.2@osu.edu

Office Location: 431 C Atwell Hall; **Office Hours:** by appointment

COURSE DESCRIPTION

An analysis of the concepts of health and healing, coupled with an examination of historical developments that have impacted the art and science of the practice of medicine.

COURSE GOALS AND OBJECTIVES

General Education Outcomes

Specific General Education Course Goals:

Students will evaluate works and experiences of art as they reflect on medicine and the science of medicine today and historically. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing.

Expected General Education Learning Outcomes:

1. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings, pertaining to health and medicine.
2. Students develop abilities to be informed observers of, or active participants in art as it relates to medicine and science whether through the visual, performing, spoken, or literary arts.
3. Students develop an understanding of the foundations of human beliefs and the human condition, the nature of the reality of health and healing, and the norms that guide human behavior as it relates to health.

Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.

2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior

Learning Objectives

Upon the successful completion of this course, the student will be able to:

1. Describe how the Cartesian model and the scientific method had a major impact on the development of modern medicine, and how it impacted both health professional and patient.
2. Describe how science has been and is situated in the cultural-historical framework of the time, and be able to articulate how this impacts both medical professional and patient today.
3. Identify and generate examples of the influence of the Flexner Report on modern medical education and practice as embodied in art.
4. Examine and provide examples of healer as both artist and scientist, and be able to explain how this exemplifies cultural-historical response.
5. Evaluate ways in which the culture defines the nature of the medical practitioner/patient relationship and ensuing communication.
6. Describe and resolve the cultural understandings of health and wellness as it impacts the conception of healer, as exemplified in the arts.
7. Identify various healing modalities that originated as an art form, that today look to research in order to validate their efficacy in healing, and be able to articulate an experience with one modality.
8. Analyze how art may address societal concerns about an issue (ie.Doctor/Patient relationship) as a medium for societal discussion of the problem.
9. Synthesize the concepts of the course to explain the current popularity of complementary and alternative medicine as an outgrowth of many of the issues discussed, especially the changing conception of health as the responsibility of the patient.
10. Critique the knowledge obtained to explain the important emergence of the Allied Medical Professions in the delivery of healthcare in a patient-centered medical environment.
11. Illustrate (through the various means of assessment) that they have become critical listeners to societal issues that may be appropriately and effectively addressed through the arts.

TEXTBOOKS

Required texts (2 to buy* as the student):

- *Adler, R. (2004). **Medical Firsts: From Hippocrates to the Human Genome.** Hoboken, New Jersey: Wiley & Sons, Inc. ISBN: 0-471-40175-7
- *Gawande, A. (2014) Being Mortal;Medicine and What Matters in the End. NY: Metropolitan Books, Henry Holt and Co, LLC ISBN:978-0-8050-9515-9.

- Smolan, R., Moffitt, P., Naythons, M. (1990) *The Power to Heal: Ancient Arts and Modern Medicine*. New York: NY: Prentice Hall Press. (will be on RESERVE in library)

Required readings beyond these texts can be found on Canvas. Also note the use of TED talks. This course has a heavy reading load so please be committed to doing the reading before you elect to stay in the class.

* It is **essential** that you read assigned materials before making contributions to required discussions.

HOW THIS ONLINE COURSE WORKS

Instructional Strategies:

This course will have online activities for lecture/discussion during each week of the Autumn Semester. Class time will be used primarily for lectures, discussions, films, and experiential activities (not necessarily in this order).

Weekly Routine:

Because this is a completely online course, we won't have any predetermined class sessions that you need to attend. Instead, we'll have activity spread across each week that will combine the in-class and homework time you'd spend in an in-person class. (The in-person version of the course meets twice a week, 90 minutes each, plus time for work outside of class; your total time each week in the online course will be similar.)

Each week of the course will generally follow the same routine:

Sunday (or Monday)

- Read weekly roadmap
- Plan your schedule for the week

Monday-Tuesday

- Read, take self-check quiz
- Watch videos

Wednesday-Thursday

- Group discussion/activity (all students must post their initial discussion post by Thursday 11:59pm)
- Prepare upcoming assignments

Friday-Saturday

- Weekly reflection
- Finish group discussion/activity (respond to group members/finish up activity and submit final copies)

Because there are no set class times, it's important that you take some time now and at the beginning of each week to plan your schedule and make sure you have time to go through everything.

