

Term Information

Effective Term Autumn 2022

Course Change Information

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

Submitted as a GE Foundations course - Historical and Cultural Studies. DL approval.

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

This course meets the goals and expected learning outcomes for this foundation in the new GE. This was a previously approved GE foundations course.

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)?

None

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
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
<i>Previous Value</i>	<i>No</i>
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, Wooster
<i>Previous Value</i>	<i>Columbus, Lima</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

None

Previous Value

Not open to students with credit for Allimed 307.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

51.9999

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Previous Value

Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Historical and Cultural Studies

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

- 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.
- Describe how science has been and is situated in the cultural-historical framework of the time and be able to articulate how these impacts both medical professionals and patients today.
- Identify and generate examples of the influence of the Flexner Report on modern medical education and practice as embodied in art.
- Examine and provide examples of healers 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 and ensuing communication
- Describe and resolve the cultural understandings of health and 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 & be able to articulate an 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 concept of health as the responsibility of the patient.
- Critique the knowledge obtained to explain the important emergence of the Allied Medical Professions in delivery of healthcare in a patient-centered medical environment
- 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.

Previous Value

- *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.

No

Sought Concurrence
Previous Value

Attachments

- Rationale Foundations -Historical and Cultural_HTHRHSC 2530_Art and Science of Medicine.docx: Foundations rationale
(Other Supporting Documentation. Owner: Cohen, Anya M)
- HTHRHSC 2530 Art and Science of Medicine Online Syllabus.docx: Online Syllabus
(Syllabus. Owner: Cohen, Anya M)
- HTHRHSC 2530 Art and Science of Medicine In Person Syllabus.docx: In Person Syllabus
(Syllabus. Owner: Cohen, Anya M)
- distance_approval_cover_sheet_HTHRHSC 2530.docx: Distance Approval Cover Sheet
(Other Supporting Documentation. Owner: Cohen, Anya M)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Cohen, Anya M	10/15/2021 04:46 PM	Submitted for Approval
Approved	Larsen, Deborah Sue	10/17/2021 08:14 AM	Unit Approval
Approved	Clinchot, Daniel Michael	10/18/2021 06:02 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/18/2021 06:02 AM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

School of Health and Rehabilitation Sciences

COURSE INFORMATION

Department / Course Number Health and Rehabilitation Sciences 2530; GE Foundations Historical and Cultural Studies

Course Title The Evolving Art and Science of Medicine

Term AU,SP,SU

Credit Hours 3

FACULTY INFORMATION

Instructor: Name

Department:

Office Location:

Phone Number:

Email:

Office Hours:

CLASS MEETING SCHEDULE

Asynchronous Online

COURSE MATERIALS

TEXTBOOK AND REQUIRED MATERIALS

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. (You do not need to purchase this book. Chapters of this book will be available in Carmen for Assignment 4.)

MEDIA

Required film (1 to rent* as the student):

- *Haines, R. (Director). (1991). *The Doctor* [Motion picture]. United States: Buena Vista Pictures.
- Two additional films will be made available via OSU Media Player without cost.

* Required readings beyond these texts can be found on Canvas. Also note the use of TED talks. This course has a decent 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.

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.

PREREQUISITES

None

THE EVOLVING ART AND SCIENCE OF MEDICINE HRS 2530 IS A GE COURSE WHICH MEETS THE FOLLOWING GENERAL EDUCATION OUTCOMES WITHIN THE HISTORICAL AND CULTURAL FOUNDATIONS REQUIREMENT:

SPECIFIC GENERAL EDUCATION CULTURAL STUDIES GOALS:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment, and interpretation and evaluation.

EXPECTED GENERAL EDUCATION LEARNING OUTCOMES (ELO) FOR CULTURAL STUDIES:

Expected Learning Outcomes:

1. (ELO-1) Students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.
2. (ELO-2) Students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.
3. (ELO-3) Students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.
4. (ELO-4) Students are able to evaluate social and ethical implications in cultural studies.

Cultural Studies ELO's will be noted in document as ELO-1, ELO-2, ELO-3 or ELO-4 for (a) the course objectives (P.3), (b) the readings (course calendar), (c) the topics (course calendar), (d) the written assignments (course calendar), and (e) other course components.

COURSE LEARNING OUTCOMES

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. (ELO 2 + 3)
2. Describe how science has been and is situated in the cultural-historical framework of the time and be able to articulate how these impacts both medical professionals and patients

- today. (ELO-1 + 3)
3. Identify and generate examples of the influence of the Flexner Report on modern medical education and practice as embodied in art. (ELO-2 + 4)
 4. Examine and provide examples of healers as both artist and scientist and be able to explain how this exemplifies cultural-historical response. (ELO-1)
 5. Evaluate ways in which the culture defines the nature of the medical practitioner/patient relationship and ensuing communication. (ELO-3)
 6. Describe and resolve the cultural understandings of health and wellness as it impacts the conception of healer, as exemplified in the arts. (ELO-3)
 7. Identify various healing modalities that originated as an art form, that today look to research in order to validate their efficacy in healing & be able to articulate an experience with one modality (ELO-1 + 4).
 8. Analyze how art may address societal concerns about an issue (ie. Doctor/Patient relationship) as a medium for societal discussion of the problem. (ELO-1 + 4)
 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 concept of health as the responsibility of the patient. (ELO-3)
 10. Critique the knowledge obtained to explain the important emergence of the Allied Medical Professions in delivery of healthcare in a patient-centered medical environment (ELO-3)
 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. (ELO-1 + 4)

COURSE TECHNOLOGY

Online Structure: This course will be conducted in a distance-learning, online format. All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: [IT Service Desk](#) • Phone: 614-688-HELP (4357)

Email: 8help@osu.edu • TDD: 614-688-8743

UNIVERSITY POLICIES

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)

- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement
- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrcm.counseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand.

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The [Ohio State Wellness app](#) is also a great resource.

COVID

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

TRIGGER WARNING

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or [Counseling and Consultation Services](#) at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

HOW THIS ONLINE COURSE WORKS

Instructional Strategies:

This course will have online activities for lecture/discussion during each week of the Autumn Semester.

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 should strive to post discussion 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.

COURSE ORGANIZATION OF MATERIALS

Contacting Me

The easiest way to contact me will be through email message or during office hours. I spend a lot of time online during the week so will not always be available during typical school hours. 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.

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.)

Proctorio: HRS uses the online exam proctoring service, Proctorio. This feature must be enabled in Carmen to take the mid-term and final unless specified by the professor.

- 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.

ATTENDANCE / PARTICIPATION EXPECTATIONS

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.

GRADING AND EVALUATION

Activity	Points (% of grade)	Course Content
Assignments (All will be posted on Canvas, with instructions)	50 (25)	2= Your scientist (from Adler) (ELO-1) 3 = Art of JAMA (ELO1 + 2)

Weekly Reflections	20 (10)	A short reading and short reflection prompt at the end of each week. (Includes
Attendance & Participation	90 (25) *Assessed mid-semester and end of semester.	Thoughtful, open, honest, civil participation during the semester is critical—ask yourself did you actively participate, not dominate, stay open, LISTEN, be reflective, & let every
Self-Check Quizzes	100 (5)	Short quizzes after you've read the assigned reading at the beginning of each
Mid-term Exam	30 (15)	Cover assigned material for specific time periods. Based on lectures and readings,
Final Examination	40 (20)	Comprehensive. Covers entire course content, including information from lectures, student presentations, text, and any additional assigned readings.

