



IDH 3034/4008 Fall 2021. 3 Credits

Adult topics in Narratives in Medicine – COIL & Museum Based

Tuesday: 1:00 to 3:30 p.m. Classroom EH150

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Office hours by appointment.

Students will access all course materials via CANVAS: www.canvas.fiu.edu

Invited Faculty

- Professionalism: Rodolfo Bonnin, Ph.D. (RB) Director of the Office of Assessment. Herbert Wertheim College of Medicine. email: rbonnin@fiu.edu
- Intercultural: Maria A. Garcia. DML. (MAG) Teaching Professor of French & French Program Coordinator. Department of Modern Languages. Email: garciagd@fiu.edu
- Museum: Miriam Machado (MM), Education Curator. Patricia and Phillip Frost Art Museum. Florida International University. E-mail: mmachado@fiu.edu
- COIL: Mehran Haeri. Ph.D. Faculty. Seneca College. Email: Mehran.haeri@senecacollee.ca

COURSE DESCRIPTION:

This course aims to bring forth the unbreakable -- yet not well-valued and sparsely characterized -- connection between the worlds of text (narrative, poetry, short stories, memoirs, interviews, and film

adaptations) to the worlds of medical ailments and medical practice. The course will encourage the creative writing and close reading and interpretation of different literary media coupled with a mirror representation of adult disease (s) being discussed throughout the semester. The ultimate goal of the course is to explore fully the connection between health, art, literature and wellbeing using the power of texts of all kinds. Using various techniques applied to Narrative Medicine, Museum Based Education and literary analysis we aim to comprehend and solidify this inextricable bond between the humanities and medicine as a whole. Therefore, sessions will include active participation between students and faculty, Socratic seminar lead-discussions, 5 min prompted, or essay styled written reflections, and review of peer review articles on the subject matter.

Additionally, this course qualifies as a [Global Learning Course](#) (GL) that is discipline specific. During both semesters' sessions will include faculty and invited speaker lectures, workshops, video and movie screenings, required readings (articles / book / novel (s) for both in class and out of class activities, homework assignments, creative / reflective writing, close reading, engaged listening, visual thinking strategies and other museum-based techniques applied to the study of this material.

As of this iteration, course materials will be enhanced and shared through [Collaborative Online International Learning](#) (COIL). Briefly, your participation in this COIL segment of the course will enhance your intercultural knowledge as you will be working with peers from another country; you will engage in virtual teamwork learning (synchronously and asynchronously) and you will be exploring a variety of thinking mindsets, all the latter building on key competencies for effective global citizenship and employment.

Course Goals:

After this two-semester course, students will:

1. Improve narrative competency and communication skills by using methods and techniques borrowed from narrative medicine leading to greater comfort deciphering patient stories.
2. Examine and improve the students' quality of life through the practice of self-reflection as well as creative writing and research.
3. Increase student's knowledge and understanding by creating links through journaling, paraphrasing and commenting on texts and prompts relating to the bond between literature and medicine from the perspective of several authors and time periods.
4. Assess and criticize areas of debates in the field of literature and medicine.
5. Reflect and review through reading and appreciation of a selection of literary texts where medical topics are presented to further interpret these against their historical background.
6. Collaborate in group assignments after independent research in the field of literature and medicine in order to contribute observations, discoveries and experiences with students within the class and abroad through COIL.
7. Implement and experiment an overall enhanced self-awareness and reflective capacity, and enhanced skills of critical analysis, argumentation, oral presentation and essay writing.

Course Objectives:

Upon completion of this two-semester course, students will:

- Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts.
- Analyze and interpret global and intercultural issues.
- Explain and link scientific and practical means of the times with their theoretical and cultural background using different forms of literature in non-scientific formats linking the concepts of health, disease, recovery, convalescence and health-care through human kind.
- Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing.
- Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts.
- Be able to apply their knowledge from previous and current courses to construct reflective and objective comments based on given problems that call for scientific reasoning
- Have developed skills to work collaboratively and in an interdisciplinary manner.
- Develop an awareness of humanistic and distinct set of professional skills required for success as a medical student and emerging doctor.

