

Cover Sheet: Request 14261

CLAS IDS4XXX PHPB Humanity and Healthcare

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Roberta Knickerbocker rknicker@advising.ufl.edu
Created	9/20/2019 2:14:32 PM
Updated	6/4/2021 1:23:26 PM
Description of request	Request new course for CLAS Special Program IDS4XXX PHPB Humanity and Healthcare

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Interdisciplinary Studies 16000000	Margaret Fields		1/13/2020
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	<p>Recycled.</p> <p>a. Course title and transcript title need to be reworked to be more similar.</p> <p>b. Course description needs to be reworked in a similar way to that described for item 14260.</p> <p>c. The committee is curious why this is a 2 credit course while the other course (item 14260) is listed as 3 credits. The content seems nearly identical, so we would suggest elaborating in the rationale to explain how this course differs from item 14260. Is this course different enough from item 14260 to warrant a whole separate course, or would it be better to simply offer a PHPB section of IDS3xxx instead?</p> <p>d. Prerequisite – should just be PHPB cohort?</p> <p>e. Weekly schedule – add weeks 13-15.</p> <p>f. Grading scheme – remove item 1 (attendance) since this is not included in grading. Add descriptions of assignments. Also add parentheses for B in grading scale.</p>	2/18/2020
No document changes					
Department	Approved	CLAS - Interdisciplinary Studies 16000000	Margaret Fields	OK, per Joe Spillane	2/21/2020

Step	Status	Group	User	Comment	Updated
No document changes					
College	Conditionall Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) please try a transcript title like "PHPB Healthcare Sem"; 2) Please clarify the rationale vis a vis the the PHPB version, namely some version of the idea that this course is more time- intensive (thus more credits) but at a lower level of complexity (thus the 3XXX versus 4XXX).	4/3/2020
No document changes					
Department	Approved	CLAS - Interdisciplinary Studies 16000000	Margaret Fields		6/4/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		6/4/2021
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			6/4/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
Student Academic Support System					
No document changes					
College Notified					
No document changes					

Course|New for request 14261

Info

Request: CLAS IDS4XXX PHPB Humanity and Healthcare

Description of request: Request new course for CLAS Special Program IDS4XXX PHPB Humanity and Healthcare

Submitter: Roberta Knickerbocker rknicker@advising.ufl.edu

Created: 9/13/2021 10:29:52 AM

Form version: 10

Responses

Recommended Prefix IDS

Course Level 4

Course Number XXX

Category of Instruction Advanced

Lab Code None

Course Title PHPB Healthcare Seminar

Transcript Title PHPB Seminar

Degree Type Other

If other degree type, specify Special Program Post Bac

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 2

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 2

Course Description With collaboration and mentoring with the instructor, Pre-Health Post-Bac (PHPB) students research and present seminars on a variety of healthcare topics/issues. Using instructor provided resources with additional student identified resources, the students and instructor develop seminar content related to the humanities and social sciences for seminar topics.

Prerequisites Admission to the PHPB program - PHPB ONLY course. This is a PHPB program first semester required course.

PHPB students are non-traditional students who are admitted to the PHPB program with a minimum of bachelors degree. Many of the students in PHPB have and/or masters degree with experience in previous professions.

Co-requisites N/A

Rationale and Placement in Curriculum PHPB is a structured two year, post-bac program for non-traditional or 'career changer' students who are pursuing completion of courses required for admission to professional healthcare professional schools. PHPB seeks to holistically prepare students as competitive applicants for admission to medical, dental, physician assistant, veterinary and pharmacy professional schools. PHPB provides both core science/math prerequisites as well as courses offering students insights regarding the psycho-social-spiritual context of healthcare. PHPB includes courses that broaden student understanding of issues related to the patient/family experience, professions, and self-assessment and knowledge. PHPB Healthcare Seminar will provide students an opportunity to explore, understand and develop both personally and professionally in the humanistic dimensions of healthcare in preparation for lifelong service to others. It presents an environment for exploration and questioning.