GRADING SCALE

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

COURSE SCHEDULE

Week #	GENERAL THEMES Topics from Adler's Book Learning Objectives: (By #)
1	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	ANCIENT MEDICINE/ART, HEALING, SCIENCE, HISTORY LO: 2,4,5,11 (ELO as listed on Objectives)
3	IMPACT OF SCIENCE Varro, Soranus, Verghese LO: 2,4,5,11
4	Combative Genius <i>Patch Adams</i>

Week #	GENERAL THEMES Topics from Adler's Book Learning Objectives: (By #)
	LO: 1,4,5,6,11
5	SCIENTIFIC MODEL'S IMPACT Influence of Muslims LO:2,4,5,6,7,11
6	SCIENCE HISTORY AND HEALING Vesalius (see his book in Pryor) LO:3,4-7,11
7	JUXTAPOSITION OF HEALING William Harvey and the Heart LO:4-8, 11
8	MEDICINE'S TECHNOLOGY & CHANGE The beauty of being numbed- Descartes, The Doctor LO: 2,5,6,8,10,11
9	SCIENCE AND HISTORY AND ART Jenner & Anesthesia LO: 4-7, 11
10	PRACTITIONER-PATIENT RELATIONS X-rays and Freud LO: 4-9, 10, 11
11	WHAT IS A HEALING ENVIRONMENT? Viruses & Flemming LO: 4-9,10,11
12	UTILIZING ART IN HEALING PROCESS From Birth Control to In vitro fertilization to Transplants; Flexner LO:4-11
13	CURRENT TIMES, ART, HEALING

Week #	GENERAL THEMES Topics from Adler's Book Learning Objectives: (By #)
	Eradicating Small Pox & Mad Cows, Plagues, & Immunity; WIT LO: 2,4-11
14	ALLIED HEALTHCARE AND ART Genomes and our futures LO: 2, 4-11
Finals	

COURSE READING SCHEDULE

Week	Adler	Gawande	Tentative Assignment Schedule
1	Introduction		
2	Chapters 1-2	Intro & Chapter 1	
3	Chapters 3-4		
4	Chapter 5	Chapter 2	Assignment 2
5	Chapter 6-7		
6	Chapter 8-9		
7	Chapter 10-11	Chapter 3	
8	Midterm		
9	Chapter 12-13	Chapter 4	Assignment 3 & 4 introduced
10	Chapter 14-16	Chapter 5	
11	Chapter 17-18	Chapter 6	Assignment 5 introduced
12	Chapter 19-20		

13	Chapter 21-23	Chapter 7	
14	Chapter 24-25	Chapter 8	Assignment 5 Due
15	Chapter 26-28		

ABSENCE AND MAKEUP POLICY

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. The need for special consideration for your best learning should be brought to my attention the first full week of classes.

LATE ASSIGNMENT SUBMISSIONS

The late policy in this class is that all work is reduced by **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.**

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THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.

GE Expected Learning Outcome	Methods of Assessment Direct (Indirect)	Level of Student Achievement Expected for GE ELO.
ELO1 Students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.	Embedded questions in exams; assessment of interpretation of book: BEING MORTAL and Assignments 2,3,4	At least 75% of class achieves scores of 3 or more on rubrics for assignments; at least 75% of class scores 70% or greater on exams

<p>ELO-1.2</p> <p>Students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.</p>	<p>Embedded questions in exams; Discussions on Descartes, Flexner Report & Hippocratic Oath</p>	<p>At least 75% of class achieves scores of 3 or more on rubrics for assignments; at least 75% of class scores 70% or greater on exams</p>
<p>ELO1.3</p> <p>Students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.</p>	<p>Weekly pre-check quizzes, exams; Assignment 3 & 4</p>	<p>At least 75% of class achieves scores of 3 or more on rubrics for assignments; at least 75% of class scores 70% or greater on quizzes and exams.</p>

Specific GE ELO	Specific Assignments to meet GE ELO	How Assignments Address GE ELO
<p>ELO-1.1 Students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.</p>	<p>Assignment #1: JAMA’s Pieces of My Mind (POMMs) used weekly for ~10 weeks in the course. Students are asked to read, identify, and evaluate the thoughts found in the POMM and the cultural aspects and influences as voiced by the authors for their impacts on health, healing, & medicine. These include:</p> <ol style="list-style-type: none"> 1. Don Berwick. To Isaiah. JAMA. 2012;307(24):2597-8. 2. Wendy Stead. A story I hope ends up being true. JAMA. 2015;314(6): 563-4. 3. Elizabeth Levine. Learning to Breathe. JAMA. 2016;314(3):229-230. 4. Ragini Bahdula. The good physician. JAMA.2013;310(9):909. 5. Daniel Waters. Holding the heart. JAMA. 1998;297(19). 	<p>Brief targeted ideas/thoughts (<u>underlined below</u>) by modern day physicians, healthcare workers & patients (under the general category of a ‘Piece of My Mind’[POMM]) found weekly in the Journal of the American Medical Association (JAMA). These target current day thoughts, culture, ideas or expression and students are asked to describe and evaluate these and impacts on medicine/health.</p> <ol style="list-style-type: none"> 1. (Berwick) The <u>impact of the relationship</u> between patient and provider as well as the resulting <u>advocacy that a physician’s ‘voice’</u> can deliver when addressing cultural influence of the social determinants of health for underserved populations. 2. (Stead) The <u>value of the patient-physician relationship</u>; how ‘being authentically human’ benefits patient AND provider. 3. (Levine) The <u>value of emotional intelligence of the provider</u>. Sensing and adjusting how a provider acts and reacts emotionally to terminal diagnoses of patients and the deeper sense of <u>meaning and purpose for a human</u>. Cultivating the need for self-reflection, self-awareness, and self-care. 4. (Bahdula) The importance of the <u>process to establish the relationship</u> and the interview of the patient by <u>deep listening and respect</u> for the patient. The concept that the <u>patient is not just a list of symptoms and numbers</u>. Fosters an awareness of the need for humility as a provider. 5.(Waters) The <u>artistic, philosophical, and imaginative view</u> of the beating

	<p>6. Ravi B. Parikh. Removing the ‘me’ from MD. JAMA.2013;310(18): 1943-44.</p> <p>7. Mark A. Attiah. Treat me like a child. JAMA. 2013;310(7):693-4</p> <p>8. Louise Aronson. Story as evidence, evidence as story. JAMA 2015;314(2):125-6.</p> <p>9. Rita Charon et al. Five voices, one story. JAMA. 2013;310(24):2615-16.</p> <p>10. Stephen A. Schmidt. When you come into my room. JAMA.1996;276(7):512.</p> <p>Assignment #3 The ‘Art of JAMA’ uses the Anthologies of Art from the front cover of JAMA over the past 10-20 years. M. Therese Southgate, MD, initiated the ART of JAMA, and explains similarities between artists and medicine as well as the significance of each piece of art used on the cover of JAMA in relation to their lifetimes and to medicine.</p>	<p>heart and the privilege of the surgeon who holds and heals it demonstrating that intricate understanding, touch, and deep reverence can be as important as medical technology in healing.</p> <p>6-10. POMMS 6-10 continue the recognition of cultural and societal influences on medicine expressed through the views and thoughts of physicians and patients as expressed here.</p> <p>Assignment #3: Students are asked to use the description of their favorite piece of art from these anthologies (it’s history, the culture of the time, the meaning to the author) and reflect on similarities between an artist and a physician or other clinician, to describe why they would like to place this art in a patient waiting or exam room.</p>
<p>ELO-1.2 Students are able to describe and analyze <u>selected cultural phenomena and ideas across time</u> using a diverse range of primary and secondary sources and an explicit focus on</p>	<p>Specific Assignments/Lecture Readings & Discussion Address Cultural Phenomenon (see specifics in Adjacent Column) → Religious Influence: Chapter 1. Adler Hippocrates: A Principle & a Method-here Hippocrates’ books are referenced to note that “health and disease are strictly natural phenomena—no gods need apply.” Chapter 6: Enlightened Mind of Abu Bakr Al-Razi</p>	<p>Cultural Phenomenon Impacting Medicine:</p> <p>A. Religious influence has often limited discovery and scientific advancement; these are traced across Adler Chapters typically beginning with the restriction of physicians from using autopsy as a path of discovery.</p>

<p>different theories and methodologies.</p>	<p>Chapter 7: Ibn al-Nafis: Galen’s Nemesis Chapter 9: Andreas Vesalius : Driven to Dissection Chapter 10: A voice of Sanity in an Insane World Chapter 12: Edward Jenner: A Friend of Humanity Chapter 21: Margaret Sanger and the Pill Chapter 23: A Baby’s Cry : The Birth of In Vitro Fert.</p> <p>Political: Chapter 3: Marcus Varro : The Germ of an Idea Chapter 10: Johann Weyer: A Voice of Sanity in an Insane World Chapter 13: The Discovery of Anesthesia Chapter 21: Margaret Sanger and the Pill Chapter 23: A Baby’s Cry: The Birth of In Vitro Fert. Chapter 24: Humanity Eradicates a Disease-Smallpox-for the First Time Chapter 27: Discovery Can’t Wait: Deciding the Human Genome</p> <p>Military: Chapter 3: see above Chapter 5: Galen of Pergamon: Combative Genius Chapter 13: see above (Anesthesia) Chapter 20 : Prepared Mind of Alexander Fleming Chapter 24: see above</p> <p>Personality Driven: Chapter 1: Hippocrates Chapter 5: Galen Chapter 6: Rhazes Chapter 7: al-Nafis Chapter 16: Pasteur & the Germ Theory of Disease Chapter 17: Roentgen Discovers X-Rays Chapter 18: Sigmund Freud Chapter 21: Margaret Sanger Chapter 25: Gajdusek Chapter 27: Crick & Watson</p>	<p>B. Political influences during Greek and Roman ruling eras, across the fall of these empires, through onset of the Dark Ages and then surfacing again as Muslim scholar’s knowledge re-informs European medicine. Eventually the world wars bring & combine both political and military influence that significantly enhances medical discoveries by necessity.</p> <p>C. Military influences have positively and negatively impacted progression of science & medicine from the burning of libraries to battlefield needs of medical technologies/discoveries.</p> <p>D. Personality of prominent physicians, thinkers, philosophers, and scientists of the day/cultural period have significant influence on discovery and production of scientific and medical knowledge.</p> <p>E. Discrimination-whether across racial-minority-gender or other aspects, these issues become prominent because the highlighted physician and/or activist of that era brings recognition to the topic. This topic also is demonstrated through POMMs, TEDx and other videos/films.</p>
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Discrimination of any kind:

Chapter 10: Johann Weyer & Mental Health

Chapter 21: Margaret Sanger & Women's Health

Chapter 23: In vitro Fertilization

POMM 1: To Isiah

Assignment 2: Highlights minority and gender contributions to medical discovery

Greed and Competition:

Chapter 5: Galen

Chapter 13: Anesthesia

Chapter 27: DNA and Genome Mapping

Standardization of Science, Medicine, & Med Ed:

Descartes' Discourse on Methods

Flexner Papers

Rise of Technology

Chapter 13: Anesthesia

Chapter 17: Xrays

Chapters 21-28: The Pill---DNA

Depersonalization of Medicine

Descartes' Discourse on Methods

Movies: Patch Adams, The Doctor, WIT

Assignment #2: Choose The NEXT 'Medical First'

Uses the theme of the Adler Book to highlight achievements in medicine by identifying the process of discovery or the person(s) behind them and the influential cultural/societal environment at the time of these discoveries.

F. **Greed and Competition** has impacted advancement of science and is also address by Descartes' readings of Discourse on Methods.

G. **Standardization of Science, Medicine, and Medical Education...** Expecting collaboration and standardizing the education across the U.S.

H. **Rise of Technology** (making of technocratic medicine) demonstrates the influence of the major Cartesian thought to 'master nature'

I. **Depersonalization of Medicine-** seen as the result of emphasis on the rise of technocratic medicine and reflected by film industry's portrayal of medicine and healthcare. Course work requires students to witness, describe, evaluate films & related messages on depersonalization.

Assignment #2:

Specifically asks students to find medical scientists (especially Nobel Prize winners and underrepresented groups (gender & race) deserving of the 'MEDICAL FIRST' accolade but also to describe the cultural influences on this person and/or the times of the discovery.

<p>ELO-1.3 Students are able to use appropriate sources and methods to <u>construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.</u></p>	<p>Assignment #2: Choose The NEXT ‘Medical First’</p> <p>Uses the theme of the Adler Book to highlight achievements in medicine by identifying the process of discovery or the person(s) behind them and the influential cultural/societal environment at the time of these discoveries.</p> <p>Adler’s Chapters: Specific major chapters in Adler’s Medical Firsts that are VERY OBVIOUS examples that construct an integrated and comparative perspective of the cultural-historic framework associated with medical beliefs & perceptions: Adler’s Introduction Chapter 1: Hippocrates Chapters 10 & 18: Weyer, Freud & Mental Health Chapter 13: Anesthesia Chapters 4, 21 & 23: Women & Infant Health Chapters 3,15,16,19, 20, 24: Infectious Diseases & Public Health</p> <p>Assignment #4 The Power to Heal is a photo and prose collection, in a textbook, that represents fundamental themes about healing in both current contexts as well as the past. Students read and view a comparison of healing methods in prose and pictures and then use literature searching skills to find current evidence for their choice of one method or therapy.</p> <p>Assignment #5: A Culminating View of the Art and Science of Medicine. The depth and breadth of information on the evolution of the science of medicine and</p>	<p>Assignment #2: Students are asked to identify a highly accomplished medical scientist and to fully describe what cultural influences on this medical scientist in their life and work that relates to perceptions, beliefs, and behaviors. Students provide evidence, literature, and scholarship from library sources to support this assignment.</p> <p>Adler’s Chapters: Students are asked to study by reading & listening to lectures that show progression of human understanding of disease (from discovery to current day perceptions of disease and treatment). They are asked to witness the impact of the cultural beliefs that are associated with this progression. Students gain perspectives on progression of medical understanding and its cultural influences from beliefs conveyed by Hippocrates that health and disease are related to the nature of the body and not to the gods through recognition of mental health, to expectations that reducing pain promotes health, that women & children deserve whole health coverage, and that recognition of germs can bring disease & global public health connections.</p> <p>Assignment #4 ‘The Power to Heal’ asks students to read one story and view 2 therapies (from pictures) seen or mentioned in this text that demonstrate a range of healing methods from various cultures. They are asked to investigate one method further by searching the scientific literature for a clinical trial of that method to give them an understanding of the possibilities for evidence that might exist in our current day.</p> <p>Assignment #5: 8 key topic concept areas are offered to students as guides to expressing their culminating view in</p>
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	<p>the art of delivering good medicine is vast and the student is exposed to significant comparisons of cultures, perceptions, thoughts, and ideas across 2000 years. Their own newly acquired perception is articulated with evidence from their thoughts and from use of course material.</p>	<p>a short essay. The 8 topic areas include: 1) who has the power to heal and how they achieved it, 2) the healing path for the patient and the healer's art that impacted that path, 3) common attributes and characteristics of healers who intersected the best art and science, 4) what history teaches us about the human impact on medicine, 5) where is the future of the art and science intersection, 6) their own personal journey experiencing the art and science of healing, 7) lessons that patients teach healers, 8) recognizing themselves as healers, and 9) other-as discussed with professor. Further expression and discussion is enhanced when one essay is read to the class from each team.</p>
<p>ELO-1.4 Students are able to evaluate social and ethical implications in cultural studies.</p>	<p>All of Assignment #1 All POMMs (reading described earlier)</p> <p>Specific Chapters in Adler: Covering the major themes such as deterrents to advancements in medicine and healthcare (ELO-2).</p> <p>BEING MORTAL by Atul Gawande, MD is read for this course and addresses both ethical and cultural aspects, as well as comparisons with other cultures, around themes of aging, decline of whole health, end of life, using technology at the service of the individual, and overall quality of life.</p>	<p>All POMMs: address in some way the social and ethical implications in the U.S. culture and how we collectively address medicine, healthcare, and health. The largest themes include the disparities of care via social determinants of health, emotional intelligence in the medical environment, mental health, burn-out in medicine, and the clinician-patient relationship (listening, rapport, respect, self-awareness, humility, etc). Online reflections and responses to questions on the POMM are used to help to reinforce the major themes.</p> <p>These are completed by lectures and reading of the chapters and examined during in-class discussions and on exams.</p> <p>8 chapters are discussed during lectures across the semester and several short answer questions are asked on exams to understand how the author first offers scientific evidence around aging, end of life, and quality of life issues to show how medicine is or is not fully addressing the social and ethical implications. Students are asked to</p>

	<p>Assignment 5 as addressed in ELO-3 Many of these themes that surface for students contrast what they have learned from the social and ethical implications of the cultural impacts on medicine. This cumulative assignment helps students reconcile what they have learned all semester with what they have experienced or witnessed about the cultural impacts of medicine.</p> <p>Three Movies (Patch Adams, The Doctor, WIT) All present challenges that medicine has or currently does face from both an individual clinician standpoint or a collective view such as burnout, depersonalization, dehumanization and possible solutions.</p>	<p>construct the comparison of this dilemma by identifying the science and the art of the solutions to these issues.</p> <p>Assignment 5 as described above in ELO-3 uses this short essay and reading of one per group to the entire class to identify social and ethical challenges witnessed, see, felt, by the student author. The class, as a whole, is asked to offer three comments or ideas on the essay that was read. Often this is a most rewarding end to a semester of exchanging information in teams and as a class.</p> <p>Students are asked to watch these movies alone or in the classroom as a class and then to reflect on two major themes: 1) how is medicine and medical practitioners portrayed here that is detrimental or inspirational to the progression of medicine. 2) what is the artistry used, besides that of the actors, to convey such messages about medicine such as the surroundings, lighting, camera angles, etc.</p>
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THE OHIO STATE UNIVERSITY

School of Health and Rehabilitation Sciences

COURSE INFORMATION

Department / Course Number Health and Rehabilitation Sciences 2530; GE Foundations Historical and Cultural Studies

Course Title The Evolving Art and Science of Medicine

Term AU,SP

Credit Hours 3

FACULTY INFORMATION

Instructor: Name

Department:

Office Location:

Phone Number:

Email:

Office Hours:

CLASS MEETING SCHEDULE

T.Th 180 minutes per week with expected 6 hours of on average outside of class each week. (based on average of 2 hours for every hour of formalized instruction)

COURSE MATERIALS

TEXTBOOK AND REQUIRED MATERIALS

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. (You do not need to purchase this book. Chapters of this book will be available in Carmen for Assignment 4.)