Format

- Class meets **once** a week. In general, each meeting is divided into two sessions with a break included, meeting style can vary as there can be a lecture, in-class discussion, in-class note taking, presentations by faculty, students or guest speakers or other presentation format by course director. Any invited guest faculty or peer presenting will be stated in the calendar below and through the course's Canvas site. There will be opportunities for active learning in related "hot topics" or in the development of learning skills as they relate to art and history of medicine.
- Students are expected to have read the assigned works before coming to class and be ready and able to participate fully in a discussion—that is, to ask questions as well as posit ideas; to listen and respond to others; and to strive to see that all members of the group contribute equally to the conversation.
- Class will be supplemented by active learning strategies. Faculty will engage students with controversial/ethical discussion topics, case study analysis through class discussion, and out of class assignments.

- o Readings to be assigned by course director or other participating faculty as stated via the calendar or course announcements as needed.
- o Assignments such as conducting a literature search or data search on a research topic and presenting the findings to the class.
- FIU semester long materials and course work will be posted to the class CANVAS site on a weekly bases.
- The COIL related four weeks (04 weeks) module materials and activities will be available ONLY through this link: <https://canvas.instructure.com/courses/2599090> COIL course title: **“A crossroads between science and literature bringing forth care, compassion and a better life”**

Collaborative Online International Learning (COIL) INFORMATION:



This course involves Collaborative Online International Learning (COIL)

COIL uses technology to bring diverse faculty and students together across borders of time, nationality, language, culture, and discipline. Together, we will engage in synchronous and asynchronous dialogue and complete meaningful projects. COIL will deepen our knowledge, broaden our perspectives, foster personal growth, and open doors to new connections and opportunities. For more, visit <https://coil.fiu.edu>

Required Resources

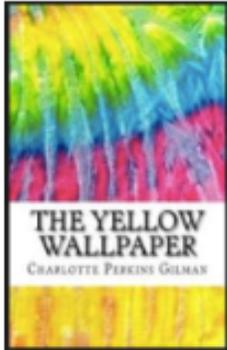
For this course you will need dependable Internet access. This is a web-assisted course in CANVAS and Wikipedia as mentioned above. While some of the weekly required materials are posted on CANVAS at:

<https://fiu.instructure.com/courses/117642>

- There are required books that would be available through the University bookstore as stated in detail below.
- You are responsible for regularly consulting online materials.
- You will receive announcements in class and by email through your FIU email address.
- You are responsible for any material distributed through the course pack, Blackboard or through email. Details of the assigned reading materials will be posted in the calendar below.

Required reading materials:

- The following **REQUIRED** novels will be available at the FIU bookstore for purchase:



The Yellow Wallpaper: Includes MLA Style Citations for Scholarly Secondary Sources, Peer-Reviewed Journal Articles and Critical Essays

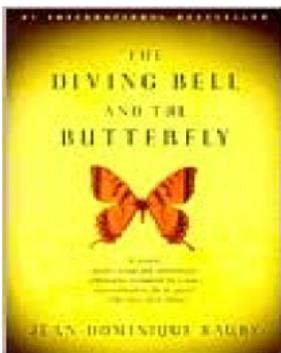
Author: Charlotte Perkins Gilman

ISBN: 9781517572464

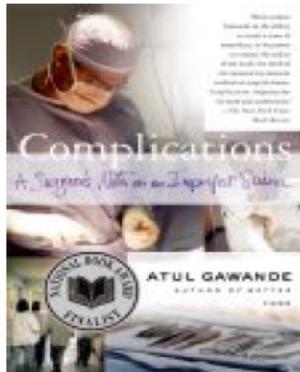
Publisher: CreateSpace Publishing

Edition: -

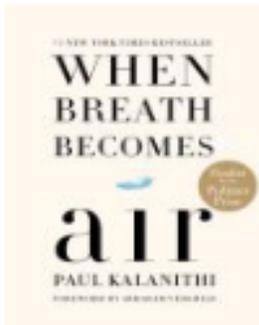
Student use of this title is **Required**



- Title: The Diving Bell and the Butterfly
- Author: Jeremy Leggatt (Translator), Jean-Dominique Bauby
- ISBN: 9780375701214
- Publisher: Knopf Doubleday Publishing Group



- Title: Complications: a surgeon's note on an imperfect science
- Author: Atul Gawande
- ISBN: 9780312421700
- Publisher: Picador