This course is instructor and PHPB student cohort co-facilitated (80/20). The instructor teaches and models the lecture presentation material and structure during the first three weeks of the semester in a two hour block. PHPB students are then divided into small groups and randomly assigned one of eight

seminar topics. Students, with the resources, guidance, mentoring, review and continued input from the instructor, research the topic assigned, with 3 additional resources, develop seminar content and present that content. All course content is prepared with the oversight, input and final approval of the instructor. This process builds relationships between the instructor and students while enhancing student experiential learning. This course provides personal and professional development in the AAMC Core Competencies <https://www.aamc.org/services/admissions-lifecycle/competencies-entering-medical-students>, especially those related to: Social Skills, Cultural Humility, Teamwork, Oral and Written Communication, Critical Thinking, Ethical Responsibilities, Reliability & Dependability, Resiliency and Capacity for Improvement.

There is an undergraduate course, IHS3935 Human Dimensions in Health (3 credits & 95/5 instructor-student teaching contribution) that is similar in seminar topics but differs in structure and level of student contribution and depth in knowledge, insights and experiences. PHPB Seminar (2 credits) & 80/20 instructor/student teaching contribution).

Course Objectives Articulate personal motivation, interests, strengths and challenge in preparation for healthcare profession

Articulate the experience of healthcare from multiple perspectives of the patient, family and healthcare professional.

Identify components of the patient-professional relationship

Identify and articulate basic concepts related to topics and issues in healthcare

Identify the role of the humanism and professionalism in healthcare

Apply concepts in humanities and social sciences to healthcare topics and issues

Construct a final project representative of their motivation for their profession

Course Textbook(s) and/or Other Assigned Reading -Cannon, J. (2020). breaking and mending

-Coleman, J. (2017). From Purpose & Impact <https://hbr.org/2014/05/from-purpose-to-impact>

-Coleman, J. (2017). You Don't Find Your Purpose – You Build it.

-Kleinman, A. (2019). How the Human Face of Medicine is Too Often Missing.

-Martela & Pessi (March,2018) Significant Work Is About Self-Realization and Broader Purpose...

-Pellegrini, C. (2016). Trust: The Keystone of the Patient-Physician Relationship

-Marino, G. (2019). Are You Listening?

-Robertson, K. Active Listening

-Zenger & Folkman (2016). What Great Listeners Actually Do <https://hbr.org/2016/07/what-great-listeners-actually-do>

-Rubertson, et. al. (2016). The relationship between physician humility, physician-patient communication, and patient health

-Mattingly, D. (2018). The art of medicine – Health Care as a cultural borderland

-Prasad, et. al. (2016). Cultural humility: treating the patient, not the illness

-DasGupta, S. (2018). Whose Story is it? Narrative Humility in Medicine and Literature

-Becenti, et. al. (2006). Tradition and Treatment Impact of Culture on Health Care

-Gawande (2010). 'Letting Go' The New Yorker.

-DeForest (2019). Better Words for Better Deaths

-Hetzler & Dugdale (2018) How Do Medicalization and Rescue Fantasy Prevent Healthy Dying?

-Renz, et. al. (2012). Dying is a Transition

-Ghosh,AK. (2004, Sept). Understanding Medical Uncertainty: A Primer for Physicians. JAPI

-Frenn, R. (2019). The Tenacity of Hope

-Kalanithi, P. (2014). How Long Have I Got?

-Wray & Loo (2015) The Diagnosis, Prognosis, and Treatment of Medical Uncertainty

-Wattis, John, Curran, Stephen and Rogers, Melanie (2017) What does spirituality mean for patients, practitioners and health care organisations? In: Spiritually Competent Practice in Health Care.

-McCormick, T.R. (2014, April). Spirituality & Medicine

-King, P.E. & Boyatzis, C.J. (2015). Moral Injury and Psycho-Spiritual Development...

-Steinhorn, et.al. (2017). Healing, spirituality and integrative medicine.