Prepared Participation:

Prepared students are expected to follow the roadmap laid out for each week with readings and discussions. This course requires a self-motivated student who is willing to take responsibility for his/her own learning process. Attendance – students are expected to log in multiple times a week (probably 5+ times, possibly more) and to complete each phase of the course activities, especially group discussion. Students are responsible for any missed materials. Participation will be graded; hosting and reporting small group discussions will be most of that grade. Discussion of the assigned readings will comprise a major portion of each class, alongside lecture and active engagement in any experiential activity. All students are expected to be open, honest, & civil in all exchanges.

LEARNING ASSESSMENT AND EVALUATION

Course Grading:

Activity	Points (% of grade)	Course Content
Assignments (All will be posted on Canvas, with instructions and due dates)	50 (25)	1 = Your scientist (from Adler) 2 = Art of JAMA 3 = Power to Heal 4 = Your Own View
Weekly Reflections	20 (10)	A short reading and short reflection prompt at the end of each week.
Attendance & Participation	90 (25) *assessed mid-semester and end of semester.	Thoughtful, open, honest, civil participation during the semester are critical—ask yourself did you actively participate, not dominate, stay open, LISTEN, be reflective, & let every voice be heard? Did you review your writing BEFORE you posted and check spelling, grammar, civility?
Self-Check Quizzes	100 (5)	Short quizzes after you've read the assigned reading at the beginning of each week.
Mid-term Exam	30 (15)	Cover assigned material for specific time periods. Based on lectures and readings, etc.
Final Examination	40 (20)	Comprehensive. Covers entire course content, including information from lectures, student presentations, text, and any additional assigned readings.

NOTE: Points will be deducted for misspelled words and grammatical errors. Please read and re-read your work many times before you submit. Don't lose points from spelling/grammar.

Final Grade Scale:

The course is letter graded. Final grades will be calculated as a percent (points earned divided by possible points) and the following percent system will be used to award a letter grade:

93	-	100	= A	77	-	79.9	= C+
90	-	92.9	= A-	73	-	76.9	= C
87	-	89.9	= B+	70	-	72.9	= C-
83	-	86.9	= B	67	-	69.9	= D+
80	-	82.9	= B-	63	-	66.9	= D

*Please note: I will round NOT up on the final score. If you score a 92.44% in this course you will receive an A- for this course. My grading is as fair and just as I believe I can make it. Please do not email me with a request to round your score up. I will refer you back to this note. Please respect this request! Thanks!

STATEMENT OF STUDENT RIGHTS

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the semester as possible to receive effective and timely accommodations.” I am happy to help anyone who needs special assistance in this area. It is my intention to accommodate for full inclusion all students whose rights are protected under the American Disabilities Act. Students with disabilities are asked to speak with me as soon as possible if special arrangements are needed.

COURSE ORGANIZATION OF MATERIALS

Contacting Me

The easiest way to contact me will be through email/canvas message or by text/phone call (between 9a-9p). I spend a lot of time in the classroom during the week so will not always be available during typical school hours. If you need to speak or meet please contact me at least 2 days in advance so we can work out scheduling details. I will attempt to return all emails within 24hrs, unless it is over the weekend in which it may take until Sunday evening for me to reply.

Course Policies

It is expected that students behave as adults & in a respectful and responsible manner. Students are expected to be present for the timelines of the course and exams. If unavoidable life circumstances occur and you cannot meet deadlines, please email me immediately. Topics are noted on syllabus; checking Canvas will give you updated information if something changes. Need for special consideration for your best learning should be brought to my attention the first full week of classes.

Written Work

All written work is to be typed and double-spaced (within confines of the ON LINE tool). The late policy in this class is that all work is docked **one letter grade per day late** and is highly discouraged. Late work is considered late if it is turned in after the due date. Late work will be graded and turned back to the student by the end of the semester. **It is critical that all homework assignments be turned in on time, they may be used in subsequent discussions. Up to 1/3 of total points for each assignment will be deducted from any written work where there are spelling, grammar, and related errors, please review what you are submitting.**

Exams

Students are expected to take the mid-term examinations and the final examination the day and time they are given. (There will be a window of 24hrs in when each exam is available to take online in Canvas.)

- Mid-term examination: If a mid-term examination is missed (which is highly discouraged), arrangements for its completion must be made within 48 hours. The mid-term examination must be taken within 72 hours of the actual examination date. **Prior notice that the mid-term will be missed is required in order to do a make-up mid-term examination.** Please contact the instructor to make arrangements. Emergencies will be handled on an individual basis but will require appropriate documentation.
- Final examination: Final exam date will be determined during the 11th week of the semester, a class survey will choose a 24hr time period by majority rule. If a **make-up of the final exam is required due to an emergency, prior notice (before the actual exam time) is required. If missed, the final exam must be taken when convenient to professor and grade for course may be incomplete until this is met.**
- Making up ANY exam requires that 50% of the grade will be determined using the exam and 50% will be determined by giving the student an oral exam with the professor.
- Cheating on tests will not be tolerated. Any student caught or suspected of cheating, including any collaboration with other students, will be reported to the Committee on Academic Misconduct according to University policy, Faculty Rule #3335-5-54.