WHEN BREATH BECOMES AIR | Edition: 16

Author: KALANITHI

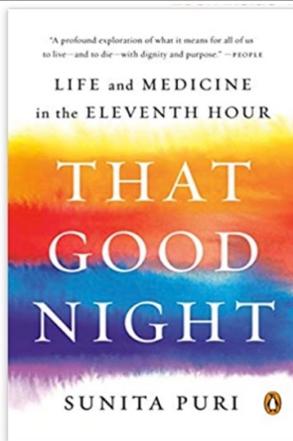
ISBN: 9780812988406

Publication Date: -

Publisher: PENG RAND

Estimated Student Price **(Savings based on Print, New):**

Print, new: \$25.00



Paperback : 320 pages

ISBN-13 : 978-0735223325

Product dimensions : 5.45 x 0.69 x 8.42 inches

Publisher : Penguin Books; Reprint edition (March 3, 2020)

Language: : English

Recommended resources:

- Imagine what it's like: a literature and medicine anthology / edited by Ruth Nadelhaft, with Victoria Bonebakker. ISBN 978-0-8248-3317-6. Maine Humanities Council, 2008.
- Teaching literature and medicine / edited by Anne Hunsaker Hawkins and Marilyn Chandler McEntyre. ISBN 978-0-87352-356-1. Modern Language Association of America. 2000.
- Narrative and the cultural construction of illness and healing / edited by Cheryl Mattingly and Linda C. Garro. ISBN 0-520-21824-8. University of California Press. 2000.
- Medicine's great journey. ISBN 0-8212-1987-1. Callaway editions. 1992.
- Reconstructing Illness: studies in pathography. Purdue University Press; 2 Sub edition (March 1, 1999) ISBN-13: 978-1557531261

- A life in Medicine: a literary anthology. Edited by Robert Coles, Randy-Michael Testa, Joseph D'Donnell M.D., Penny Armstrong, M. Brownell Anderson. The New Press; 1 edition ISBN-13: 978-1565847293

Movie screenings:

- During this fall semester as time provides, we will look at three pertinent movies. Format would be either during class via DVD or a combined in class out of class session of movies available through our FIU Library or other providers. Movies we will watch at are:
 - **And the band played on.** 1993. Dir. Roger Spottiswoode. Teleplay: Andrew Schulman; based on the book by Randy Shilts. (141 min). (4 sessions at 36 minutes each)
 - **Awakenings.** 1990. Dir. Penny Marshall. Screenplay: Oliver Sacks (Book) and Steven Zaillian (screenplay). The victims of an encephalitis epidemic many years ago have been catatonic ever since, but now a new drug offers the prospect of reviving them. (121 min) (4 sessions at 31 minutes each) **OR**
 - **Sybil.** (1976) Dir. Daniel Petrie. A young woman whose childhood was so harrowing that she developed sixteen different personalities is treated by a doctor. (198 min) (3 sessions at 66 minutes each)
 - **The Diving Bell and the Butterfly.** 2007. Dir. Julian Schnabel. Screenplay by Ronald Harwood; based on the novel by Jean-Dominique Bauby. (112 min). (3 sessions at 38 min each) while in the [COIL modules \(October\)](#)

Global Learning Outcomes

Upon completion of this course students will:

- **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.
- **Global Perspective:** Students will be able to conduct a multi-perspective analysis of local, global, international, and intercultural problems.
- **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Honors College Policies and Requirements

Academic Misconduct Procedures and Policies

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal

academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>. Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

Student Portfolios

The Honors College will be using a portfolio method to assess students' learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what "artifacts" or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

Honors Engagement

Requirements Honors College students are required to accumulate at least 20 engagement points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 engagement points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. <http://honors.fiu.edu/current-students/citizenship/>

Community Service

Honors College students must also complete 20 volunteer service hours. These hours DO NOT count toward the 20 engagement points discussed above. <http://honors.fiu.edu/current-students/community-service/>

Honors Education in the Arts (HEARTS)

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. <http://honors.fiu.edu/current-students/hearts/>

Resources:

Panthers Care & Counseling & Psychological Services

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at caps.fiu.edu. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Policy for Assigning an “I” Incomplete Grade

An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student’s own negligence. Please see FIU’s Policy for Assigning an Incomplete Grade.

Physical, Mental and Sensory Challenges

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the DRC at 305-348-3532 (MMC) or at 305-919-5345 (BBC) to schedule an appointment. You can also visit them in person in GC 190 at MMC or in WUC 131 at BBC campus.