Corcoran BC, et al. (2016). Fidelity to the healing relationship

-Medical Ethics 101

-Truog, et. al. (2015). Microethics: The Ethics of Everyday Clinical Practice

-Kirch & Vernon The Ethical Foundation of American Medicine JAMA, April 8, 2009—Vol 301, No. 14

-Colgan, R. MD, The Virtuous Physician, Consultant: Volume 54 Issue 8 - August 2014

-Moyo, M., et.al. (2016). Healthcare practitioners' personal and professional values

-Steinburg, D. (2010) Altruism in Medicine

-Harris, J. (2018). Altruism: Should it be Included as an Attribute of Medical Professionalism

-Benjamin, M. (2014). Empathy: A Review of the Concept

-Rosman, K. The Power of Compassion
Savett, L.A. Emotionally involved
-Jain & Cassel (2012). Societal Perceptions of Physicians
-Daneault, S. (2008). The wounded healer
-Duckworth, A. (2016). Grit Ch. 4
-West, et.al (2018). Physician burnout: contributors, consequences and solutions

Weekly Schedule of Topics WEEK 1

Review Syllabus

Bloom's Taxonomy

Basic PH Requirements

Read: Syllabus

Week 2 - Keepers of Stories: The Privilege of Serving

Week 3 - Are You Listening?

Week 4 - Cultural Caring

Week 5 - End of Life

Week 6 - Uncertainty & Hope

Week 7 - Spirituality, Religion & Coping

Week 8 - Social Determinants Disparities

Week 9 - Ethics Games Complete the Ethical Survey found in Module

Week 10 - Virtues in Medicine

Week 11 - Wounded Caregivers – Finding Balance

Week 13 - Purpose-filled Impact

Week 14 - Professional Insights

Week 15 - Project Presentations - All students will present art projects.

Grading Scheme 1. Patient Story Immersion Project – 20 points - Include and label these sections in your paper:

Patient's verbal account of their story

Illness History: onset, symptoms, process to diagnosis

Diagnosis: give a brief explanation of the illness - cite sources

Treatment: as prescribed by the care provider

Prognosis: expected outcomes

Impacts of illness to both patient and family: Biological, Psychological, Sociological and Spiritual

Challenges the illness imposed to daily functioning and outcomes

Reflections: student thoughts/feelings of the experience and relationship with the patient/family – What did you learn about your profession, the patient/family experience and about yourself?

2. Reading Reflection Papers – 20 points (10 = 2 pts. each) - Summary: Main points of the articles; Most important concept learned; How the concept relates to your profession and you; What question(s) were generated from this reading? (minimum of 3)

3. Seminar Facilitation - 30 points - (5 points per section) - students are evaluated in three contexts: peer evaluation, professional evaluation from small group members and instructor evaluation.

Students receive a synthesized evaluation giving feedback from all three contexts reflecting quality of content, presentation skills, and professionalism in working as a group team member.

Introduction – Use an example of art, music, literature, poetry, theater etc. to introduce the topic

Foundational information on the topic - presentation conveying substance of the topic using at least 5 additional resources that supplement required readings.

Active Learning Experience - must be interactive - role play, Jeopardy, mock disaster drill, mock malpractice court case, etc.

Small Group Discussion – Using the text content, formulate 5 discussion questions on the topic.

Final reflection - (instructor lead) debrief small group insights and review students' 'take aways.'

Additional Resources – presenters will provide peers with at least 5 additional journal articles or books related to the topic and cited in APA style.

4. Final Art Project – 30 points Produce a piece of art, not a craft, that symbolizes your 'statement of purpose' or motivation for pursuing your profession, reflections/ response to seminar content, experiences, and feelings. This can be a short documentary, photographic series, graphic art, sculpture, painting or other art medium, poetry, etc. You will need to write a short narrative descriptive of and expressing the symbolism of the piece and its relationship to your 'why.' You will give a brief, 5 minute presentation to the class explaining your project. Projects will be displayed for one to two weeks in the Academic Advising Center.

100 TOTAL POINTS POSSIBLE

GRADING

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 B; 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

Instructor(s) Roberta Knickerbocker

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes