



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School: College of Health Solutions, Department: School for the Science of Health Care Delivery, Prefix: ME D, Number: 300, Title: Historical and Contemporary Issues in Health, Units: 3

Is this a cross-listed course? No, Is this a shared course? No, Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? No, Chair/Director Initials (Required)

Course description: History of medicine in the modern world and its relationship to contemporary issues in medicine with emphasis on the broader context of ways in which technology, personalized medicine, genomics, ethical issues and shared decision making between patients and providers have evolved.

Requested designation: Literacy and Critical Inquiry-L, Mandatory Review: (Choose one), Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow: For Fall 2016 Effective Date: October 1, 2015, For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve: A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

- Checklists for general studies designations: Complete and attach the appropriate checklist. Literacy and Critical Inquiry core courses (L), Mathematics core courses (MA), Computer/statistics/quantitative applications core courses (CS), Humanities, Arts and Design core courses (HU), Social-Behavioral Sciences core courses (SB), Natural Sciences core courses (SQ/SG), Cultural Diversity in the United States courses (C), Global Awareness courses (G), Historical Awareness courses (H)

- A complete proposal should include: Signed course proposal cover form, Criteria checklist for General Studies designation(s) being requested, Course catalog description, Sample syllabus for the course, Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information: Name: Kate Lehman, E-mail: kate.lehman@asu.edu, Phone: 602-496-0241

Department Chair/Director approval: (Required), Chair/Director name (Typed): Dr. Victor Trastek, Date: 3/9/16



ARIZONA STATE UNIVERSITY

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Chair/Director (Signature):

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	<p>Course syllabus includes specific methods of evaluation, including critical reflections, discussion boards, and a final (written) project (p.7). Guidelines and rubrics for most included. Detail presented below.</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	<p>Course syllabus includes specific methods of evaluation, including critical reflections, discussion boards, and a final (written) project (p.7). Guidelines and rubrics for most included. Detail presented below.</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	<p>Course syllabus includes specific methods of evaluation, including critical reflections, discussion boards, and a final (written) project (p.7). Guidelines and rubrics for most included. Detail presented below.</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			

ASU - [L] CRITERIA

2. Also:

Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process--and label this information "C-3".

C-3

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	<p>Course syllabus includes specific methods of evaluation, including critical reflections, discussion boards, and a final (written) project (p.7). Guidelines and rubrics for most included. Detail presented below.</p>
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; width: 80%; margin: 10px auto; padding: 10px; text-align: center;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p style="margin-top: 10px;">C-4</p>			

Course Prefix	Number	Title	General Studies Designation
MED	300	Historical and Contemporary Issues in Health	L

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course syllabus includes specific methods of evaluation, including critical reflections, discussion boards, and a final (written) project (p.7). Guidelines and rubrics for most included.	Students are required to complete seven critical reflection activities; two discussion board postings; and one final project. Critical reflection activities must follow specific, published guidelines for students in the health-related professions (3-5pgs). Discussion board postings must also follow specific guidelines to enhance critical thinking and analysis. The final project encompasses all key concepts, and encourages students to be creative in designing a health professions program of the future (7-10pgs).
2	Course syllabus includes specific methods of evaluation, including critical reflections, discussion boards, and a final (written) project (p.7). Guidelines and rubrics for most included.	Critical reflection activities require students to synthesize information from multiple sources, using probing questions to deepen thinking. Discussion board postings require students to locate and post an article related to the topic, synthesize it for the class using guiding questions, then respond to other posts using different guiding questions. The final project requires students to incorporate minimum of 5 peer-reviewed resources not referenced in class. The sources must be synthesized and incorporated but creativity and innovation are encouraged.
3	Course syllabus includes specific methods of evaluation, including critical reflections, discussion boards, and a final (written) project (p.7-9). Guidelines and rubrics for most included.	Students are required to complete seven 3-5 page critical reflection activities that follow specific, published guidelines for students in the health-related professions. This activity exceeds "standard" reflection activities, as students are required to pull resources from the literature, seek peer feedback, and follow a construct that encourages deep, critical reflection. The final project requires students to synthesize information from the semester and functions as a research report (7-10pgs).
4	Students receive feedback in a timely manner, per the course syllabus (p. 9)	The course syllabus clearly states that students will receive feedback within 48 hours of due dates. Students will also have time to "workshop" their reflections in class, prior to the deadline in order to receive peer feedback.