GRADING AND EVALUATION

Grading and Evaluation		
ACTIVITY	POINTS	WEIGHT (%)

Response/Reflection Papers (06) 20 each	120	24
Class participation	10	2
Emotional Intelligence Micro Badge	50	10
Creative writing / Prompts (06)	30	6
Weekly /Check point Quizzes (12)	120	24
COIL MODULE (4 weeks)	75	15
Discussion boards (03)	75	15
Art Based Education activities	20	4
Total	500	100

Grades will be calculated based on percent of total points earned:

- | | |
|------------------|-------------------|
| 93-100 =A | 90-92 = A- |
| 87-89=B+ | 83-86=B |
| 80-82=B- | 77-79=C+ |
| 73-76=C | |

Response / Reflection papers (6 assignments / 120 points): there will be a total of seven (06) reflection / response papers (RP) through the semester. All RPs will be assigned by via Turnit-in links posted to CANVAS. These papers will occur biweekly and will be clearly outlined in the calendar below. All papers would have to do with a topic pertaining to the course during the given week. You will be asked to complete **a one page five paragraph reflective essay**. These may serve as a Honors College portfolio piece. You will be given feedback accordingly.

Class Participation (10 points): There may be other faculty members participating in this course, and as a result, not only many different teaching styles, but also many ways of assessing your mastery of the material. You are expected to be an active participant in class presentations and **discussions** in class and on the **boards** through CANVAS. To **participate**, you have to be there, so **attendance is mandatory**. Should something arise, you will be allowed 2 absences. However, please keep in mind that it will only be possible to make up grades for missed presentations, class participation, or for missed quizzes granted by an excused absence and with a reduction in your grade for the specific assignment missed.

ATTENDANCE: Three **unexcused** absences will result in a decrease of one letter grade. Four or more unexcused absences will result in a course grade of 'F.' Please also keep in mind that this course is designed for you—the future health professional. It is important that you maintain the highest ethical conduct and professionalism in your academic and personal life in order to be successful in attaining your future goals. If any problems should arise, please contact Dr.

Castellano-Sanchez.

Emotional Intelligence Micro badge (50 points 10%):

The QEP, *Critical Skills for the 21st Century*, aims to enhance students' preparation for the 21st-century workforce by certifying students' attainment of knowledge, skills, abilities, and values related to artificial intelligence (AI), data interpretation, and emotional intelligence (EI); thereby, closing the gap between students' career readiness and employers' expectations in these areas.

All these objectives, activities and asynchronous assessment measures were designed by FIU and will be made available in your Canvas course shell.

Creative writing and prompts (6 assignments at 5 points for 30 points 6%): These would be asynchronous activities used to solidify the material being learned. These are designed in various formats all of which require student participation either individually or in groups while the activity is open.

Weekly check point quizzes (n=12 @ 10 points each =120 points or 24%): will be administered **through CANVAS. The quizzes will open after class and stay open until 11:59 PM.** The check point quizzes are designed to gauge your understanding and completion of the assigned weekly readings. These short asynchronous and SUMMATIVE assessments will keep faculty and students on task as it related to the content of the material and strengths and deficits of the course. A total of twelve quizzes will be given.

Novels (shown above):

We will be reading together five small novels throughout the semester. The actual progression of each novel is detailed in the course calendar below. All these books were ordered through the Barnes and Noble at FIU bookstore and there are printed copies for loan at the Green library. Every TUESDAY, starting on week II of the semester and ending on week XIII. There will be either a short quiz that pertains to the material read of the assigned pages of the novel or a discussion board depending on the novel being read.

COIL MODULE (4 weeks) (100 points 15%):

- WHEN: during the month of October starting the first week of the month
- HOW LONG: 4 weeks
- WITH WHOM: FIU (us) and Dr. Haeri and his class at Seneca College Canada.
- Information: All module materials and activities can be found here:
<https://canvas.instructure.com/courses/2599090> COIL course title: **"A crossroads between**

science and literature bringing forth care, compassion and a better life”

- Completion of the COIL Modules may serve as a Honors College portfolio piece. You will be given feedback accordingly.

DISCUSSION BOARDS (n=3 @ 25 points each =75 POINTS or 20%) :

For the discussion boards – unless otherwise specified on Canvas; students are expected to respond to the initial prompt **once** and follow up the discussion with **two** additional comments while each discussion board is opened. Make sure that you address the person you are responding to and that your agreement or disagreement follows professionalism and decorum. The FIU Netiquette policy is provided below for guidance.

