

Allied Medicine 307

The Evolving Art and Science of Medicine

Syllabus

Course Information:

Call # 00990-1

- Title: The Evolving Art and Science of Medicine
- Term: Autumn Quarter 2005
- Credit Hours: U 5
- Class Day/Time: Tues/Thurs 9:30am-11:48am
- Class Location : BE 0198

Instructor: Maryanna Klatt, Ph.D.,
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Course Rationale :

Western science emerged as the dominant paradigm of healing in the U.S. during the 20th and 21st centuries. However, western science has not always been the dominant paradigm. Medicine was regarded as a healing art through much of the 18th, 19th, and into the 20th century. This course will examine how Cartesian separation of body and mind, the scientific method, and the Flexner report, all contributed to a changed understanding, content, and educational approach for our medical professionals of all levels and types. Understanding the fundamental change that the Cartesian model had/has on our cultural response to the evolution of American medicine is critical, in addition to how this complemented the emergence of scientific method. The effects of the Flexner Report will be examined for the way it influenced how patients regarded their role in their own health and healing, the role of the medical professional as *EXPERT*, and of its effects on Medical Professional/Patient relationship and communication.

A second focus of this course will be a critical examination of the role of medical professional as healing artist- looking at modalities that originated as an art form (eg : Native American healers, massage, acupuncture, etc.) who then later engage in scientific research to validate their efficacy in healing. By looking at a healer's role within the specific community of origin, the healing art becomes an obvious response to that culture's interpretation of what *HEALTH* means. What is understood as 'a talented

healer' is a response to the historical and cultural understanding of *HEALTH* among other factors. Understanding that medical science is also a product of historical and cultural influences is a crucial educational lesson. This humanistic inquiry into what constitutes conceptions of health, healing, and healer, is central to understanding our current cultural response and creation of conceptions of health, medical professional, and patient.

Using a Pulitzer prize winning piece of theater as the anchor in this course will bring the experience of the impact of these issues into the student's experience. Margaret Edson's 1999 Pulitzer Prize-winning drama called *WIT* will be used as a pedagogical tool to explore the experience of modern medicine from within the patient's perspective. The use of art, as a means to bring a societal issue to light, will also be discussed.

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

Course Objectives

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

1. Construct how the Cartesian model and the scientific method had a major impact on the development of modern medicine.
2. Support science as situated in the cultural-historical framework of the time.
3. Identify and generate examples of the influence of the Flexner Report on modern medical education and practice.
4. Examine examples of healer as artist and be able to explain how this exemplifies cultural-historical response.
5. Evaluate ways in which the culture defines the nature of the medical practitioner/patient relationship and ensuing communication.
6. Resolve the cultural understandings of health and wellness as it impacts the conception of healer.
7. Synthesize various healing modalities that originated as an art form, and have recently begun research studies to validate their efficacy in healing.

8. Analyze how art may address societal concerns about an issue (ie.Doctor/Patient relationship) as a medium for societal discussion of the problem.
9. Synthesize the concepts of the course to explain the current popularity of complementary and alternative medicine as an outgrowth of many of the issues discussed.
10. Critique the knowledge obtained to explain the important emergence of the Allied Medical Professions in the delivery of healthcare in a patient-centered medical environment.

Learning Resources

Required texts :

- Adler, R. (2004). *Medical firsts: From Hippocrates to the Human Genome*. Hoboken, New Jersey: Wiley & Sons, Inc.
- Oz, Mehmet. (1998). *Healing from the heart*. New York: Plume Press.
- **Course Packet**, to be purchased at Cop-ez (on Neil Ave next to McDonalds)

This course packet will include excerpts from the following works :

Campo, R. (1997). *The desire to heal: A doctor's education in empathy, identity and poetry*. New York: W. W. Norton.

Coburn, D., & Willis, E. (2000). The social construction of medicine and the body. In G. L. Albrecht, R. Fitzpatrick, & S. C. Scrimshaw (Eds.), *Handbook of social studies in health and medicine*. London: Sage.

Descartes, R. (1968) *Discourse on method and the meditations*. England: Penguin.

Duffy, J. (1993) *From humors to medical science: A history of American medicine*. Chicago: University of Illinois Press.

Flexner, A. (1910). *Medical education in the United States and Canada*. Boston: Merrymount Press.

Friedrich, M. J. (1999, November 3). Wit: A play raises emotional needs of patients. *Journal of the American Medical Association*, 282(17), 1611.

Greene, M. (1995). *Releasing the imagination: Essays on education, the arts, and social change*. San Francisco: Jossey-Bass.

Harding, S. (1998). *Is science multicultural: Postcolonialism, feminism, and epistemologies*. Bloomington: Indiana University Press.

Lee, V. (1996). *Granny midwives and black women writers*. New York: Routledge.

Lupton, D. (2000). The social construction of medicine and the body. In G. L. Albrecht, R. Fitzpatrick, & S. C. Scrimshaw (Eds.), *Handbook of social studies in health and medicine*. London: Sage.

Steckart, M. (2000). *WIT educational initiative handbook*. Los Angeles: Department of Veterans Affairs.

Winawer, S. (1998). *Healing lessons*. Boston: Little, Brown.

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

Instructional Strategies :

This course will meet for lecture/discussion during the Autumn Quarter two days per week for two hours each day. Class time will be used primarily for lectures, discussions, films, student presentations, and experiential activities.