MEDIA

Required film (1 to rent* as the student):

- *Haines, R. (Director). (1991). *The Doctor* [Motion picture]. United States: Buena Vista Pictures.
- Two additional films will be made available via OSU Media Player without cost.

* Required readings beyond these texts can be found on Canvas. Also note the use of TED talks. This course has a decent 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.

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.

PREREQUISITES

None

THE EVOLVING ART AND SCIENCE OF MEDICINE HRS 2530 IS A GE COURSE WHICH MEETS THE FOLLOWING GENERAL EDUCATION OUTCOMES WITHIN THE HISTORICAL AND CULTURAL FOUNDATIONS REQUIREMENT:

SPECIFIC GENERAL EDUCATION CULTURAL STUDIES GOALS:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgement; and interpretation and evaluation.

EXPECTED GENERAL EDUCATION LEARNING OUTCOMES (ELO) FOR CULTURAL STUDIES:

Expected Learning Outcomes:

(ELO-1) Students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.

(ELO-2) Students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.

(ELO-3) Students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.

(ELO-4) Students are able to evaluate social and ethical implications in cultural studies.

Cultural Studies ELO's will be noted in document as ELO-1, ELO-2, ELO-3 or ELO-4 for (a) the course objectives (P.3), (b) the readings (course calendar), (c) the topics (course calendar), (d) the written assignments (course calendar), and (e) other course components.

COURSE LEARNING OUTCOMES

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. (ELO 2 + 3)
2. Describe how science has been and is situated in the cultural-historical framework of the time and be able to articulate how these impact both medical professionals and patients today. (ELO-1 + 3)
 3. Identify and generate examples of the influence of the Flexner Report on modern medical education and practice as embodied in art. (ELO-2 + 4)
 4. Examine and provide examples of healer as both artist and scientist and be able to explain how this exemplifies cultural-historical response. (ELO-1)
 5. Evaluate ways in which the culture defines the nature of the medical practitioner/patient relationship and ensuing communication. (ELO-3)
 6. Describe and resolve the cultural understandings of health and wellness as it impacts the conception of healer, as exemplified in the arts. (ELO-3)
 7. Identify various healing modalities that originated as an art form, that today look to research in order to validate their efficacy in healing, & be able to articulate an experience with one modality (ELO-1 + 4).
 8. Analyze how art may address societal concerns about an issue (ie.Doctor/Patient relationship) as a medium for societal discussion of the problem. (ELO-1 + 4)
 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 concept of health as the responsibility of the patient. (ELO-3)
 10. Critique the knowledge obtained to explain the important emergence of the Allied Medical Professions in delivery of healthcare in a patient-centered medical environment (ELO-3)
 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. (ELO-1 + 4)

COURSE TECHNOLOGY

All materials will be provided via Carmen and all assignments will be completed via Canvas file upload. All necessary materials will be provided in the content section of Carmen. An [online tutorial](#) is available. Notices about this course will be sent to your name.#@buckeyemail.osu.edu account. All students must have an active OSU email account and remain electronically connected to OSU. Emails may be forwarded to an external email address. Please contact the Help Desk for more information.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available [online](#), and support for urgent issues is available 24x7.

Self-Service and Chat support: [IT Service Desk](#) • Phone: 614-688-HELP (4357)

Email: 8help@osu.edu • TDD: 614-688-8743

UNIVERSITY POLICIES

Up to date [university policies](#) are available from the Office of Undergraduate Education, and these policies apply to this course. You can view the following statements and policies:

- Disability Statement
- Excused absence guidelines (COVID)
- Academic Misconduct
- Grievances and solving problems
- Creating an environment free from harassment, discrimination, and sexual misconduct
- Diversity Statement
- Counseling and Consultation Services/Mental health statement
- Lyft Ride Smart

YOUR MENTAL HEALTH-COUNSELING AND CONSULTATION SERVICES

The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you are a student in the School of Health and Rehabilitation Sciences, you may schedule an appointment with our mental health counselors: simply email hsrcounseling@osumc.edu, indicate which program you are enrolled in and that you are interested in scheduling an initial counseling appointment. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand.

You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. The [Ohio State Wellness app](#) is also a great resource.

COVID

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and the [Office of Institutional Equity](#).

TRIGGER WARNING

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or [Counseling and Consultation Services](#) at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

COURSE ORGANIZATION OF MATERIALS

Contacting Me

The easiest way to contact me will be through email message or during office hours. 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.

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.

- Mid-term examination: If a mid-term examination is missed (which is highly discouraged), arrangements for its completion must be made within 48 hours. **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: If a **make-up of the final exam is required due to an emergency, prior notice (before the actual exam time) is required.**
- 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.

ATTENDANCE / PARTICIPATION EXPECTATIONS

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 attend every class 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.

GRADING AND EVALUATION

Activity	Points (% of grade)	Course Content
Assignments (All will be posted on Canvas, with instructions)	50 (25)	2= Your scientist (from Adler) (ELO- 1) 3 = Art of JAMA (ELO1 + 2)
Weekly Reflections	20 (10)	A short reading and short reflection prompt at the end of each week. (includes
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
Self-Check Quizzes	100 (5)	Short quizzes after you’ve read the assigned reading at the beginning of each
Mid-term Exam	30 (15)	Cover assigned material for specific time periods. Based on lectures and readings,
Final Examination	40 (20)	Comprehensive. Covers entire course content, including information from lectures, student presentations, text, and any additional assigned readings.

GRADING SCALE

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

COURSE SCHEDULE

Week #	GENERAL THEMES Topics from Adler’s Book Learning Objectives: (By #)
1	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?

Week #	GENERAL THEMES Topics from Adler's Book Learning Objectives: (By #)
2	ANCIENT MEDICINE/ART, HEALING, SCIENCE, HISTORY LO: 2,4,5,11 (ELO as listed on Objectives)
3	IMPACT OF SCIENCE Varro, Soranus, Verghese LO: 2,4,5,11
4	Combative Genius <i>Patch Adams</i> LO: 1,4,5,6,11
5	SCIENTIFIC MODEL'S IMPACT Influence of Muslims LO:2,4,5,6,7,11
6	SCIENCE HISTORY AND HEALING Vesalius (see his book in Pryor) LO:3,4-7,11
7	JUXTAPOSITION OF HEALING William Harvey and the Heart LO:4-8, 11
8	MEDICINE'S TECHNOLOGY & CHANGE The beauty of being numbed- Descartes, The Doctor LO: 2,5,6,8,10,11
9	SCIENCE AND HISTORY AND ART Jenner & Anesthesia LO: 4-7, 11
10	PRACTITIONER-PATIENT RELATIONS X-rays and Freud LO: 4-9, 10, 11
11	WHAT IS A HEALING ENVIRONMENT?

Week #	GENERAL THEMES Topics from Adler's Book Learning Objectives: (By #)
	Viruses & Flemming LO: 4-9,10,11
12	UTILIZING ART IN HEALING PROCESS From Birth Control to In vitro fertilization to Transplants; Flexner LO:4-11
13	CURRENT TIMES, ART, HEALING Eradicating Small Pox & Mad Cows, Plagues, & Immunity; WIT LO: 2,4-11
14	ALLIED HEALTHCARE AND ART Genomes and our futures LO: 2, 4-11
Finals	

COURSE READING SCHEDULE

Week	Adler	Gawande	Tentative Assignment Schedule
1	Introduction		
2	Chapters 1-2	Intro & Chapter 1	
3	Chapters 3-4		
4	Chapter 5	Chapter 2	Assignment 2
5	Chapter 6-7		
6	Chapter 8-9		
7	Chapter 10-11	Chapter 3	

8	Midterm		
9	Chapter 12-13	Chapter 4	Assignment 3 & 4 introduced
10	Chapter 14-16	Chapter 5	
11	Chapter 17-18	Chapter 6	Assignment 5 introduced
12	Chapter 19-20		
13	Chapter 21-23	Chapter 7	
14	Chapter 24-25	Chapter 8	Assignment 5 Due
15	Chapter 26-28		

ABSENCE AND MAKEUP POLICY

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.

LATE ASSIGNMENT SUBMISSIONS

The late policy in this class is that all work is reduced by **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.**

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THIS SYLLABUS, THE COURSE ELEMENTS, POLICIES, AND SCHEDULE ARE SUBJECT TO CHANGE.