ART BASED EDUCATION ACTIVITIES (20 POINTS, 4%):

- Specifics of this activity will be detailed by Prof Miriam Machado at the museum. Updates will be made available if needed.

Netiquette (<https://online.fiu.edu/html/canvas/policies/>)

NOTE: There are no make-up exams and/or assignments; there is no grading curve.

Tentative Calendar for IDH 3034/4008: Fall 2021- TUESDAYS 1:00 to 3:30 PM.

Class session: Activities and objectives per week
Emotional Intelligence Micro badge
Creative and Prompt based writing
QUIZ or Discussion Board
Reflection papers
READINGS
COIL MODULE with SENECA College Canada
MOVIE
Art Based education activity

Topic	Learning Objectives	Reading assignment (Prior to class)	Activities
Week 1 08/24/21			
Course Introduction Syllabus review. Professionalism (RB)	<ul style="list-style-type: none"> Analyze and interpret global and intercultural issues. Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing. Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts. Foster an ability to read and appreciate a selection of literary texts where medical topics are presented and interpret them against their historical background. Induce an ability to engage in independent research in the field of literature and medicine in order to contribute an objective text to a student selected Wikipedia topic. 	Read: The Yellow Wallpaper, novella by Charlotte Perkins Gillman. Pertinent Files posted to Canvas Week 1	Why is literature important in medical education (TED talk) Wikipedia site and training needed Choosing a topic for individual presentations. Literature (terminology) Analyzing text (reflective vs. objective)
Creative and prompt-based writing -Introduction			Introduction to the techniques of narrative medicine applied in this course.
Emotional Intelligence Micro Badge Why and How?		https://microcred.fiu.edu/index.html	Response Paper 1: Narrative Medicine: A model for empathy, reflection, profession and trust. Rita Charon. JAMA posted to Canvas Due on or before 9/1 by 11:59 PM via turn-it in.
Week 2 08/31/21			
E.E. LO 1: Demonstrate self-awareness by	<ul style="list-style-type: none"> Develop their interest and skills in communication, 	Complications by Atul Gawande W1	The Yellow Wallpaper, novella by Charlotte Perkins Gillman.

<p>identifying and describing emotions, discussing the fight or flight response, describing strategies for combatting the fight or flight response.</p>	<p>research, analysis, synthesis and organization of reflective and descriptive texts.</p> <ul style="list-style-type: none"> Foster an ability to read and appreciate a selection of literary texts where medical topics are presented and interpret them against their historical background. 	<p>Education of the Knife pages 11-34</p> <p>La Belle dame sans merci, poem by John Keats</p> <p>“On being ill” by Virginia Woolf.</p>	<p>E.I. Self awareness</p>
<p>Finding a theme Analyzing texts Correlating text’s ideas Proposing a thesis topic for research</p>			<p>Quiz 1: The Yellow Wallpaper (entire novella)</p>
<p>Creative and prompt-based writing – Exercise 1</p>			<p>MOVIE: And the Band played on (35 min) 1 of 4 Link: https://www.youtube.com/watch?v=ikHuCzYhvD4&t=16s</p>
	<p>Response Paper 1 (RP1): Due 9/1 by 11:59 PM</p>		
<p>Week 3 09/07/21</p>	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Develop an awareness of humanistic and distinct set of professional skills required for success as a medical student and emerging doctor. 	<p>None required</p>	<ul style="list-style-type: none"> Details of this assignment on the course’s canvas site.
<p>Finding a theme Analyzing texts Correlating text’s ideas Proposing a thesis topic for research.</p>			<p>Quiz 2: Complications by Atul Gawande pages 11-34.</p>
<p>E.I LO 2: Demonstrate social awareness by discussing the four attributes of empathy,</p>			<p>La Belle dame sans merci, poem by John Keats</p> <p>“On being ill” by Virginia Woolf.</p>
		<p>Complications by Atul Gawande. When Doctors make mistakes pages 47-74.</p> <p>“On being cripple” by Mairs (essay)</p> <p>Innocents abroad. Robert Lipsyte in “Imagine what’s like”</p>	<p>MOVIE: And the Band played on (35 min) 2 of 4: Link: https://www.youtube.com/watch?v=ikHuCzYhvD4&t=16s</p>

