

The Healing Arts – IDST 397 01
Reality Medicine for Effective & Successful Healers

University of Richmond
CRN 18592, Fall 2006
Gottwald C114
Mondays 12:30 PM – 3:10 PM

Whether or not we choose a career in medicine or health care, we all have the potential to be healers. This course, designed with the pre-health student in mind, will encourage all students to explore the knowledge and skills of the healing arts (the non-clinical essentials of medicine and health care). To be an **effective** health care provider (healer), the student must have mastery, not only of their chosen discipline, but also a command of medical humanity skills. Technical knowledge, while essential, does not automatically translate into effective health care delivery - witness the growing patient dissatisfaction with the American health care system even as we herald technologic advances on an almost daily basis. Most patients, whether they verbalize it or not, seek more than a cure for their bodily ailment --- they seek healing of mind and spirit as well.

Graduate schools seek students, employers seek workers, and communities seek leaders who are: 1. critical thinkers, 2. self-learners, and 3. ethically sound in their judgment and decision making; medical schools, employers, and communities have neither the time nor the resources to teach these attributes. It is therefore imperative that the student understand the importance of developing and maintaining these skills, whose basis is the medical humanities, throughout their professional careers.

Health care is also a **big business**. The effective practitioner, who possesses technical expertise and the attributes of critical thinking, self-learning, and sound ethical judgment, will become a **successful** practitioner only with an understanding of the workings of the medical marketplace; this course offers students the opportunity to begin what will be a lifelong learning experience.

In America's cross-cultural society, burdened by budgetary and time constraints, as well as marketplace competition, the student who commands these skills will more likely become *both* an effective and successful practitioner in her chosen field. With improved

Class participation**20% of final grade**

This seminar will be structured with maximum flexibility in order to foster and encourage individual growth through dialogue, discourse, and debate. Viewpoints should be presented and defended in a respectful, logical, and scholarly manner.

Each week, a question will be posed, based on the following week's reading assignment; prepare a 1 page, double-spaced, paper for submission that summarizes your analysis of the topic.

As you become more aware of the omnipresence of the healing arts in our everyday lives, you will see and read news articles in a different light; you are encouraged to share these articles and insights with the rest of the class.

Each class meeting will have a student moderator who will facilitate discussion on the week's readings. Your evaluation as moderator will be based on your command of the material and your skills of fostering discussion and debate.

Mid-term examination (open book)**20% of final grade**

The mid-term examination will be open book consisting of a series of essay questions related to the course material presented to date. Questions will emphasize the complementary nature of the medical humanities.

Bioethical Debate + Summary Paper (up to 5 pages)**15% of final grade**

You will have the opportunity to develop your debate and interpersonal skills by working to present oral arguments on a bioethical dilemma based on *Taking Sides* (Levine, Carol. *Taking Sides – Clashing Views on Controversial Bioethical Issues*, 11th Edition. Guilford, CT: McGraw-Hill/Dushkin, 2006). Each student will be allotted 30 minutes to present opposing oral arguments on a bioethical issue and then be prepared to defend those positions when challenged by the class. The class will evaluate each presentation on content, format, delivery, and persuasiveness of argument.

Topics (first come, first served) must be submitted on or before the end of class 10/30. Presentation dates will be assigned to each team by lottery.

In a short paper, due on the day of your presentation, summarize the opposing arguments, detail your choice, and defend your position. Your paper is to be up to 5 pages in length, double-spaced, and follow the Turabian or MLA format.

Final examination (open book)

20% of final grade

The final examination will be open book consisting of a series of essay questions on any material presented during the semester. Students will be evaluated on their ability to integrate the various facets of the healing arts in their answers.

Term paper (10-15 pages)

25% of final grade

You are to write a term paper on a topic of your choice relating to one of the great issues of 21st century health care. You will identify a problem, summarize its components, identify the principle parties involved, and discuss realistic alternatives of addressing the issue. Areas for your consideration include: women's health care, children's health care, geriatric health care, research & technology, public health, the politics & legal aspects of health care, and the influence of literature and/or the performing arts on 21st century health and wellness.

Choose your topic early; I will be available to help during your selection process. You should discuss your proposed topic with me and submit a 1-2 page working outline and bibliography, on or before **October 9**.

Your paper must be submitted no later than **December 11**; it is to be double-spaced and follow the Turabian or MLA format.

Honor Code:

Every assignment and exam must be submitted with your signature beneath the full written pledge:

I pledge that I have neither received nor given unauthorized assistance during the completion of this work.

SIGNATURE

Books:

- Beauchamp, Tom L. and James F. Childress. *Principles of Biomedical Ethics*, 5th ed. New York: Oxford University Press, 2001.
- Fadiman, Anne. *The Spirit Catches You & You Fall Down – A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus and Giroux, 1997.
- Jones, James H. *Bad Blood – The Tuskegee Syphilis Experiment*. New York: The Free Press, 1993.
- Levine, Carole, ed. *Taking Sides – Clashing Views on Controversial Bioethical Issues*, 11th ed. Guilford, Connecticut: Dushkin/McGraw Hill, 2006.
- Tolstoy, Leo. *The Death of Ivan Ilyich*. New York: Bantam Books, 1981.

Movies:

- Nichols, Mike. *Wit*. ASIN:B00005NRPD. New York, HBO Productions, 2001.
- *A Closer Walk*. ISBN 1-55974-665-3. Direct Cinema Limited, PO Box 10003, Santa Monica, CA 90410. www.directcinema.com
www.acloserwalk.org

Articles:

- Various journal articles and book excerpts will be discussed throughout the semester. Articles and excerpts will be available as handouts or kept on electronic reserve.

Internet Reference Sites:

- <http://www.thehastingscenter.org/> **The Hastings Center** (This bioethical research center publishes *The Hastings Center Report*, an excellent source of information on current issues.)
- <http://www.nlm.nih.gov/> **US National Library of Medicine, National Institutes of Health** (A good place for general information including government policy on health care.)
- <http://dushkin.com/online/get-isbn.mhtml?isbn=0072868872> **Dushkin Online** (This site provides resources on bioethical debate topics.)
- <http://www.who.int/en/> **World Health Organization** (The United Nations special agency for health.)
- <http://etext.virginia.edu/cgi-local/DHI/dhi.cgi?id=dv2-45> Temkin, Owsei, "Health & Disease," in P. P. Wiener, ed. *Dictionary of the History of Ideas*, Volume II, New York: Scribner, 1973, pp. 395-401.

Class Schedule:

August 28

Orientation & Organization

September 4

Beauchamp, Chapter 1 “Moral Norms,” pp. 1-25.

Temkin, Owsei, “Health & Disease,” in P. P. Wiener, ed. *Dictionary of the History of Ideas*, Volume II, New York: Scribner, 1973, pp. 395-401.

September 11

Beauchamp, Chapter 2 “Moral Character,” pp. 26-56.

Jones. *Bad Blood*, Chapters 1-4, pp. 1-60.

September 18

Training: Electronic Communication Session (Sue McGinnis & Betsy Miles)

September 25

Beauchamp, Chapter 3 “Respect for Autonomy,” pp. 57-112.

Jones. *Bad Blood*, Chapters 5-8, pp. 61-131.

October 2

Beauchamp, Chapter 4 “Nonmaleficence,” pp. 113-164.

Jones. *Bad Blood*, Chapters 9-13, pp. 132-219.

October 9

Beauchamp, Chapter 5 “Beneficence,” pp. 165-224.

Jones. *Bad Blood*, Chapters 14, pp. 220-241.

Nichols, Mike. *Wit*. ASIN:B00005NRPD. New York, HBO Productions, 2001.

Last date for submission of Term Paper Outline & Working Bibliography

Mid-Term Examination distributed at the end of class

October 16

Fall Study Break, No Class

October 23

Beauchamp, Chapter 6 “Justice,” pp. 225-282.

Tolstoy. *The Death of Ivan Ilych*.

Mid-Term Examination due at start of class

October 30

Beauchamp, Chapter 7 “Professional-Patient Relationships,” pp. 283-336.

Fadiman. *The Spirit Catches You & You Fall Down*. Chapters 1-7, pp. 1-92.

Last date for submission of debate team and topic choice

November 6

Beauchamp, Chapter 8 “Moral Theories,” pp. 337-383.

Fadiman. *The Spirit Catches You & You Fall Down*. Chapters 8-13, pp. 93-180.

November 13

Beauchamp, Chapter 9 “Method & Moral Justification,” pp. 384-414.

Fadiman. *The Spirit Catches You & You Fall Down*. Chapters 14-19, pp. 181-288.

Bioethical Debate 1

November 20

A Closer Walk. ISBN 1-55974-665-3. Direct Cinema Limited, PO Box 10003, Santa Monica, CA 90410. www.directcinema.com www.acloserwalk.org

Bioethical Debates 2-3

November 27

Bioethical Debates 4-5

Final Examination distributed at the end of class

December 4

Bioethical Debates 6-7

December 11

No class

Final Examination due

Last date for submission of Term Paper