ACADEMIC INTEGRITY

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks to guide your reading.

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Collaboration and informal peer-review:** The course includes many opportunities for collaboration with your classmates. While discussing assignments and sharing ideas with other students is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group work, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

COURSE CALENDAR

Basic Timeline: Course details will be in canvas and will open every Sunday to start the week. I realize that all of us are very busy, including myself, and for this reason there will be 2 weekly modules open for you at all times so that you can work ahead on some of the readings and reflections to best suit your schedule (but not too far ahead) (**NOTE: ALL are subject to change if needed**):

Semester Week/Dates	GENERAL THEMES (CAPS) Topics from Adler's Book Learning Objectives: (By #)
1: 1/9-1/14	Syllabus Review What's this course all about? Who's in the course with you? What's your work going to be? What's the learning environment? How can you prepare daily?
2: 1/15-1/21	ANCIENT MEDICINE/ART, HEALING, SCIENCE, HISTORY Germ of an Idea LO: 2,4,5,11
3: 1/22-1/28	IMPACT OF SCIENCE Combative Genius LO: 1,4,5,6,11
4: 1/29-2/4	SCIENTIFIC MODEL'S IMPACT Influence of Muslims LO:2,4,5,6,7,11
5: 2/5-2/11	SCIENCE HISTORY AND HEALING Vesalius (see his book in Pryor) LO:3,4-7,11
6: 2/12-2/18	JUXTAPOSITION OF HEALING William Harvey and the Heart LO:4-8, 11
7: 2/19-2/25	MEDICINE'S TECHNOLOGY & CHANGE The beauty of being numbed LO: 2,5,6,8,10,11

Semester Week/Dates	GENERAL THEMES (CAPS) Topics from Adler's Book Learning Objectives: (By #)
8: 2/26-3/4	SCIENCE AND HISTORY AND ART Drs. Snow and Pasteur; Descarte's Influence LO: 4-7, 11 *Midterm
9: 3/5-3/11	PRACTITIONER-PATIENT RELATIONS X-rays and Freud; Flexner's report LO: 4-9, 10, 11
10: 3/12-3/18	Spring Break, Check canvas for possible work TBD
11: 3/19-3/25	WHAT IS A HEALING ENVIRONMENT? Viruses and Fleming LO: 4-9,10,11
12: 3/26-4/1	UTILIZING ART IN HEALING PROCESS From Birth Control to Transplants LO:4-11
13: 4/2-4/8	CURRENT TIMES, ART, HEALING In vitro fertilization and Eradicating Small Pox LO: 2,4-11
14: 4/9-4/15	FINDING YOUR VOICE IN HEALING Mad Cows, Plagues, & Immunity LO: 2, 4-11
15: 4/16-4/22	ALLIED HEALTHCARE AND ART Genomes and our futures LO: 2, 4-11
FINAL EXAM: TBD	

Course Rationale :

This course fulfills the requirements for the GE category of Culture and Ideas, under Arts and Humanities : Analysis of Texts and Works of Art. **It was designed as an analysis of the cultural response to the issue of modern medicine becoming largely the product of scientific discovery.**

Art is the lens used to explore the Hippocratic intention of medicine being a living art and science. This can be accomplished through a variety of arts. For instance, the theatrical piece *WIT*, and the films, *The Doctor*, and *Patch Adams* “play a part” by inviting students to examine the development of modern medicine through the portrayal of the physician & patient(s) and through the eye of the artist (or camera and its’ director). These concepts use an art form (film) as the language to discuss this ‘difficult to discuss’ topic.

In this course, various art forms will be used to explore the etiology, evolution, and reality of the “art and science” of medicine. A photo journalistic narration of healing from the ancient arts to modern medicine (*The Power to Heal*) will also be used as well as the interpretations of art and its’ relationship to medicine as seen in the major medical journal (JAMA) in the US. (JAMA = Journal of American Medical Association).

The word “TEXT” comes from the root TEXERE that means, “to weave”. The intent of this course is for the student to critically listen, see, think and reflect upon the texts that are the American/Western “woven” cultural

response to medicine which have been developing preferentially along the lines of Cartesian reductionist thought. This is not meant as a criticism of modern medicine, but as an analysis of how the medical healer and patient “role” **came to be**. Every college student potentially is a “patient” in reference to the medical system. Students will have an opportunity to explore origins of the development of modern medicine and medical education so that they can begin to understand medicine today. This background information provides an understanding of the aesthetic and historical responses of art associated with medicine, healing and health.

Students will view a variety of art examples that express the cultural issue of the tension between the art and science of medicine. Experiencing art, reflecting upon it as a group, and writing assignments will be methods used to encourage and enhance the students to become “enlightened observers” of cultural text/art.

A second focus of this course will be a critical examination of the roles of medical professionals as healing artists. We will consider other modalities of ‘healing’ that originated as an art form (ex. Native American healers, massage, acupuncture, etc) and the current interest to engage in scientific validation of their efficacy in healing. By looking at a healer’s role within the specific community of origin, the healing art becomes an obvious response to that culture’s interpretation of what *HEALTH* means.

AND WHO IS RESPONSIBLE FOR HEALTH. The patient? The physician? The Shaman? What is understood as ‘a talented healer’ is a response to the historical and cultural understanding of *HEALTH* among other factors. Understanding that medical science is also a product of historical and cultural influences is a crucial educational lesson. This humanistic inquiry into what constitutes conceptions of health, healing, and healer, is central to understanding our current cultural response and creation of conceptions of health, medical professional, and patient.

Historically, western science emerged as the dominant paradigm of healing in the U.S. during the 20th and 21st centuries. However, western science has not always been the dominant paradigm. Medicine was regarded as a healing art through much of the 18th, 19th, and into the 20th century. This course will examine how Cartesian

separation of body and mind, the scientific method, and the Flexner report, all contributed to a changed understanding, content, and educational approach for our medical professionals of all levels and types, and most importantly, how this changed the patient's experience of medicine.

Art as "text" is also explored in this course as people, once they are "patients" often choose to use art to express their experience. Students will explore both works of art produced out of the pain of illness, and to the concept that art itself can be healing.

Through this exploration (looking at examples from various art forms) the intention is to make the point that art, and the production of art, can be a vehicle used to process healing, as well as an expression of a topic within healing (i.e. The pain of experiencing medicine when it is applied solely as science, rather than as the fundamental art of healing, as intended by the Father of Medicine: Hippocrates) The "Evolving Art and Science of Medicine" is an examination of *Health* as embedded within Culture and Ideas. Students may not be aware that this is a culturally framed concept, and this course will encourage both individual and societal reflection on this important topic.

Lastly, the evolution of the emergence of new professional roles within medicine that are no longer peripheral but that are regarded as central to the healing process (ie.Physical Therapist, Occupational Therapist, Registered Dietitian, Nurse, etc), the societal interest of Complementary and Alternative Medicine, along with the emergence of Patient-Centered Medicine, will be examined as cultural responses to changing conceptions of health in our society.

“Wherever the art of medicine is loved, there also is love for humanity.”

Hippocrates, ca. 400 B.C.

Health and Rehabilitation Sciences 2530 Syllabus
GE under Culture and Ideas
The Evolving Art and Science of Medicine
Course Information: In-Person Class

Title: The Evolving Art and Science of Medicine

Term: Autumn Semester 2015

Credit Hours: U 3 semester hours

Class Day/Time: Mon & Wed 12:40-2:10 pm

Class Location : Room 327 Atwell Hall

Instructor:

Diane Habash PhD, MS, RDN, LD

Associate Clinical Professor, Division of Health Sciences and Medical Dietetics

School of Health and Rehabilitation Sciences

Associate Director of Education, Center for Integrative Health and Wellness

College of Medicine, The Ohio State University

306L Atwell Hall, 453 W. 10th Avenue, Columbus, Ohio 43210

Phone: (614)-247-4595; E-mail: Habash.2@osu.edu

Office Location: 306 L Atwell Hall; **Office Hours:** 2:30-4:30 pm Mondays or by appointment

Course Rationale :

This course fulfills the requirements for the GE category of Culture and Ideas, under Arts and Humanities :

Analysis of Texts and Works of Art. **It was designed as an analysis of the cultural response to the issue of modern medicine becoming largely the product of scientific discovery.**

Art is the lens used to explore the Hippocratic intention of medicine being a living art and science. This can be accomplished through a variety of arts. For instance, the theatrical piece *WIT*, and the films, *The Doctor*, *Patch Adams*, and *My Life* “play a part” by inviting students to examine the development of modern medicine through the portrayal of the physician & patient(s) and through the eye of the artist (or camera and its’ director). These concepts use an art form (film) as the language to discuss this ‘difficult to discuss’ topic.