identifying responses that help create empathy, demonstrating empathetic strategies in conversation.	resources and plagiarism	p 17-24	E.I. Social awareness
Week 4 09/14/21			
Poetry and Medicine	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Develop an awareness of humanistic and distinct set of professional skills required for success as a medical student and emerging doctor. 	<p>Complications by Atul Gawande. The pain perplex pages 115-129 & A queasy feeling pages 130-146.</p> <p>The sick wife / the ship pounding (POEMS) by Hall</p> <p>Wisteria by Leslie Nyman on "Imagine what's like" p 443-447</p>	<p>Quiz 3 Complications by Atul Gawande pages 47-74.</p> <p>"On being cripple" by Mairs (essay)</p> <p>Innocents abroad. Robert Lipsyte in "Imagine what's like" p 17-24</p> <p>MOVIE: And the Band played on (35 min) 3 of 4: Link: https://www.youtube.com/watch?v=jkHuCzYhvD4&t=16s</p> <p>RP 2: Health Narratives and Healing- due on or before 9/22 at 11:59 PM.</p>
Creative and prompt-based writing – Exercise 2	•	None required	Details of this assignment on the course's canvas site.
Week 5 09/21/21			
<p>Finding a theme</p> <p>Analyzing texts</p> <p>Correlating text's ideas</p> <p>Proposing a thesis topic for research</p>	<ul style="list-style-type: none"> Analyze and interpret global and intercultural issues. Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing. Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts. 	<p>Complications by Atul Gawande Whose body is it anyway, pages 208-228.</p> <p>Ward # 6 Chekhov &</p> <p>Tell me a riddle (short story) Tillie Olsen</p>	<p>Quiz 4: Complications by Atul Gawande pages 115-129 & 130-146.</p> <p>The sick wife / the ship pounding (POEMS) by Hall</p> <p>Wisteria by Leslie Nyman on "Imagine what's like" p 443-447</p> <p>E.I.</p> <p>RP2: Due 9/22 on or before 11:59 PM</p> <p>MOVIE: And the Band played on (35 min) 4 of 4 :Link: https://www.youtube.com/watch?v=jkHuCzYhvD4&t=16s</p>
E.I. LO 3: Demonstrate self-management by identifying negative beliefs and self-talk, applying the ABC strategy to challenge irrational beliefs, describing strategies for mindful use of technology.			
Week 6 09/28/21			

<p>Art Based education activity ONE (MM)</p>	<ul style="list-style-type: none"> Analyze and interpret global and intercultural issues. Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing. Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts. 	<p>Novel: The Diving bell and the Butterfly by J.D. Bauby. P 3-39</p> <p>What the doctor said (Poem) Raymond Carver</p> <p>Monet refuses the operation (Poem) Lisel Muller</p>	<p>Quiz 5: Complications by Atul Gawande pages 208-228.</p> <p>Ward # 6 Chekhov</p> <p>Tell me a riddle (short story) Tillie Olsen</p> <p>NO MOVIE THIS WEEK</p>
<p>Creative and prompt-based writing – Exercise 3</p>	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Develop an awareness of humanistic and distinct set of professional skills required for success as a medical student and emerging doctor. 	<p>None required</p>	<p>Details of this assignment on the course’s canvas site.</p>
<p>Week 7 10/05/21</p>			
<p>E. I LO 4: Demonstrate relationship management by applying win-win problem solving to an ongoing problem in their life; describing strategies for effective teamwork and collaboration; discussing strategies for influencing and managing change.</p>	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Analyze and interpret global and intercultural issues. Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing. Develop their interest and skills in communication, research, analysis, synthesis and organization of reflective and descriptive texts. 	<p>Novel: The Diving belle and the Butterfly by J.D. Bauby. P 40-83.</p> <p>The body flute, Cortney Davis (poem) “A life in medicine” p 17-22</p> <p>“The spirit catches you (essay) by Anne Fadiman</p>	<p>Quiz 6: The diving bell and the butterfly p. 3-39</p> <p>The Diving bell and the butterfly</p> <ul style="list-style-type: none"> Author Themes Locked in syndrome <p>What the doctor said (Poem) Raymond Carver</p> <p>Monet refuses the operation (Poem) Lisel Muller</p> <p>MID WAY CLASS SURVEY- Center for the Advancement for Teaching. (20 min)</p>
<p>1 - COIL MODULE with SENECA College Canada</p>			<p>Relationship management</p> <p>RP 3: The wisdom of pain in Chekhov’s “Ward Number Six” due on or before 10/13 at 11:59 PM.</p>

			Movie: "The diving bell and the butterfly" (38 min) 1 of 3
Week 8 10/12/21			
Finding a theme Analyzing texts Correlating text's ideas Proposing a thesis topic for research	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Analyze and interpret global and intercultural issues. 	<p>Novel: The Diving belle and the Butterfly by J.D. Bauby. p 84-118</p> <p>Thom Gunn "The Man with night sweats" (poem)</p> <p>Audre Lorde The Cancer Journals</p>	<p>Quiz 7: The diving bell and the butterfly p. 40-83.</p>
2- COIL MODULE with SENECA College Canada			<p>The body flute, Cortney Davis (poem) "A life in medicine" p 17-22 &</p> <p>"The spirit catches you (essay) by Anne Fadiman</p> <p>RP3 Due on 10/13 or before 11:59 PM.</p> <p>Movie: "The diving bell and the butterfly" (38 min) 2 of 3</p>
Creative and prompt-based writing – Exercise 4	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Develop an awareness of humanistic and distinct set of professional skills required for success as a medical student and emerging doctor. 	None required	Details of this assignment on the course's canvas site.
Week 9 10/19/21			
Disease experience, representations and vocabulary in medicine and antiquity	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Analyze and interpret global and intercultural issues. 	<p>Novel: The Diving belle and the Butterfly by D. Bauby. P 119-to End.</p> <p>Apuleus "Cupid and Psyche"</p> <p>Keats "Ode to Psyche"</p> <p>From the Nazi Doctors (short story)</p>	<p>Quiz 8: The diving bell and the butterfly pages 84-118.</p>
3 COIL MODULE with SENECA College Canada Art Based education			<p>Thom Gunn "The Man with night sweats" (poem)</p> <p>Audre Lorde The Cancer Journals</p>

<p>activity ONE (MM)</p>			<p>E.I Self Emotional Intelligence Improvement plan</p>
<p>E.I. 5: Develop an Emotional Intelligence Self-Improvement Plan that accurately defines the four components of emotional intelligence, identifies strengths and weaknesses in the four competencies, describe how the EI skills apply to their major and career of interest</p>			<p>RP4: Victorian poets and disease. Due on or before 11/03 by 11:59 PM via Turn it in.</p> <p>Movie: "The diving bell and the butterfly" (38 min) 3 of 3</p>
<p>Week 10 10/26/21</p>			
<p>Finding a theme Analyzing texts Correlating text's ideas Proposing a thesis topic for research</p>	<ul style="list-style-type: none"> Analyze and interpret global and intercultural issues. Explain and link scientific and practical means of the times with their theoretical and cultural background using different forms of literature in non-scientific formats linking the concepts of health, disease, recovery, convalescence and healthcare through human kindness. Literary depiction of a plague in an Oriental scenery 	<p>That Good Night Pages 3-14.</p> <p>The Bell Jar (excerpt) Silvia Platz</p> <p>Walt Whitman The Wound Dresser "A life in medicine" p. 42-45.</p>	<p>Quiz 9: The diving bell and the butterfly pages 119-End.</p> <p>Apuleus "Cupid and Psyche" & Keats "Ode to Psyche"</p> <p>"From the Nazi Doctor" in "A life in Medicine (SHORT STORY)</p> <p>MOVIE: Awakenings (30 min) 1 of 4</p>
<p>4 - COIL MODULE with SENECA College Canada</p>			
<p>Creative and prompt-based writing – Exercise 5</p>	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Develop an awareness of humanistic and distinct set of professional skills required for success as a medical student and emerging doctor. 	<p>None required</p>	<p>Details of this assignment on the course's canvas site.</p>
<p>Week 11 11/02/21</p>			

<p>Finding a theme Analyzing texts Correlating text's ideas Proposing a thesis topic for research</p>	<ul style="list-style-type: none"> Analyze and interpret global and intercultural issues. Explain and link scientific and practical means of the times with their theoretical and cultural background using different forms of literature in non-scientific formats linking the concepts of health, disease, recovery, convalescence and health-care through human kindness. 	<p>That Good Night pages 44-66</p> <p>"The transparent man" (Poem) Anthony Hetch</p> <p>"When I have fears that I may cease to be"</p>	<p>Quiz 10 That Good night. Pages 3-14</p>
<p>QEP 5 EXTRA</p>			<p>The Bell Jar (excerpt) Silvia Platz & Walt Whitman The Wound Dresser "A life in medicine" p. 42-45.</p>
<p>TRA</p>			<p>RP4 due 11/3 on or before 11:59 PM via Turn it in.</p>
			<p>QEP EXTRA</p>
<p>Week 12 11/09/21</p>			
<p>Finding a theme Analyzing texts Correlating text's ideas Proposing a thesis topic for research</p>	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Critically read and interpret non peer-reviewed material in the topics of medicine, health and healing. 	<p>The Good Night pages 270-289</p> <p>Cathedral Raymond Carver "Imagine what's like" p 417-428</p> <p>Hysteria in Fin de siècle French novels</p>	<p>Quiz 11 The Good Night pages 44-66</p>
			<p>"The transparent man" (Poem) Anthony Hetch.</p> <p>"When I have fears that I may cease to be"</p>
<p>Week 13 11/16/21</p>			
<p>Finding a theme Analyzing texts Correlating text's ideas Proposing a thesis topic for research</p>	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Analyze and interpret global and intercultural issues. Explain and link scientific and practical means of the times with their theoretical and cultural background using different forms of literature in non-scientific formats linking the concepts of health, disease, recovery, convalescence and health- 	<p>When Breath becomes air pages 3 - 77</p> <p>Madness in Blaise Cendrars's Novels: Moravagine and company.</p>	<p>Quiz 12 That Good night pages 270-289</p>
			<p>Cathedral Raymond Carver "Imagine what's like" p 417-428</p> <p>Hysteria in Fin de siècle French novels</p>
			<p>RP5: "I am ... ,I have ... , I suffer from ... : A Linguist Reflects on the Language of Illness and disease". Pages 7-16 due on or before 11:59 PM on 11/28</p>

	care through human kindness.		
Invited speaker: Dr. Maria Antonieta Garcia. DML. Teaching Professor of French & French Program Coordinator. Department of Modern Languages.	<ul style="list-style-type: none"> «Les Poetes Maudits». Conference joined by the French Civilization class and Pi Delta Phi Members 		<p>MOVIE: Awakenings (30 min) 4 of 4</p>
Creative and prompt-based writing – Exercise 6	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Develop an awareness of humanistic and distinct set of professional skills required for success as a medical student and emerging doctor. 	None required	Details of this assignment on the course's canvas site.
Week 14 11/23/21			
Finding a theme Analyzing texts Correlating text's ideas Proposing a thesis topic for research	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Analyze and interpret global and intercultural issues. Explain and link scientific and practical means of the times with their theoretical and cultural background using different forms of literature in non-scientific formats linking the concepts of health, disease, recovery, convalescence and healthcare through human kindness. 	<p>When Breath becomes air pages 78 – 152.</p> <p>God knows where I am by Rachel Aviv (NY times)</p> <p>Van Gogh's disease in the light of his correspondence.</p>	<p>DB1 DUE: When Breath becomes air pages 3- 77</p> <p>Cathedral Raymond Carver "Imagine what's like" p 417-428</p> <p>Madness in Blaise Cendrarr's Novels: Moravagine and company.</p> <p>RP5 due on 11/28 SUNDAY on or before 11:59 PM via Turn it in.</p> <p>MOVIE: Sybil (66 min) 1 of 3</p>

Week 15 11/30/21

<p>Finding a theme Analyzing texts Correlating text's ideas Proposing a thesis topic for research</p>	<ul style="list-style-type: none"> Identify the role of medical literature dealing with certain diseases, recovery or complications in different medical scenarios through human history and diverse cultures by analyzing texts. Analyze and interpret global and intercultural issues. 	<p>When breath becomes air. pages 153 to END.</p>	<p>DB2 When Breath becomes air pages 78 - 152</p>
			<p>God knows where I am by Rachel Aviv (NY times)</p>
			<p>Van Gogh's disease in the light of his correspondence.</p>
			<p>RP6: "Eight months after a suicide attempt" due 12/08 on or before 11:59PM</p>
			<p>MOVIE: Sybil (66 min) 2 of 3</p>

Week 16 12/07/201 (FINAL EXAMS WEEK)

		<p>DB 3: When breath becomes air 153 - END</p>
		<p>RP6 due on 12/08 on or before 11:59 PM via Turn it in.</p>
		<p>MOVIE: Sybil (66 min) 3 of 3</p>