GE Expected Learning Outcome	Methods of Assessment Direct (Indirect)	Level of Student Achievement Expected for GE ELO.
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<p>ELO1</p> <p>Students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.</p>	<p>Embedded questions in exams; assessment of interpretation of book: BEING</p> <p>MORTAL and Assignments 2,3,4</p>	<p>At least 75% of class achieves scores of 3 or more on rubrics for assignments; at least 75% of class scores 70% or greater on exams</p>
<p>ELO-1.2</p> <p>Students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.</p>	<p>Embedded questions in exams; Discussions on Descartes, Flexner Report & Hippocratic Oath</p>	<p>At least 75% of class achieves scores of 3 or more on rubrics for assignments; at least 75% of class scores 70% or greater on exams</p>
<p>ELO1.3</p> <p>Students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.</p>	<p>Weekly pre-check quizzes, exams; Assignment 3 & 4</p>	<p>At least 75% of class achieves scores of 3 or more on rubrics for assignments; at least 75% of class scores 70% or greater on quizzes and exams.</p>

Specific GE ELO	Specific Assignments to meet GE ELO	How Assignments Address GE ELO
<p>ELO-1.1 Students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.</p>	<p>Assignment #1: JAMA’s Pieces of My Mind (POMMs) used weekly for ~10 weeks in the course. Students are asked to read, identify, and evaluate the thoughts found in the POMM and the cultural aspects and influences as voiced by the authors for their impacts on health, healing, & medicine. These include:</p> <ol style="list-style-type: none"> 1. Don Berwick. To Isaiah. JAMA. 2012;307(24):2597-8. 2. Wendy Stead. A story I hope ends up being true. JAMA. 2015;314(6): 563-4. 3. Elizabeth Levine. Learning to Breathe. JAMA. 2016;314(3):229-230. 4. Ragini Bahdula. The good physician. JAMA.2013;310(9):909. 5. Daniel Waters. Holding the heart. JAMA. 1998;297(19). 	<p>Brief targeted ideas/thoughts (<u>underlined below</u>) by modern day physicians, healthcare workers & patients (under the general category of a ‘Piece of My Mind’[POMM]) found weekly in the Journal of the American Medical Association (JAMA). These target current day thoughts, culture, ideas or expression and students are asked to describe and evaluate these and impacts on medicine/health.</p> <ol style="list-style-type: none"> 1. (Berwick) The <u>impact of the relationship between patient and provider as well as the resulting advocacy that a physician’s ‘voice’ can deliver when addressing cultural influence of the social determinants of health for underserved populations.</u> 2. (Stead) The <u>value of the patient-physician relationship</u>; how ‘being authentically human’ benefits patient AND provider. 3. (Levine) The <u>value of emotional intelligence of the provider.</u> Sensing and adjusting how a provider acts and reacts emotionally to terminal diagnoses of patients and the deeper sense of <u>meaning and purpose for a human.</u> Cultivating the need for self-reflection, self-awareness, and self-care. 4. (Bahdula) The importance of the <u>process to establish the relationship and the interview of the patient by deep listening and respect for the patient.</u> The concept that the <u>patient is not just a list of symptoms and numbers.</u> Fosters an awareness of the need for humility as a provider. 5.(Waters) The <u>artistic, philosophical, and imaginative view</u> of the beating

	<p>6. Ravi B. Parikh. Removing the ‘me’ from MD. JAMA.2013;310(18): 1943-44.</p> <p>7. Mark A. Attiah. Treat me like a child. JAMA. 2013;310(7):693-4</p> <p>8. Louise Aronson. Story as evidence, evidence as story. JAMA 2015;314(2):125-6.</p> <p>9. Rita Charon et al. Five voices, one story. JAMA. 2013;310(24):2615-16.</p> <p>10. Stephen A. Schmidt. When you come into my room. JAMA.1996;276(7):512.</p> <p>Assignment #3 The ‘Art of JAMA’ uses the Anthologies of Art from the front cover of JAMA over the past 10-20 years. M. Therese Southgate, MD, initiated the ART of JAMA, and explains similarities between artists and medicine as well as the significance of each piece of art used on the cover of JAMA in relation to their lifetimes and to medicine.</p>	<p>heart and the privilege of the surgeon who holds and heals it demonstrating that intricate understanding, touch, and deep reverence can be as important as medical technology in healing.</p> <p>6-10. POMMS 6-10 continue the recognition of cultural and societal influences on medicine expressed through the views and thoughts of physicians and patients as expressed here.</p> <p>Assignment #3: Students are asked to use the description of their favorite piece of art from these anthologies (it’s history, the culture of the time, the meaning to the author) and reflect on similarities between an artist and a physician or other clinician, to describe why they would like to place this art in a patient waiting or exam room.</p>
<p>ELO-1.2 Students are able to describe and analyze <u>selected cultural phenomena and ideas across time</u> using a diverse range of primary and secondary sources and an explicit focus on</p>	<p>Specific Assignments/Lecture Readings & Discussion Address Cultural Phenomenon (see specifics in Adjacent Column) → Religious Influence: Chapter 1. Adler Hippocrates: A Principle & a Method-here Hippocrates’ books are referenced to note that “health and disease are strictly natural phenomena—no gods need apply.” Chapter 6: Enlightened Mind of Abu Bakr Al-Razi</p>	<p>Cultural Phenomenon Impacting Medicine:</p> <p>A. Religious influence has often limited discovery and scientific advancement; these are traced across Adler Chapters typically beginning with the restriction of physicians from using autopsy as a path of discovery.</p>

<p>different theories and methodologies.</p>	<p>Chapter 7: Ibn al-Nafis: Galen’s Nemesis Chapter 9: Andreas Vesalius : Driven to Dissection Chapter 10: A voice of Sanity in an Insane World Chapter 12: Edward Jenner: A Friend of Humanity Chapter 21: Margaret Sanger and the Pill Chapter 23: A Baby’s Cry : The Birth of In Vitro Fert.</p> <p>Political: Chapter 3: Marcus Varro : The Germ of an Idea Chapter 10: Johann Weyer: A Voice of Sanity in an Insane World Chapter 13: The Discovery of Anesthesia Chapter 21: Margaret Sanger and the Pill Chapter 23: A Baby’s Cry: The Birth of In Vitro Fert. Chapter 24: Humanity Eradicates a Disease-Smallpox-for the First Time Chapter 27: Discovery Can’t Wait: Deciding the Human Genome</p> <p>Military: Chapter 3: see above Chapter 5: Galen of Pergamon: Combative Genius Chapter 13: see above (Anesthesia) Chapter 20 : Prepared Mind of Alexander Fleming Chapter 24: see above</p> <p>Personality Driven: Chapter 1: Hippocrates Chapter 5: Galen Chapter 6: Rhazes Chapter 7: al-Nafis Chapter 16: Pasteur & the Germ Theory of Disease Chapter 17: Roentgen Discovers X-Rays Chapter 18: Sigmund Freud Chapter 21: Margaret Sanger Chapter 25: Gajdusek Chapter 27: Crick & Watson</p>	<p>B. Political influences during Greek and Roman ruling eras, across the fall of these empires, through onset of the Dark Ages and then surfacing again as Muslim scholar’s knowledge reinforms European medicine. Eventually the world wars bring & combine both political and military influence that significantly enhances medical discoveries by necessity.</p> <p>C. Military influences have positively and negatively impacted progression of science & medicine from the burning of libraries to battlefield needs of medical technologies/discoveries.</p> <p>D. Personality of prominent physicians, thinkers, philosophers, and scientists of the day/cultural period have significant influence on discovery and production of scientific and medical knowledge.</p> <p>E. Discrimination-whether across racial-minority-gender or other aspects, these issues become prominent because the highlighted physician and/or activist of that era brings recognition to the topic. This topic also is demonstrated through POMMs, TEDx and other videos/films.</p>
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Discrimination of any kind:

Chapter 10: Johann Weyer & Mental Health

Chapter 21: Margaret Sanger & Women's Health

Chapter 23: In vitro Fertilization

POMM 1: To Isiah

Assignment 2: Highlights minority and gender contributions to medical discovery

Greed and Competition:

Chapter 5: Galen

Chapter 13: Anesthesia

Chapter 27: DNA and Genome Mapping

Standardization of Science, Medicine, & Med Ed:

Descartes' Discourse on Methods

Flexner Papers

Rise of Technology

Chapter 13: Anesthesia

Chapter 17: Xrays

Chapters 21-28: The Pill---DNA

Depersonalization of Medicine

Descartes' Discourse on Methods

Movies: Patch Adams, The Doctor, WIT

Assignment #2: Choose The NEXT 'Medical First'

Uses the theme of the Adler Book to highlight achievements in medicine by identifying the process of discovery or the person(s) behind them and the influential cultural/societal environment at the time of these discoveries.

F. **Greed and Competition** has impacted advancement of science and is also address by Descartes' readings of Discourse on Methods.

G. **Standardization of Science, Medicine, and Medical Education...** Expecting collaboration and standardizing the education across the U.S.