In this course, various art forms will be used to explore the etiology, evolution, and reality of the “art and science” of medicine. A photo journalistic narration of healing from the ancient arts to modern medicine will also be used as well as the interpretations of art and its’ relationship to medicine as seen in the weekly editions of a major medical journal (JAMA) in the US. (JAMA = Journal of American Medical Association).

The word “TEXT” comes from the root TEXERE that means, “to weave”. The intent of this course is for the student to critically listen, see, think and reflect upon the texts that are the American/Western “woven” cultural response to medicine which have been developing preferentially along the lines of Cartesian reductionist thought. This is not meant as a criticism of modern medicine, but as an analysis of how the medical healer and patient “role” **came to be**. Every college student potentially is a “patient” in reference to the medical system. Students will have an opportunity to explore origins of the development of modern medicine and medical education so that they can begin to understand medicine today. This background information provides an understanding of the aesthetic and historical responses of art associated with medicine, healing and health.

“Wherever the art of medicine is loved, there also is love for humanity.”

Hippocrates, ca. 400 B.C.

Students will view a variety of art examples that express the cultural issue of the tension between the art and science of medicine. Experiencing art, reflecting upon it as a group, and writing assignments will be methods used to encourage and enhance the students to become “enlightened observers” of cultural text/art.

A second focus of this course will be a critical examination of the roles of medical professionals as healing artists. We will consider other modalities of ‘healing’ that originated as an art form (ex. Native American healers, massage, acupuncture, etc) and the current interest to engage in scientific validation of their efficacy in healing. By looking at a healer’s role within the specific community of origin, the healing art becomes an obvious response to that culture’s interpretation of what *HEALTH* means.

AND WHO IS RESPONSIBLE FOR HEALTH. The patient? The physician? The Shaman? What is understood as ‘a talented healer’ is a response to the historical and cultural understanding of *HEALTH* among other factors. Understanding that medical science is also a product of historical and cultural influences is a crucial educational lesson. This humanistic inquiry into what constitutes conceptions of health, healing, and healer, is central to understanding our current cultural response and creation of conceptions of health, medical professional, and patient.

Historically, western science emerged as the dominant paradigm of healing in the U.S. during the 20th and 21st centuries. However, western science has not always been the dominant paradigm. Medicine was regarded as a healing art through much of the 18th, 19th, and into the 20th century. This course will examine how Cartesian separation of body and mind, the scientific method, and the Flexner report, all contributed to a changed understanding, content, and educational approach for our medical professionals of all levels and types, and most importantly, how this changed the patient’s experience of medicine.

Art as “text” is also explored in this course as people, once they are “patients” often choose to use art to express their experience. Students will explore both works of art produced out of the pain of illness, and to the concept that art itself can be healing.

Through this exploration (looking at examples from various art forms) the intention is to make the point that art, and the production of art, can be a vehicle used to process healing, as well as an expression of a topic within healing (i.e. The pain of experiencing medicine when it is applied solely as science, rather than as the fundamental art of healing, as intended by the Father of Medicine: Hippocrates) The “Evolving Art and Science of Medicine” is an examination of *Health* as embedded within Culture and Ideas. Students may not be aware that this is a culturally framed concept, and this course will encourage both individual and societal reflection on this important topic.

Lastly, the evolution of the emergence of new professional roles within medicine that are no longer peripheral but that are regarded as central to the healing process (ie. Physical Therapist, Occupational Therapist, Registered Dietitian, Nurse, etc), the societal interest of Complementary and Alternative Medicine, along with the emergence of Patient-Centered Medicine, will be examined as cultural responses to changing conceptions of health in our society.

“Wherever the art of medicine is loved, there also is love for humanity.”

Hippocrates, ca. 400 B.C.

Specific General Education Course Goals:

Students will evaluate works and experiences of art as they reflect on medicine and the science of medicine today and historically. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing.

Course Objectives :

Expected General Education Learning Outcomes:

1. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings, pertaining to health and medicine.
2. Students develop abilities to be informed observers of, or active participants in art as it relates to medicine and science whether through the visual, performing, spoken, or literary arts.
3. Students develop an understanding of the foundations of human beliefs and the human condition, the nature of the reality of health and healing, and the norms that guide human behavior as it relates to health.

Cultures and Ideas Expected Learning Outcomes:

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Upon the successful completion of this course, the student will be able to:

1. Describe how the Cartesian model and the scientific method had a major impact on the development of modern medicine, and how it impacted both health professional and patient.
2. Describe how science has been and is situated in the cultural-historical framework of the time, and be able to articulate how this impacts both medical professional and patient today.
3. Identify and generate examples of the influence of the Flexner Report on modern medical education and practice as embodied in art.
4. Examine and provide examples of healer as both artist and scientist, and be able to explain how this exemplifies cultural-historical response.
5. Evaluate ways in which the culture defines the nature of the medical practitioner/patient relationship and ensuing communication.
6. Describe and resolve the cultural understandings of health and wellness as it impacts the conception of healer, as exemplified in the arts.
7. Identify various healing modalities that originated as an art form, that today look to research in order to validate their efficacy in healing, and be able to articulate an experience with one modality.
8. Analyze how art may address societal concerns about an issue (ie.Doctor/Patient relationship) as a medium for societal discussion of the problem.

“Wherever the art of medicine is loved, there also is love for humanity.”

Hippocrates, ca. 400 B.C.

9. Synthesize the concepts of the course to explain the current popularity of complementary and alternative medicine as an outgrowth of many of the issues discussed, especially the changing conception of health as the responsibility of the patient.
10. Critique the knowledge obtained to explain the important emergence of the Allied Medical Professions in the delivery of healthcare in a patient-centered medical environment.
11. Illustrate (through the various means of assessment) that they have become critical listeners to societal issues that may be appropriately and effectively addressed through the arts.

Required texts (2 to buy* as the student):

*Adler, R. (2004). **Medical Firsts: From Hippocrates to the Human Genome.** Hoboken, New Jersey: Wiley & Sons, Inc. ISBN: 0-471-40175-7

*Gawande, A. (2014) Being Mortal: Medicine and What Matters in the End. NY: Metropolitan Books, Henry Holt and Co, LLC ISBN:978-0-8050-9515-9.

Smolan, R., Moffitt, P., Naythons, M. (1990) *The Power to Heal: Ancient Arts and Modern Medicine.* New York: NY: Prentice Hall Press. (will be on RESERVE in library)

Required readings beyond these texts can be found on Carmen (CANVAS for On Line Version). Also note the use of TED talks. This course has a heavy reading load so please be committed to doing the reading before you elect to stay in the class.

* It is essential that you read assigned materials before class in order to make a contribution to discussions.

Instructional Strategies :

This course will meet for lecture/discussion during the Autumn Semester 2 days/week for ~90 minutes each day. Class time will be used primarily for lectures, discussions, films, student & guest presentations, and experiential activities (not necessarily in this order). **Do not email the instructor to find out what you missed in class if you did not attend- ask a classmate.**

Prepared Participation:

Prepared students are expected at each class meeting with assigned readings completed before class. This course requires a self-motivated student who is willing to take responsibility for his/her own learning process. Attendance – students are expected to attend each class session and are responsible for any missed materials. Participation will be graded; hosting and reporting small group discussions will be most of that grade. Discussion of the assigned readings will comprise a major portion of each class, alongside lecture and active engagement in any experiential activity. All students are expected to be actively engaged while another student is presenting; we will be learning from each other and from/with our invited guest speakers.

“Wherever the art of medicine is loved, there also is love for humanity.”

Hippocrates, ca. 400 B.C.

Learning Assessment and Evaluation. Course Grading :

Activity	Points (% of grade)	Course Content
Assignments All will have instructions posted on Carmen and handed out in class.	60 (30)	1= 10 reflections on topics such as JAMA’s ‘A Piece of My Mind’; done across semester 2 = Your scientist (from Adler) 3 = Art of JAMA 4 = Power to Heal 5 = Your Own View
Attendance & Participation	50 (25)	Attendance at each class (roster circulated for signatures) & thoughtful participation during the semester are critical- ask yourself did you actively participate, not dominate, stay open, LISTEN, be reflective, & encourage all voices to be heard?
Mid-term Exam	40 (20)	Cover assigned material for specific time periods. Based on everything presented.
Final Examination	50 (25)	Comprehensive. Covers entire course content, including lectures, student presentations, text, and any additional assigned readings.
Total Points	200	

NOTE: Points will be deducted for misspelled words and grammatical errors. Please read and re-read your work many times before you hand it in for a grade. Don’t lose points from spelling/grammar.

Final Grade Scale:

The course is letter graded. Final grades will be calculated as a percent (points earned divided by possible points) and the following percent system will be used to award a letter grade:

93	-	100	= A	77	-	79.9	= C+
90	-	92.9	= A-	73	-	76.9	= C
87	-	89.9	= B+	70	-	72.9	= C-
83	-	86.9	= B	67	-	69.9	= D+
80	-	82.9	= B-	63	-	66.9	= D

*Please note: I will round NOT up on the final score. If you score a 92.44% in this course you will receive an A- for this course. My grading is as fair and just as I believe I can make it. Please do not email me with a request to round your score up. I will refer you back to this note. Please respect this request! Thanks!

STATEMENT OF STUDENT RIGHTS:

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the semester as possible to receive effective and timely accommodations.” I am happy to help anyone who needs special assistance in this area. It is my intention to accommodate for full inclusion all students whose rights are protected under the American Disabilities Act. Students with disabilities are asked to speak with me as soon as possible if special arrangements are needed.

COURSE ORGANIZATION OF MATERIALS:

You need to bring the articles to class the week we are discussing them; use a 3-ring binder for ease of org.

“Wherever the art of medicine is loved, there also is love for humanity.”

Hippocrates, ca. 400 B.C.

Course Policies

It is expected that students behave as adults & in a respectful and responsible manner. Students are expected to be present for all classes and examinations. Topics are noted on syllabus; attending class will give you updated information if something changes and I will email often. Need for special consideration should be brought to my attention the first full week of classes.

Written Work---Review What YOU Write!

All written work is to be typed and double-spaced. The late policy in this class is that all work is docked one letter grade per day late and is highly discouraged. Late work is considered late if it is turned in after class begins the day the assignment is due. If you are going to be late for class on a day an assignment is due, then email me the assignment before class starts on the due date for the work to be considered “On Time.” Late work will be graded and turned back to the student by the end of the semester. **It is critical that all homework assignments be turned in on time; although, they may be discussed in class. Up to 1/3 of total points for each assignment will be deducted from any written work with spelling, grammar, and related errors.**

Exams

Students are expected to take the mid-term examinations and the final examination the day and time they are given.

- Mid-term examinations: If a mid-term examination is missed (which is highly discouraged), arrangements for its completion must be made within 48 hours. The mid-term examination must be taken within 72 hours of the actual examination date. **Prior notice that the mid-term will be missed is required in order to do a make-up mid-term examination.** Please contact the instructor to make arrangements. Emergencies will be handled on an individual basis but will require appropriate documentation.
- Final examination: Please plan around the specified date and time as noted in syllabus. If, a **make-up of the final exam is required due to an emergency, prior notice (before the actual exam time) is required. If missed, the final exam must be taken when convenient to professor and grade for course may be incomplete until this is met.**
- Making up ANY exam requires that 50% of the grade will be determined using the exam and 50% will be determined by giving the student an oral exam with the professor.
- Cheating on tests will not be tolerated. Any student caught or suspected of cheating, including use of phones or other electronics during the exam, will be reported to the Committee on Academic Misconduct according to University policy, Faculty Rule #3335-5-54.

“Wherever the art of medicine is loved, there also is love for humanity.”

Hippocrates, ca. 400 B.C.

Course Calendar, Readings, and Basic Timeline (**NOTE: ALL are subject to change if needed**):
HRS2530 The Evolving Art and Science of Medicine-2015

