



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
WENDY HORWITZ	wah5115	Abington College (AB)	Not Available

Academic Home: Abington College (AB)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(BIOET 110N) Health, Illness, and the Human Condition

Course Information

Cross-Listed Courses:

Prerequisites:

ENGL 15

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Health and the Human Condition

Discipline: General Education

Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

Writing/Speaking (GWS)

Quantification (GQ)

Knowledge Domains

Health & Wellness (GHW)

Natural Sciences (GN)

Arts (GA)

Humanities (GH)

Social and Behavioral Sciences (GS)

Additional Designations

Bachelor of Arts

International Cultures (IL)

United States Cultures (US)

Honors Course

Common course number - x94, x95, x96, x97, x99

Writing Across the Curriculum

First-Year Engagement Program

First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Abington College (Pre-Major) (ABAB_ABCOM)

Effective Semester: Upon Approval

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

This survey course explores the human experience of health and illness from a combined social/behavioral science and humanities perspective. Six related units permit thematic analysis: (1) "The Body" introduces the breadth and depth of the field by examining changing sociocultural concepts about the human body; (2) "Health and Illness Narratives" provides critical study of the ways that patients' and health care providers' experiences are portrayed and documented; (3) "Patient-Practitioner Relationships" illustrates an integrative approach through study of the dynamics of health care relationships; (4) "Ethics" analyzes ethical decision-making in the medical context; (5) "End-of-Life" explores diverse concepts and practices in death and dying; (6) "Caring for the Caregivers" addresses providers' mental health and training. Through reading, discussion, writing, and independent projects, students will develop skills and knowledge for understanding individuals and groups in the context of health and illness.

This is an Inter-Domain ("N") course containing two general education domains (GH/GS). Successful completion of the course fulfills 3 credits of Integrative Studies in General Education.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

Part 1: The Body (2 weeks) Diverse representations in science, history, and art; Changing models of normality and disease. Part 2: Health and Illness Narratives (3 weeks) Tradition and change in medical narrative; Family, patient, and practitioner perspectives; Theory and research on adaptation to illness. Part 3: Patient-Practitioner Relationships (3 weeks) Narrative, power, and the diagnostic process; Empathy and objectivity. Part 4: Ethics (2 weeks) Principles and values in health care ethics; Case study examples; Psychology of decision-making. Part 5: End-of-Life Issues (2 weeks) Depictions of death and dying; Religious practices; Social scientific frameworks; Critique of the rhetoric of suffering. Part 6: Caring for the Caregivers (3 weeks) Identity and mental health in health care providers; Work, motivation, and meaning; Humanities and social sciences in training and intervention for health care providers. (Depending on expertise, instructors may select a subset of topics.)

Course Description:

This survey course explores the human experience of health and illness from a combined social/behavioral science and humanities perspective. Topics may include the following: the body in art, science, and history; models of normality and disease; family, patient, and practitioner stories; adaptation to illness; health care relationships; principles and psychology of health care ethics; cultural aspects of end-of-life; identity, meaning, and mental health in health care professionals.

Reading, writing, and discussion will give students in all majors a set of skills and knowledge for understanding individuals and groups in the context of health and illness. Texts include fiction; poetry; graphic memoir; film; essays; and social science research and theory. Students will experiment with various writing genres to understand and challenge disciplinary boundaries, and creative projects will provide experience with diverse methods and types of knowledge.

The arena of health and illness presents a valuable opportunity for integrating social/behavioral science and humanities in analyzing and solving real world problems. Despite technological advances, health care is essentially a human-to-human endeavor, so the humanities and social sciences are necessary to complement biomedical perspectives. This course provides transferable skills and a framework for addressing similar challenges and opportunities in a range of fields that students may encounter in the future.

This is an Inter-Domain ("N") course containing two general education domains (GH/GS). Successful completion of the course fulfills 3 credits of Integrative Studies in General Education. Prerequisite: ENGL 015.