H. **Rise of Technology** (making of technocratic medicine) demonstrates the influence of the major Cartesian thought to 'master nature'

I. **Depersonalization of Medicine-** seen as the result of emphasis on the rise of technocratic medicine and reflected by film industry's portrayal of medicine and healthcare. Course work requires students to witness, describe, evaluate films & related messages on depersonalization.

Assignment #2:

Specifically asks students to find medical scientists (especially Nobel Prize winners and underrepresented groups (gender & race) deserving of the 'MEDICAL FIRST' accolade but also to describe the cultural influences on this person and/or the times of the discovery.

<p>ELO-1.3 Students are able to use appropriate sources and methods to <u>construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.</u></p>	<p>Assignment #2: Choose The NEXT ‘Medical First’</p> <p>Uses the theme of the Adler Book to highlight achievements in medicine by identifying the process of discovery or the person(s) behind them and the influential cultural/societal environment at the time of these discoveries.</p> <p>Adler’s Chapters: Specific major chapters in Adler’s Medical Firsts that are VERY OBVIOUS examples that construct an integrated and comparative perspective of the cultural-historic framework associated with medical beliefs & perceptions: Adler’s Introduction Chapter 1: Hippocrates Chapters 10 & 18: Weyer, Freud & Mental Health Chapter 13: Anesthesia Chapters 4, 21 & 23: Women & Infant Health Chapters 3,15,16,19, 20, 24: Infectious Diseases & Public Health</p> <p>Assignment #4 The Power to Heal is a photo and prose collection, in a textbook, that represents fundamental themes about healing in both current contexts as well as the past. Students read and view a comparison of healing methods in prose and pictures and then use literature searching skills to find current evidence for their choice of one method or therapy.</p> <p>Assignment #5: A Culminating View of the Art and Science of Medicine. The depth and breadth of information on the evolution of the science of medicine and</p>	<p>Assignment #2: Students are asked to identify a highly accomplished medical scientist and to fully describe what cultural influences on this medical scientist in their life and work that relates to perceptions, beliefs, and behaviors. Students provide evidence, literature, and scholarship from library sources to support this assignment.</p> <p>Adler’s Chapters: Students are asked to study by reading & listening to lectures that show progression of human understanding of disease (from discovery to current day perceptions of disease and treatment). They are asked to witness the impact of the cultural beliefs that are associated with this progression. Students gain perspectives on progression of medical understanding and its cultural influences from beliefs conveyed by Hippocrates that health and disease are related to the nature of the body and not to the gods through recognition of mental health, to expectations that reducing pain promotes health, that women & children deserve whole health coverage, and that recognition of germs can bring disease & global public health connections.</p> <p>Assignment #4 ‘The Power to Heal’ asks students to read one story and view 2 therapies (from pictures) seen or mentioned in this text that demonstrate a range of healing methods from various cultures. They are asked to investigate one method further by searching the scientific literature for a clinical trial of that method to give them an understanding of the possibilities for evidence that might exist in our current day.</p> <p>Assignment #5: 8 key topic concept areas are offered to students as guides to expressing their culminating view in</p>
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	<p>the art of delivering good medicine is vast and the student is exposed to significant comparisons of cultures, perceptions, thoughts, and ideas across 2000 years. Their own newly acquired perception is articulated with evidence from their thoughts and from use of course material.</p>	<p>a short essay. The 8 topic areas include: 1) who has the power to heal and how they achieved it, 2) the healing path for the patient and the healer's art that impacted that path, 3) common attributes and characteristics of healers who intersected the best art and science, 4) what history teaches us about the human impact on medicine, 5) where is the future of the art and science intersection, 6) their own personal journey experiencing the art and science of healing, 7) lessons that patients teach healers, 8) recognizing themselves as healers, and 9) other-as discussed with professor. Further expression and discussion is enhanced when one essay is read to the class from each team.</p>
<p>ELO-1.4 Students are able to evaluate social and ethical implications in cultural studies.</p>	<p>All of Assignment #1 All POMMs (reading described earlier)</p> <p>Specific Chapters in Adler: Covering the major themes such as deterrents to advancements in medicine and healthcare (ELO-2).</p> <p>BEING MORTAL by Atul Gawande, MD is read for this course and addresses both ethical and cultural aspects, as well as comparisons with other cultures, around themes of aging, decline of whole health, end of life, using technology at the service of the individual, and overall quality of life.</p>	<p>All POMMs: address in some way the social and ethical implications in the U.S. culture and how we collectively address medicine, healthcare, and health. The largest themes include the disparities of care via social determinants of health, emotional intelligence in the medical environment, mental health, burn-out in medicine, and the clinician-patient relationship (listening, rapport, respect, self-awareness, humility, etc). Online reflections and responses to questions on the POMM are used to help to reinforce the major themes.</p> <p>These are completed by lectures and reading of the chapters and examined during in-class discussions and on exams.</p> <p>8 chapters are discussed during lectures across the semester and several short answer questions are asked on exams to understand how the author first offers scientific evidence around aging, end of life, and quality of life issues to show how medicine is or is not fully addressing the social and ethical implications. Students are asked to</p>

	<p>Assignment 5 as addressed in ELO-3 Many of these themes that surface for students contrast what they have learned from the social and ethical implications of the cultural impacts on medicine. This cumulative assignment helps students reconcile what they have learned all semester with what they have experienced or witnessed about the cultural impacts of medicine.</p> <p>Three Movies (Patch Adams, The Doctor, WIT) All present challenges that medicine has or currently does face from both an individual clinician standpoint or a collective view such as burnout, depersonalization, dehumanization and possible solutions.</p>	<p>construct the comparison of this dilemma by identifying the science and the art of the solutions to these issues.</p> <p>Assignment 5 as described above in ELO-3 uses this short essay and reading of one per group to the entire class to identify social and ethical challenges witnessed, see, felt, by the student author. The class, as a whole, is asked to offer three comments or ideas on the essay that was read. Often this is a most rewarding end to a semester of exchanging information in teams and as a class.</p> <p>Students are asked to watch these movies alone or in the classroom as a class and then to reflect on two major themes: 1) how is medicine and medical practitioners portrayed here that is detrimental or inspirational to the progression of medicine. 2) what is the artistry used, besides that of the actors, to convey such messages about medicine such as the surroundings, lighting, camera angles, etc.</p>
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**GE Rationale:
Foundations: Historical and Cultural Studies**

A. Foundations

HRS 2530 The Evolving Art & Science of Medicine explores the factors that shape, advance, or stymie the production of medical knowledge through various perspectives including, but not limited to: politics, religion, culture, and personality. As students trace the development of medical knowledge from the time of Hippocrates through the Human Genome Project, they concurrently study the art of medicine by investigating themes such as the artful delivery of care in a patient-centered care environment, humanism in medicine, art as a lens to better understand the provider-patient relationship, medicine as art, and the process of becoming a healer in a cultural-historical context.

B. Historical and Cultural Studies expected learning outcomes

Requesting a GE category for a course implies that the course at hand fulfills all the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Science, please answer the following questions for each ELO. In your answers, make sure to be as specific as possible. For example, list very concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the submitted syllabus for the course. (Make sure to synchronize both documents.)

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcomes: Successful students are able to

1.1B Analyze and interpret selected major forms of human thought, culture, ideas or expression.

Learning Objectives

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.
4. Examine and provide examples of healer as both artist and scientist, and be able to explain how this exemplifies cultural-historical response.
7. Identify various healing modalities that originated as an art form, that today look to research in order to validate their efficacy in healing, & 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
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.

Relevant Topics

- Ancient Medicine/Art, Healing, Science, History
- Impact of Science
- Galen & Combative Genius
- Scientific Model's Impact
- Science History & Healing
- Juxtaposition of Healing
- Medicine's Technology & Change
- Science & History and Art
- Practitioner-Patient Relations
- What is a Healing Environment
- Utilizing Art in Healing Process
- Current Times, Art & Healing
- Allied Healthcare & Art

Readings:

Ancient Medicine/Art, Healing, Science & History

Medical Firsts, Adler

Ch. 1. Hippocrates: A Principle and a Method

Chapter 2. Herophilus and Erasistratus: The Light That Failed

Being Mortal, Gawande

Intro & The Independent Self

Does Medicine Need Healing?

Impact of Science

Medical Firsts, Adler

Ch. 3. Marcus Varro: The Germ of an Idea

Ch. 4. Soranus: The Birthing Doctor

Combative Genius

Medical Firsts, Adler

Ch. 5. Galen of Pergamon: Combative Genius

Scientific Model's Impact

Medical Firsts, Adler

Ch. 6. The Enlightened Mind of Abu Bakr al-Razi

Ch. 7., Ibn Al-Nafis: Galen's Nemesis

Science History and Healing

Medical Firsts, Adler

Ch. 8. Paracelsus: Renaissance Rebel

Ch. 9. Andreas Vesalius: Driven to Dissection

Juxtaposition of Healing

Medical Firsts, Adler

Ch. 10. Johann Weyer: A Voice of Sanity in an Insane World

Chapter 11. William Harvey and the Movements of the Heart

Medicine's Technology & Change

Selected primary & secondary readings on Descartes

Medical Firsts, Adler

Ch. 17 Out of the Corner of His Eye: Roentgen Discovers X-rays

Chapter 18. Sigmund Freud's Dynamic Unconscious

Ch. 19 Beyond Bacteria: Ivanovsky Discovers Viruses

Ch. 20 The Prepared Mind of Alexander Flemming

Ch. 21 Margaret Sanger and the Pill

Ch. 22 Organ Transplantation: A Legacy of Life

Ch. 23 A Baby's Cry: The Birth of In Vitro Fertilization

Science and History and Art

Medical Firsts, Adler

Ch. 12. Edward Jenner: A Friend of Humanity

Chapter 13. Such Stuff as Dreams Are Made of: The Discovery of Anesthesia

Science and History and Art

Medical Firsts, Adler

Ch. 14. Antisepsis: Awakening from a Nightmare

Chapter 15. The Quiet Mr. Snow

Chapter 16. Pasteur and the Germ Theory of Disease

Current Times, Art & Healing

Medical Firsts, Adler

Chapter 24. Humanity Eradicates a Disease – Smallpox – for the First Time

Chapter 25. Cannibals, Kuru, and Mad Cows: A New Kind of Plague

Allied Healthcare & Art

Medical Firsts, Adler

Chapter 26. Self, Nonself, and Danger: Deciphering the Immune System

Chapter 27. Discovery Can't Wait: Decoding the Human Genome

Chapter 28. Into the Future

Practitioner-Patient Relations

Gawande: Chapters 2-8

Films: Patch Adams, The Doctor, and Wit

Assignment #1: JAMA's Pieces of My Mind (POMMs) used weekly for ~10 weeks in the course. Students are asked to read, identify, and evaluate the thoughts found in the POMM and the cultural aspects and influences as voiced by the authors for their impacts on health, healing, & medicine. These include the articles listed below with a brief description of how the reading addresses the ELO.

Brief targeted ideas/thoughts (underlined below) by modern day physicians, healthcare workers & patients (under the general category of a 'Piece of My Mind'[POMM]) found weekly in the Journal of the American Medical Association (JAMA). These target current day thoughts, culture, ideas or expression and students are asked to describe and evaluate these and impacts on medicine/health.

1. Don Berwick. To Isaiah. JAMA. 2012;307(24):2597-8. The impact of the relationship between patient and provider as well as the resulting advocacy that a physician's 'voice' can deliver when addressing cultural influence of the social determinants of health for underserved populations.

2. Wendy Stead. A story I hope ends up being true. JAMA. 2015;314(6): 563-4. The value of the patient-physician relationship; how 'being authentically human' benefits patient AND provider.

3. Elizabeth Levine. Learning to Breathe. JAMA. 2016;314(3):229-230. The value of emotional intelligence of the provider. Sensing and adjusting how a provider acts and reacts emotionally to terminal diagnoses of patients and the deeper sense of meaning and purpose for a human. Cultivating the need for self-reflection, self-awareness, and self-care.

4. Ragini Bahdula. The good physician. JAMA. 2013;310(9):909. The importance of the process to establish the relationship and the interview of the patient by deep listening and respect for the patient. The concept that the patient is not just a list of symptoms and numbers. Fosters an awareness of the need for humility as a provider.

5. Daniel Waters. Holding the heart. JAMA. 1998;297(19). The artistic, philosophical, and imaginative view of the beating heart and the privilege of the surgeon who holds and heals it demonstrating that intricate understanding, touch, and deep reverence can be as important as medical technology in healing.

6. Ravi B. Parikh. Removing the 'me' from MD. JAMA. 2013;310(18): 1943-44.; 7. Mark A. Attiah. Treat me like a child. JAMA. 2013;310(7):693-4; 8. Louise Aronson. Story as evidence, evidence as story. JAMA 2015;314(2):125-6.; 9. Rita Charon et al. Five voices, one story. JAMA. 2013;310(24):2615-16. 10. Stephen A. Schmidt. When you come into my room. JAMA. 1996;276(7):512. : 6-10. POMMS 6-10 continue the recognition of cultural and societal influences on medicine expressed through the views and thoughts of physicians and patients as expressed here.

Assignment #3 The 'Art of JAMA' uses the Anthologies of Art from the front cover of JAMA over the past 10-20 years. M. Therese Southgate, MD, initiated the ART of JAMA, and explains similarities between artists and medicine as well as the significance of each piece of art used on the cover of JAMA in relation to their lifetimes and to medicine. Assignment #3: Students are asked to use the description of their favorite piece of art from these anthologies (it's history, the culture of the time, the meaning to the author) and reflect on similarities between an artist and a physician or other clinician, to describe why they would like to place this art in a patient waiting or exam room.

Assignment #3:

Students are asked to use the description of their favorite piece of art from these anthologies (it's history, the culture of the time, the meaning to the author) and reflect on similarities between an artist and a physician or other clinician, to describe why they would like to place this art in a patient waiting or exam room.

1.2B Describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.

Specific Assignments/Lecture Readings & Discussion Address Cultural Phenomenon with specific descriptions of their impact on medicine.

Religious influence has often limited discovery and scientific advancement; these are traced across Adler Chapters typically beginning with the restriction of physicians from using autopsy as a path of discovery. Chapter 1. Adler Hippocrates: A Principle & a Method-here Hippocrates' books are referenced to note that "health and disease are strictly natural phenomena—no gods need apply."

Chapter 6: Enlightened Mind of Abu Bakr Al-Razi

Chapter 7: Ibn al-Nafis: Galen's Nemesis

Chapter 9: Andreas Vesalius : Driven to Dissection

Chapter 10: A voice of Sanity in an Insane World

Chapter 12: Edward Jenner: A Friend of Humanity

Chapter 21: Margaret Sanger and the Pill

Chapter 23: A Baby's Cry : The Birth of In Vitro Fert.

Political influences during Greek and Roman ruling eras, across the fall of these empires, through onset of the Dark Ages and then surfacing again as Muslim scholar's knowledge reinfos European medicine. Eventually the world wars bring & combine both political and military influence that significantly enhances medical discoveries by necessity.

Chapter 3: Marcus Varro : The Germ of an Idea

Chapter 10: Johann Weyer: A Voice of Sanity in an Insane World

Chapter 13: The Discovery of Anesthesia

Chapter 21: Margaret Sanger and the Pill

Chapter 23: A Baby's Cry: The Birth of In Vitro Fert.

Chapter 24: Humanity Eradicates a Disease-Smallpox-for the First Time

Chapter 27: Discovery Can't Wait: Deciding the Human Genome

Military influences have positively and negatively impacted progression of science & medicine from the burning of libraries to battlefield needs of medical technologies/discoveries.

Chapter 3: see above

Chapter 5: Galen of Pergamon: Combative Genius

Chapter 13: see above (Anesthesia)

Chapter 20 : Prepared Mind of Alexander Fleming

Chapter 24: see above

Personality of prominent physicians, thinkers, philosophers, and scientists of the day/cultural period have significant influence on discovery and production of scientific and medical knowledge.

Chapter 1: Hippocrates

Chapter 5: Galen

Chapter 6: Rhazes

Chapter 7: al-Nafis

Chapter 16: Pasteur & the Germ Theory of Disease

Chapter 17: Roentgen Discovers X-Rays

Chapter 18: Sigmund Freud

Chapter 21: Margaret Sanger

Chapter 25: Gajdusek

Chapter 27: Crick & Watson

Discrimination-whether across racial-minority-gender or other aspects, these issues become prominent because the highlighted physician and/or activist of that era brings recognition to the topic. This topic also is demonstrated through POMMs, TEDx and other videos/films.

Chapter 10: Johann Weyer & Mental Health

Chapter 21: Margaret Sanger & Women's Health

Chapter 23: In vitro Fertilization

POMM 1: To Isiah

Assignment 2: Highlights minority and gender contributions to medical discovery

Greed and Competition has impacted advancement of science and is also address by Descartes' readings of Discourse on Methods.

Chapter 5: Galen

Chapter 13: Anesthesia

Chapter 27: DNA and Genome Mapping

Standardization of Science, Medicine, and Medical Education... Expecting collaboration and standardizing the education across the U.S.