Prepared Participation:

Prepared students are expected at each class meeting. This means that the assigned readings must be completed before coming to class. This course requires a self-motivated student who is willing to take responsibility for his/her own learning process. Discussion of the assigned readings will comprise a major portion of each class, alongside lecture and active engagement in any experiential activity. A final class presentation will be required of each student, as part of a panel. All students are expected to be actively engaged while another student is presenting.

**Learning Assessment and Evaluation
Course Grading :**

Activity	% of Grade	Course Content
Written Assignments	20	Reading outlines, topic outlines, etc.
Panel Presentation	25	Each Panel will develop a creative, engaging, presentation, including a handout (with references) for distribution to other students.
2 Mid-term Exams	15 each (total 30)	Cover assigned material for specifies time periods. Based on lectures and readings.
Final Examination	25	Comprehensive. Covers entire course content, including information from lectures, student presentations, text, and any additional assigned readings.
Total	100	

Final Grade Scale:

The course is letter graded. Final grades will be calculated as a percent and the following percent system will be used to award a letter grade:

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

STATEMENT OF STUDENT RIGHTS:

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.” I am happy to help anyone who needs special assistance in this area. It is my intention as professor of record for this course to accommodate for full inclusion all students whose rights are protected under the American Disabilities Act.

Students with disabilities are asked to speak with me as soon as possible if special arrangements are needed.

Class Topics and Reading Assignments

Week	Topic	Reading Assignment
1	<p>Introduction and outline of course</p> <p>Traditional medicine as healing art</p> <p>The Cartesian model and its impact</p> <p>The scientific method</p>	<p>Adler, R. (2004). <i>Medical firsts: From Hippocrates to the Human Genome</i>. pgs.1-75</p> <p>Course Packet selection from: Lee, V. (1996). <i>Granny midwives and black women writers</i>. New York: Routledge.</p>
2	<p>The scientific method as situated within culture and history</p> <p>The Flexner Report and its effects</p>	<p>Adler, R. (2004). <i>Medical firsts: From Hippocrates to the Human Genome</i>. pgs.76-133.</p> <p>Course Packet selections from:</p> <p>Coburn, D., & Willis, E. (2000). The social construction of medicine and the body. In G. L. Albrecht, R. Fitzpatrick, & S. C. Scrimshaw (Eds.), <i>Handbook of social studies in health and medicine</i>. London: Sage.</p> <p>Harding, S. (1998). <i>Is science multicultural: Postcolonialism, feminism, and epistemologies</i>. Bloomington: Indiana University Press.</p> <p>Flexner, A. (1910). <i>Medical education in the United States and Canada</i>. Boston: Merrymount Press.</p>
3	<p>Healer as scientist and Healer as artist</p> <p>Midterm 1</p>	<p>Course Packet selection from:</p> <p>Campo, R. (1997). <i>The desire to heal: A doctor's education in empathy, identity and poetry</i>. New York: W. W. Norton.</p>
4	<p>Practitioner/patient communication as a reflection</p>	<p>Oz, Mehmet. (1998). <i>Healing from the heart</i>.</p>

	of the cultural definition of scientist vs healer	New York: Plume Press.
5	Changing conceptions of health/healing and the advent of complementary and alternative medicine	Adler, R. (2004). <i>Medical firsts: From Hippocrates to the Human Genome</i> . pgs.134-215
6	Mid-term 2 Theater as a pedagogical tool to discuss a societal problem	Course Packet selection from: Greene, M. (1995). <i>Releasing the imagination: Essays on education, the arts, and social change</i> . San Francisco: Jossey-Bass. Film: Edson, M. (1993, 1999). <i>WIT</i> . New York: Farber and Farber.
7	The role of WIT in the discussion of the societal issue of health care delivery: What is means to be "healed"	Course Packet selection from: Steckart, M. (2000). <i>WIT educational initiative handbook</i> . Los Angeles: Department of Veterans Affairs. Friedrich, M. J. (1999, November 3). Wit: A play raises emotional needs of patients. <i>Journal of the American Medical Association</i> , 282(17), 1611.
8	Healing and the importance of "finding one's voice" The emergence of the allied medical professions The emergence of patient centered care in light of all topics previously discussed in the course	Course Packet selection from: Winawer, S. (1998). <i>Healing lessons</i> . Boston: Little, Brown.
9	Panel Presentations	Student-selected topics
10	Panel Presentations	Student-selected topics
	Course Wrap up	
11	Final Examination	

Course Policies

It is expected that students behave in a respectful and responsible manner. Students are expected to be present for classes and examinations. If you are unavoidably delayed or if you must be absent, please email me before the absence klatt.8@osu.edu. The student is expected to obtain and understand any material covered during an absence. Need for special consideration should be brought to the attention of the instructor.

* Cell phones and pagers are absolutely to be turned off during class time (Unless an ill family member may need to reach you and you request permission at the start of class). Failure to turn cell phones and pagers off will result in lost participation points.

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

- Mid-term examinations: If a mid-term examination is missed (which is highly discouraged), arrangements for its completion must be made within 48 hours. The mid-term examination must be taken within 72 hours of the actual examination date. **Prior notice that the mid-term will be missed is required in order to do a make up mid-term examination.** Please contact the instructor to make arrangements. Emergencies will be handled on an individual basis but will require appropriate documentation.
- Final examination: The time for the final examination has been scheduled by the University. **To make up the final exam, prior notice is required and arrangements must be made within 24 hours of the scheduled time.**
- Cheating on test will not be tolerated. Any student caught or suspected of cheating will be reported to the Committee on Academic Misconduct according to University policy, Faculty Rule #3335-5-54.