The name(s) of the faculty member(s) responsible for the development of the course:

! Name: WENDY HORWITZ (wah5115)

Title:

Phone:
Address:
Campus: AB
City:
Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

The course uses health and illness topics as a vehicle for gaining skills and concepts that students may apply more broadly. Through the analysis and synthesis of social/behavioral science and humanities approaches to understanding health and illness, students will gain critical integrative skills. Students will increase their knowledge of current, interdisciplinary initiatives in research on health and illness, in representations of the experience of illness, in improving health care, and in training and wellness for health professionals. Students will learn to discern disciplinary patterns in rhetoric, epistemology, and methods, using topics in health and illness as examples. Students will develop writing skills across genres, both as an intrinsic objective and as a way to enhance their appreciation for integrative thinking. Analysis of ethical problems in health and illness will increase students' ability to reason in ethical contexts. The study of meaning, motivation, and mental health in health care professionals will help students reflect on their own professional identity and self-care. Independent projects will deepen students' creativity, communication skills, and understanding of diverse methods and types of knowledge.

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed. The procedures for determining students' grades should be specifically identified.

Brief, regular writing assignments (comprising 40% of the grade) will reflect students' understanding of the domains' approaches to each topic and will demonstrate students' domain-specific and integrative thinking and writing. Revisions in response to instructor's comments will reflect improvements in communication (10% of grade). Discussion leadership (10% of grade) and critical analysis of texts during discussion (10% of grade) will indicate students' understanding of concepts, methods of inquiry, and practical applications. In a field study and report, (15% of grade), students will show their facility in synthesizing social science with humanities sources and methods. A creative project (15% of grade) will reflect students' ability to imaginatively integrate the domains as applied to a novel problem.

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

This course is a new Inter-Domain General Education course designed for students at all levels and in all disciplines. The prerequisite of ENGL 015 is justified because the course contains frequent writing assignments which assume at least introductory skills for college writing.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

This course is a new Inter-domain GE course integrating Social/Behavioral Sciences and Humanities. It is listed in BIOET and is designed for students in all disciplines. Successful completion of the course fulfills 3 credits of Integrative Studies in General Education. Students who complete this course may also use it as foundation for further study in fields such as medical humanities; science, technology and society; or disability studies, or to complement their studies in the health sciences.

A description of any special facilities:

none

Frequency of Offering and Enrollment:

This course could be offered any semester with enrollment of 18 students.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical

periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

Effective Communication: Discussion and collaborative leadership in the classroom, regular writing assignments, and independent projects provide continual opportunities to practice, reflect on, and enhance multiple modes of communication. Topics in health, illness, and the body may entail uncertainty and controversy; therefore, students will practice articulating clear arguments about complex topics, doing so with discernment, evidence, and respect for multiple perspectives. By comparing texts across genres and domains, students will analyze various disciplinary approaches to communicating knowledge. In creative writing and written reports, students will expand their repertoire of communication skills and methods.

Critical and Analytic Thinking: The study of health and illness requires a range of conceptual frameworks and diverse sources, from sociology to the arts. As students analyze these sources and frameworks, as applied to complex psychosocial systems in health and illness, they will improve their critical/analytic thinking. This course emphasizes the relationships among theory, investigation, practical application, and representations of health/illness phenomena, so students will gain facility in conceptualizing and applying knowledge in a multi-faceted context. Through reflective and critical writing, field study, and creative work, students will investigate the complementary roles of diverse modes of inquiry, from empirical to literary.

Integrative Thinking: Throughout the course, students will be asked to synthesize concepts across topics, disciplines, domains, and genres. Thematic threads provide coherent ways to reflect on the relationships among and differences between the various approaches to knowledge in health and illness. Writing, discussion, and reading permit students to compare how social/behavioral science and the humanities investigate and depict health and illness. Explorations of diverse cultural and social perspectives on health and illness will help students connect and distinguish between these domains. Students' field studies and creative projects provide practice in applying existing knowledge to new questions.

Social Responsibility and Ethical Reasoning: Ethical reasoning and social responsibility are thematic throughout the course. The "Ethics" topic will explicitly introduce methods for analyzing ethical dilemmas and social problems in health care, while other topics (e.g., "End-of-Life Issues") also include the role of values and will provide practice in creating nuanced ethical arguments. Using new intellectual frameworks, students will gain facility in analyzing the "hard problems," those without right/wrong answers. As they compare their own views to existing scholarship and theory, they will gain insight into the complementary roles of empirical research and philosophy in addressing ethical challenges.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

a) **Effective Communication:** Improvements in short writing assignments, revision of essays, and creation and presentation of final projects will show communication skills with regard to theory, research, application, and representation of health and illness issues. As students participate in and lead discussions, they will be assessed on the clarity and logic of arguments, explanations, and analyses, as well as their use of evidence as defined by various disciplines. Students will be evaluated for their capacity to engage in reasoned, respectful debate about controversial topics. Assessment of writing and discussion will also address students' emerging ability to describe, explain, and compare rhetoric and epistemology across domains.

b) **Critical and Analytic Thinking:** Analyzing various conceptual frameworks and kinds of evidence as applied to complex psychosocial systems in health and illness will demonstrate critical and analytic thinking. Using existing scholarship and independent projects, students will show the extent to which they can evaluate information and extrapolate from it. Student writing and discussion about a variety of texts will display critical awareness of genre and assumptions about knowledge. Creative projects will showcase students' ability to reflect on a specific problem in health and illness.

c) **Integrative Thinking:** In explaining course content, comparing modes of inquiry, and applying themes and concepts across course topics, students will demonstrate integrative thinking. Essays and discussions will reflect the extent to which students understand the complementarity (and distinctions) in social/behavioral science and humanities approaches to problems in health and illness. Independent projects will show domain awareness and integration and will reflect the ability to apply existing, integrative knowledge to a new topic. Students will also submit brief, written explanations of how their projects show domain integration.

d) **Social Responsibility and Ethical Reasoning:** By comparing their own opinions and values to existing frameworks for understanding ethical and social challenges in health care, students will demonstrate their capacity for ethical reasoning. Through discussion, debate, and analysis of ethical dilemmas and contemporary social challenges in health and illness, students will display their ability to apply newly learned methods to diverse ethical perspectives and problems. Reflective essays and discussion will reveal students' self-knowledge with regard to social and ethical challenges in health and illness and will demonstrate their skill in articulating the central moral problems and underlying values.

General Education Domain Criteria

General Education Designation: Inter-Domain

GH Criteria

Explain the methods of inquiry in humanities fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate competence in critical thinking about topics and texts in the humanities through clear and well-

reasoned responses

- Critically evaluate texts in the humanities— whether verbal, visual, or digital— and identify and explain moral or ethical dimensions within the disciplines of the humanities
- Demonstrate knowledge of major cultural currents, issues, and developments through time, including evidence of exposure to unfamiliar material that challenges their curiosity and stretches their intellectual range
- Become familiar with groups, individuals, ideas, or events that have influenced the experiences and values of different communities

What components of the course will help students achieve the domain criteria selected above?

"Explain the methods of inquiry..." Analysis of literature, poetry, first person narrative, philosophy, history, and film will provide students with experience in methods and knowledge that dovetail those in the social/behavioral sciences. Students will explore the parallel, complementary, and distinct aspects of evidence, rhetoric, and other features. For example, both humanities and social/behavioral sciences may use qualitative methods in studying human health, but the goals, methods, assumptions, and interpretations are often different. Discussing and experimenting with humanities methods of inquiry and representations, students will expand their repertoire for describing and understanding human experience more broadly. They will examine the value of knowledge derived through approaches such as speculation, narrative, creative writing, literary analysis, and philosophical methods, and compare these to social/behavioral science approaches.

"Demonstrate...critical thinking..." This course emphasizes frequent, written responses to texts to prepare for discussion, to practice developing logical arguments, to demonstrate critical thinking, and to enhance writing skill. Students will also lead and participate in discussion, displaying analysis, synthesis, and critique of complex topics in health and illness. The course culminates in independent projects, where students can show their critical understanding of thematic material. The topics and texts in this course are particularly suited to challenging students in a variety of intellectual and scholarly dimensions and to providing opportunities for them to show competence in critical thinking. For example, in writing and discussion, they will compare diverse historical and cultural views of the human body, and they will learn to write a clear synthesis of ideas from texts on health care relationships.

"Critically evaluate texts..." Verbal and visual texts in health humanities are diverse, and the field has generated new scholarship in fields such as philosophy, rhetoric, literary analysis, fine arts, and creative writing. The area thus offers rich opportunities to learn critical evaluation of texts. Writing and discussion in this course will demonstrate students' ability to critically evaluate a broad range of texts. Moreover, "story-telling" (by patients and providers) is central to health care practice; the humanities provide students with methods for critically analyzing those narratives and the scholarship pertaining to them.

In addition, ethical and moral issues occur periodically in this course, so that students will evaluate and use diverse disciplinary approaches in characterizing and analyzing these challenging issues. For example, exploring texts about suffering during illness, students will develop skills for critically analyzing texts and will gain insight into diverse intellectual structures in the humanities that help us address nuanced, moral questions. These ideas and exercises complement what students will learn in the social/behavioral sciences, for example, regarding the study of values and decision-making in dilemmas in health and illness.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

"Explain the various methods of inquiry..." Students will read, critically evaluate, and write about texts from a range of social/behavioral sciences, on topics such as adaptation to illness and "burn out" in health care providers. Through discussion, writing, and culminating projects, students will discern the methods of inquiry and criteria for evidence in various disciplines in the social and behavioral sciences, gaining a foundational understanding of concepts and empirical methods. Topics on human behavior in the context of health and illness are particularly well-suited to help students apply, understand, and explain social science methods. At the same time, such topics provide opportunities to compare and contrast social/behavioral science inquiry with humanities approaches. For example, as they review social science research on the relationship between work and mental health in health care providers, students will also examine philosophical frameworks for the role of "meaning" in these challenging professions.

"Describe...factors..." The study of contemporary health, illness, and health care necessarily involves multiple, interacting social systems and the individual. In readings and discussion, students will learn to describe a biopsychosocial perspective on health and illness, whether in the context of adaptation to chronic illness, the patient-practitioner relationship, or end-of-life. Similarly, in studying ethical decision-making in health care, students will learn to explain the interactions among attitudes, values, institutions, and culture, and the competing values of various constituencies. Independent projects provide practice in describing and documenting the relationship between variables such as attitudes and behaviors in health and illness.

"Explain how social and behavioral science..." Topics and texts in this course directly address the role of social/behavioral science in understanding people's experience of health and illness, and in improving health care. This emphasis on social/behavioral science data and theory complements the humanities texts and concepts that students will critically evaluate, regarding the same topics. Multiple examples in this course will illustrate the application of theory and research to practical problems. Students will also study models and concepts in the social sciences (e.g., family systems; motivation), and along with existing data, apply those to their own projects.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

Integrative analysis is central to this course. In discussions, essays, and culminating projects, students will compare and synthesize social/behavioral scientific and humanities concepts and methods to address questions about health and illness. Students will explain the ways social science and humanities scholars pose questions, depict, document, and conceptualize these phenomena. The course asks students to continually move back and forth between literary/philosophical/fine arts perspectives and those of psychology, sociology, and other social scientific disciplines. Writing "prompts" throughout the course ask students to reflect on the opportunities and challenges in integrating the domains. Students will also examine the ways that current health care and training integrates humanities and social/behavioral sciences to improve the well-being of patients, families, and practitioners. In culminating projects, students will apply humanities and social/behavioral scientific texts and concepts to a problem in health and illness.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Every class discussion will address approximately half social/behavioral science and half humanities texts and concepts. Text assignments are equally from each domain, and when possible, texts that integrate the domains are assigned as well. Writing prompts alternate in asking students to consider rhetoric, concepts, knowledge, and genre from one domain or the other, and periodically, students are asked to explicitly compare previous texts and topics across the two domains. In addition, students will be asked to write in genres from both domains. The course is structured to address every topic (e.g., health care ethics) from each of the domains' perspectives, then to have students analyze the distinctions and potential for integration of the two, as applied to each topic. In the culminating projects, students will critically evaluate the strengths and limitations of each domain --and their combination-- and creatively apply an integrated approach to a problem in the health care context.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

This course will be taught either by an individual Humanities scholar or writer who also has expertise or qualifications in at least one of the Social/Behavioral Sciences; or by an individual Social/Behavioral scientist with expertise or qualifications in at least one of the Humanities; or alternatively, by an instructional team of one social/behavioral scientist and one humanities scholar or writer.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

Frequent, brief essays in response to writing prompts will provide ongoing evidence of progress in students' integrative thinking. Following instructor's feedback, revisions of some of these essays will be evaluated for improvement in integrative thinking. The instructor will also make systematic observations of integrative thinking in students' contributions to class discussion and in their discussion leadership. Culminating projects will not only be used to evaluate integrative thinking but will also be accompanied by a brief narrative by the student, which explicitly explains how the project integrates humanities and social/behavioral sciences.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Potential Impact

Pre-Requisites

is *listed as a pre-requisite or concurrent course* for the following courses:

Note: Not all courses may be listed here, due to lionpath requirement incomplection.

No pre-requisites or concurrent courses found

BIOET 100N
HEALTH, ILLNESS, AND THE HUMAN CONDITION
SYLLABUS [DRAFT FOR CURRICULAR PROPOSAL, SPRING 2018]
Wendy A. Horwitz, PhD, PSU Abington

OVERVIEW: This survey course explores the human experience of health and illness from a combined social/behavioral science and humanities perspective. Writing and discussion on a series of related topics will give students in all majors the basic skills and knowledge for understanding individuals and groups in the context of health and illness. Each topic will be addressed using social/behavioral sciences and humanities. Texts include fiction, poetry, graphic memoir, film, essays, and social/behavioral science theory and research. Written assignments and projects will help students challenge disciplinary boundaries and explore the potential for domain integration. Experimenting with diverse methods and genres, students will apply concepts to real-world problems in health and illness.

Despite technological advances, health care is essentially a human-to-human endeavor, so humanities and social science approaches are necessary to complement biomedical perspectives. This course provides transferable skills and a framework for addressing similar challenges and opportunities in a range of fields that students may encounter in the future.

Prerequisite: ENGL 015.

This is an Interdomain Course (“N”, “GH/GS”), and successful completion of the class satisfies the requirement for 3 credits in Integrative Studies for General Education.

LEARNING OBJECTIVES:

- Develop written and oral communication in diverse genres
- Experiment, take creative risks, and expand repertoire for self-expression and reflection
- Improve ability to discern patterns in methods, rhetoric, and assumptions about knowledge in the social/behavioral sciences and the humanities
- Increase knowledge of social/behavioral science and humanities *contributions* and *methods* for understanding health and illness, and for improving health care
- Analyze and evaluate texts and scholarly research on illness and health
- Explain basic concepts in the two domains, as applied to health and illness
- Develop integrative skills in analyzing and synthesizing texts, in writing, and in understanding applied problems
- Improve critical thinking through text analysis and exploration of applied problems
- Enhance skills in ethical reasoning, particularly with regard to health and illness
- Produce a creative project integrating social/behavioral science and humanities
- Plan, implement, and write up a simple social science field study

REQUIREMENTS:

- Regular, brief essays in response to writing prompts
- Participation and leadership in discussions
- Creative project integrating social/behavioral science and humanities approaches
- Field study on a health/illness topic

TOPICS:

Part 1: The Body (2 weeks)

WEEK 1: Representations of the body in biomedicine, history, and art

WEEK 2: Models of normality and disease in science, literature, and history

Part 2: Health and Illness Narratives (3 weeks)

WEEK 3: Tradition and change in medical narrative

WEEK 4: Family, patient, and practitioner stories

WEEK 5: Theory and research on adaptation to illness

Part 3: Patient-Practitioner Relationships (3 weeks)

WEEK 6: Narrative, power, and the diagnostic process

WEEK 7: Empathy and objectivity in health care relationships

WEEK 8: Roles, rules, and meaning in health care relationships

Part 4: Ethics (2 weeks)

WEEK 9: Principles of health care ethics; The role of values

WEEK 10: Case study examples; Psychology of ethical reasoning and decision-making

Part 5: End-of-Life Issues (2 weeks)

WEEK 11: Literary and film depictions of death and dying; Cultural practices and beliefs

WEEK 12: Social science frameworks; Critique of the rhetoric of suffering

Part 6: Caring for the Caregivers (3 weeks)

WEEK 13: Burn-out, moral injury, and mental health problems in health care practitioners

WEEK 14: Motivation, identity, and meaning in the work place

WEEK 15: Humanities and social sciences in training and intervention for health care providers