Semester Week/Dates	GENERAL THEMES (CAPS) Topics from Adler’s Book Learning Objectives: (By #)	To-Do; To-Read & Art Themes: (Listed here but updated via Carmen- emails and in-class weekly)
1: Aug 26	Syllabus Review What’s this course all about? Who’s in the course with you? What’s your work going to be? What’s the learning environment? How can you prepare daily?	READ: Chp 1 & 2 from Adler’s Medical Firsts, (be sure to read preface, table of contents, acknowledgments & dedications for both books.) Start reading Gawande’s ‘Being Mortal,’ Students will be notified a few days ahead when Gawande will be discussed.
2: Aug 31	ANCIENT MEDICINE/ART & HEALING First Week: The Greeks & Medicine LO: 2, 5, 11	READ: Chp 1 & 2 from Adler’s Medical Firsts, Art: What is the Art of Medicine? Art: Listen/Watch to Gawande’s TED talk
2: Sep 2	ART, HEALING, SCIENCE, HISTORY Germ of an Idea LO: 2,4,5,11	Adler Chp 3 & 4 Art: What Doctors Write About Medicine and Healing? (Rachel Remen; Rita Charon, etc.) See Verghese’s TED talk.
3: Sep 7- no class-Labor Day!! , Sep 9	IMPACT OF SCIENCE Combative Genius LO: 1,4,5,6,11	Adler Chp 5/6 Art: The Paintings in Medicine and The Art in JAMA
4: Sep 14, 16	SCIENTIFIC MODEL’S IMPACT Influence of Muslims LO:2,4,5,6,7,11	Adler Chp 7/8 Art in Film: Patch Adams-a cultural depiction of medicine?
5: Sep 21,23	SCIENCE HISTORY AND HEALING Vesalius (see his book in Pryor) LO:3,4-7,11	Adler Chp 9/10 Art: The Power to Heal (addressing & seeing cultural influence)
6: Sep 28,30	JUXTAPOSITION OF HEALING William Harvey and the Heart LO:4-8, 11	Adler Chp 11/12 Art: Music is Art That Can Heal (Keb Mo, Hoda, as examples)
7: Oct 5- no class DH out Oct 7-DH back-we have class! (midterm?)	MEDICINE’S TECHNOLOGY & CHANGE The beauty of being numbed LO: 2,5,6,8,10,11	Adler Chp 13/14 MIDTERM-OCT 12 or 14TH Messages about Medicine from Art in Film: The sterile approach of western medicine (see films: WIT or The Doctor)
8: Oct 12, 14 (midterm?)	SCIENCE AND HISTORY AND ART Drs. Snow and Pasteur; DesCarte’s Influence LO: 4-7, 11	Adler Chp 15/16 Art: Movie Continued/Discussed

“Wherever the art of medicine is loved, there also is love for humanity.”

Hippocrates, ca. 400 B.C.

Semester Week/Dates	GENERAL THEMES (CAPS) Topics from Adler’s Book Learning Objectives: (By #)	To-Do; To-Read & Art Themes: (Listed here but updated via Carmen- emails and in-class weekly)
9: Oct 19, 21	PRACTITIONER-PATIENT RELATIONS Xrays and Freud; Flexner’s report LO: 4-9, 10, 11	Adler Chp 17/18 Art: My Doctor/Nurse the Artist Healers? Guest Speakers: Parnes & Rancour???
10: Oct 26, 28	WHAT IS A HEALING ENVIRONMENT? Viruses and Fleming LO: 4-9,10,11	Adler Chp 19/20 Art: The Influence and Messages about Medicine from Art Inside & Outside the Healthcare Environment
11: Nov 2, 4	UTILIZING ART IN HEALING PROCESS From Birth Control to Transplants LO:4-11	Adler Chp 21/22 Art: Narrative Medicine; Telling, Listening & Learning from Stories by Healthcare Professionals (DH)
12: Nov 9 Nov 11-no class- Veteran’s Day	CURRENT TIMES, ART, HEALING In vitro fertilization and Eradicating SmallPox LO: 2,4-11	Adler Chp 23/24 Art: Extra Week for Flexibility
13: Nov 16, 18	FINDING YOUR VOICE IN HEALING Mad Cows, Plagues, & Immunity LO: 2, 4-11	Adler Chp 25/26 Art: ‘Being Mortal’ Discussion
14: Nov 23, (no classes Nov25/27- Thanksgiving Break)	ALLIED HEALTHCARE AND ART Genomes and our futures LO: 2, 4-11	Adler Chp 27/28 Art: ‘Being Mortal’ Discussion
15: Nov 30/Dec 2	INTEGRATING ART AND SCIENCE Personal stories and views LO: 1-11 (AS NEEDED)	Presentations in Class of Final Assignment.
16: Dec 7	WRAP UP TO COURSE	Presentations continued and Wrap-up
FINAL EXAM: Thurs, Dec 17, 2015	Atwell 327 2:00-3:45 pm	

Learning Objectives- in a few words:

1. Describe how the scientific method and Cartesian philosophy influences (past/present) our medicine.
2. Describe what has culture and history done to medicine.
3. Identify what the Flexnor report did to modern medical education and how this is depicted in art.
4. Examine and provide examples of healers as both artists and scientists.
5. Evaluate how culture defines the practitioner-patient relationship.
6. Describe cultural understandings of health and wellness as it impacts conception of a healer.
7. Identify healing modalities that started as an art form.
8. Analyze how art may address societal concerns about an issue. (ex: doctor/patient relationship).
9. Synthesize course info and explain current popularity of CAM.
10. Critique knowledge from course to explain the emergence of Allied Health Professionals in the patient-centered model.
11. Illustrate how you have become critical listeners to societal issues as displayed thru the arts.