Descartes' Discourse on Methods

Flexner Papers

Rise of Technology (making of technocratic medicine) demonstrates the influence of the major Cartesian thought to 'master nature'

Chapter 13: Anesthesia; Chapter 17: Xrays

Assignment #2: Choose The NEXT 'Medical First'

Uses the theme of the Adler Book to highlight achievements in medicine by identifying the process of discovery or the person(s) behind them and the influential cultural/societal environment at the time of these discoveries. Specifically asks students to find medical scientists (especially Nobel Prize winners and underrepresented groups (gender & race) deserving of the 'MEDICAL FIRST' accolade but also to describe the cultural influences on this person and/or the times of the discovery.

1.3B Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.

Learning Objectives

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.
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.
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 delivery of healthcare in a patient-centered medical environment

Relevant Topics (See Reading list above in 1.1)

- Ancient Medicine/Art, Healing, Science, History
- Impact of Science
- Galen & Combative Genius
- Scientific Model's Impact
- Science History & Healing
- Juxtaposition of Healing
- Medicine's Technology & Change
- Science & History and Art
- Practitioner-Patient Relations

- What is a Healing Environment?
- Utilizing Art in Healing Process
- Current Times, Art & Healing
- Allied Healthcare & Art

Assignment #2: Choose The NEXT 'Medical First' Uses the theme of the Adler Book to highlight achievements in medicine by identifying the process of discovery or the person(s) behind them and the influential cultural/societal environment at the time of these discoveries.

Adler's Chapters:

Specific major chapters in Adler's Medical Firsts that are VERY OBVIOUS examples that construct an integrated and comparative perspective of the cultural-historic framework associated with medical beliefs & perceptions: Adler's Introduction; Chapter 1: Hippocrates; Chapters 10 & 18: Weyer, Freud & Mental Health; Chapter 13: Anesthesia; Chapters 4, 21 & 23: Women & Infant Health; Chapters 3,15,16,19, 20, 24: Infectious Diseases & Public Health

Students are asked to study by reading & listening to lectures that show progression of human understanding of disease (from discovery to current day perceptions of disease and treatment). They are asked to witness the impact of the cultural beliefs that are associated with this progression. Students gain perspectives on progression of medical understanding and its cultural influences from beliefs conveyed by Hippocrates that health and disease are related to the nature of the body and not to the gods through recognition of mental health, to expectations that reducing pain promotes health, that women & children deserve whole health coverage, and that recognition of germs can bring disease & global public health connections.

Assignment #4 The Power to Heal is a photo and prose collection, in a textbook, that represents fundamental themes about healing in both current contexts as well as the past. Students read and view a comparison of healing methods in prose and pictures and then use literature searching skills to find current evidence for their choice of one method or therapy. Assignment #4 'The Power to Heal' asks students to read one story and view 2 therapies (from pictures) seen or mentioned in this text that demonstrate a range of healing methods from various cultures. They are asked to investigate one method further by searching the scientific literature for a clinical trial of that method to give them an understanding of the possibilities for evidence that might exist in our current day.

Assignment #5: A Culminating View of the Art and Science of Medicine. The depth and breadth of information on the evolution of the science of medicine and the art of delivering good medicine is vast and the student is exposed to significant comparisons of cultures, perceptions, thoughts, and ideas across 2000 years. Their own newly acquired perception is articulated with evidence from their thoughts and from use of course material. Assignment #5: 8 key topic concept areas are offered to students as guides to expressing their culminating view in a short essay. The 8 topic areas include: 1) who has the power to heal and how they achieved it, 2) the healing path for the patient and the healer's art that impacted that path, 3) common attributes and characteristics of healers who intersected the best art and science, 4) what history teaches us about the human impact on medicine, 5) where is the future of the art and science intersection, 6) their own personal journey experiencing the art and science of healing, 7) lessons that patients teach healers, 8)

recognizing themselves as healers, and 9) other-as discussed with professor. Further expression and discussion is enhanced when one essay is read to the class from each team.

1.4B Evaluate social and ethical implications in cultural studies.

Learning Objectives

3. Identify and generate examples of the influence of the Flexner Report on modern medical education and practice as embodied in art.
7. Identify various healing modalities that originated as an art form, that today look to research in order to validate their efficacy in healing, & 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
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

Relevant Topics (See Reading list above in 1.1)

- Ancient Medicine/Art, Healing, Science, History
- Impact of Science
- Galen & Combative Genius
- Scientific Model's Impact
- Science History & Healing
- Juxtaposition of Healing
- Medicine's Technology & Change
- Science & History and Art
- Practitioner-Patient Relations
- What is a Healing Environment?
- Utilizing Art in Healing Process
- Current Times, Art & Healing
- Allied Healthcare & Art

All of Assignment #1 All POMMs (reading described earlier) All POMMS: address in some way the social and ethical implications in the U.S. culture and how we collectively address medicine, healthcare, and health. The largest themes include the disparities of care via social determinants of health, emotional intelligence in the medical environment, mental health, burn-out in medicine, and the clinician-patient relationship (listening, rapport, respect, self-awareness, humility, etc). Online reflections and responses to questions on the POMM are used to help to reinforce the major themes.

Specific Chapters in Adler: Covering the major themes such as deterrents to advancements in medicine and healthcare (ELO-2). These are completed by lectures and reading of the chapters and examined during in-class discussions and on exams.

BEING MORTAL by Atul Gawande, MD is read for this course and addresses both ethical and cultural aspects, as well as comparisons with other cultures, around themes of aging, decline of whole health, end of life, using technology at the service of the individual, and overall quality of life. 8 chapters are discussed during lectures across the semester and several short answer questions are asked on exams to understand how the author first offers scientific evidence around aging, end of life, and quality of life issues to show how

medicine is or is not fully addressing the social and ethical implications. Students are asked to construct the comparison of this dilemma by identifying the science and the art of the solutions to these issues.

Assignment 5 Many of these themes that surface for students contrast what they have learned from the social and ethical implications of the cultural impacts on medicine. This cumulative assignment helps students reconcile what they have learned all semester with what they have experienced or witnessed about the cultural impacts of medicine. Assignment 5 as described previously uses this short essay and reading of one per group to the entire class to identify social and ethical challenges witnessed, see, felt, by the student author. The class, as a whole, is asked to offer three comments or ideas on the essay that was read. Often this is a most rewarding end to a semester of exchanging information in teams and as a class.

Three Movies (Patch Adams, The Doctor, WIT) All present challenges that medicine has or currently does face from both an individual clinician standpoint or a collective view such as burnout, depersonalization, dehumanization and possible solutions. Students are asked to watch these movies alone or in the classroom as a class and then to reflect on two major themes: 1) how is medicine and medical practitioners portrayed here that is detrimental or inspirational to the progression of medicine. 2) what is the artistry used, besides that of the actors, to convey such messages about medicine such as the surroundings, lighting, camera angles, etc.

Distance Approval Cover Sheet

For Permanent DL/DH Approval (this course has previously been approved for permanent DL)

Course Number and Title:

HTHRHSC 2530 The Evolving Art and Science of Medicine

Faculty Preparer Name and Email: **Marcia Nahikian-Nelms, PhD, RDN, LD, FAND**
 nahikian-nelms.1@osu.edu

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes Select
 If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. YES

Syllabus is consistent and is easy to understand from the student perspective. YES

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. YES

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. NA

Additional comments (optional):
 Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- X Regular instructor communications with the class via announcements or weekly check-ins
- X Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- X Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- X Regular opportunities for students to receive personal instructor feedback on assignments

- Please comment on this dimension of the proposed course (or select/explain methods above):
Enter comments, 1-3 sentences... Participating in online activities for attendance: requirements of approximately 180 minutes for instruction with approximately 6 additional hours per week for supporting work within the class. You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

Zoom office hours: optional

All live, scheduled events for the course, including my office hours, are optional. I will post recordings of synchronous sessions for those who cannot attend.

Participating in discussion forums: two or more times per week

As part of your participation, each week you can expect to post at least twice as part of class discussion on the week's topics.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning. Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Yes

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Enter details about synchronous and asynchronous components... yes Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. All course materials will be found in Carmen and can be completed around your own schedule each week.

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 should strive to post discussion 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.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credit%20hours) (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

Attendance and participation requirements: Research shows regular participation is one of the highest predictors of success.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. Select Yes (see above)

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Select Yes See above

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Enter details... Pace of online activities: This course is divided into weekly modules that are released on Monday each week. You will have one week to complete all learning materials, quizzes, discussions, and/or assignments for that week's module, which are due the following Sunday by 11:59pm. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. (Also see above)

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Select NA

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Select Yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Select Yes

Description of any anticipated accommodation requests and how they have been/will be addressed. Enter comments... Yes

Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: YesSelect

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Select yes

Additional comments:
Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:



Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Enter comments, 1-3 sentences...

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

X Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
Enter comments, 1-3 sentences...

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...