ARIZONA STATE UNIVERSITY

MED 300: Historical and Contemporary Issues in Health
Fall 2016 Session C

August 18, 2016 – December 2, 2016

Face-to-face: M & W 10:45-12pm DPC UCENT 238

i-course: Asynchronous course delivery; no in person meetings required

Faculty Information:

Alison C. Essary, DHSc, MHPE, PA-C

Clinical Associate Professor, School for the Science of Health Care Delivery

Office: Health North, 5th Floor

Phone: (602) 496-0843

Assistant: Malissa Todd (602) 496-1943

Email address: Alison.Essary@asu.edu

Office hours: By appointment

Credit Hours: 3

Course Modality: Face-Face course or i-course

Course Meeting Information:

Fall 2016 Session C

August 18, 2016 – December 2, 2016

Face-to-face: M & W 10:45-12pm DPC UCENT 238

i-course: Asynchronous course delivery; no in person meetings required

Prerequisites: Students are encouraged to have completed 25-30 credit hours prior to enrollment.

Corequisites: None

Catalog Description: Introduction to the history of medicine in the modern world and its relationship to contemporary issues in medicine with emphasis on the broader context of ways in which technology, personalized medicine, genomics, ethical issues, and shared decision-making between patients and providers have evolved.

Course Overview: What does it mean to be a physician or member of the health care team? How has medicine evolved over time, and what are the challenges today? We will review important US and global historical events in medicine, and discuss how they have influenced current professional roles in medicine and health care. We will also

discuss potential challenges with incorporating new technologies in clinical practice, the importance of shared decision-making and patient-centered care, and what it means to be a physician or member of the health care team in the 21st century.

Learning Outcomes:

At completion of this course students will be able to:

1. Explain the historical development of modern medicine and its evolution to contemporary issues in health.
2. Gain perspective on the ethical implications of contemporary health care in the social, cultural, and political context.
3. Understand the implications of science and medicine in shaping professional roles and patient expectations.
4. Identify concepts of personalized medicine that contribute to improved health outcomes.

Course Materials:

Required: Articles, videos and other materials will be provided throughout the course. It is strongly recommended students obtain textbooks by Porter and Shem (listed below).

Texts:

1. Blood and Guts: A Short History of Medicine by Roy Porter ISBN-10: 0393325695
2. House of God by Samuel Shem ISBN 0-440-13368-8.
Read about the text here:
http://www.nytimes.com/2009/08/18/health/18house.html?_r=0
<http://www.theatlantic.com/health/archive/2012/11/samuel-shem-34-years-after-the-house-of-god/265675/>

Videos:

1. Amit Sood, MD: <https://www.youtube.com/watch?v=KHXAzmud-SA>
2. Don Berwick, MD: https://www.youtube.com/watch?v=DKK-yFn7e_0
3. Reclaiming empathy:
<http://www.ihl.org/resources/Pages/AudioandVideo/WIHIRclaimingEmpathy.aspx>
4. The Human Connection to Patient Care:
<http://health.clevelandclinic.org/2013/03/empathy-exploring-human-connection-video/>
5. <https://www.youtube.com/watch?v=1e1JxPCDme4>
6. Professor Ben Shaw: The Use of Simulation in Health Care – Is it Effective?
<https://www.youtube.com/watch?v=GH069HqlayU>
7. Patient Satisfaction/Patient Experience:
Wrong way - <https://www.youtube.com/watch?v=5i1cWqAABb8>
Right way - <https://www.youtube.com/watch?v=z6g8M2koswU>

Websites:

1. The Doctor of Medicine (MD) profession:
<https://www.nlm.nih.gov/medlineplus/ency/article/001936.htm>
2. The Physician Assistant profession:
<https://www.nlm.nih.gov/medlineplus/ency/article/001935.htm>
3. The Nurse Practitioner profession:
<https://www.nlm.nih.gov/medlineplus/ency/article/001934.htm>
4. The Code of Medical Ethics: [http://www.ama-assn.org/ama/pub/about-ama/our-history/history-ama-ethics.page?](http://www.ama-assn.org/ama/pub/about-ama/our-history/history-ama-ethics.page)

Articles and reports:

1. The Flexner Report:
http://archive.carnegiefoundation.org/pdfs/elibrary/Carnegie_Flexner_Report.pdf
2. American Medical Education 100 Years After the Flexner Report:
http://fm.usp.br/cedem/did/preceptores/REF1A_Flexner_100_years_NEJM_2006.pdf
3. Cruess et al. A Schematic Representation of the Professional Identity Formation and Socialization of Medical Students and Residents: A Guide for Medical Educators. *Academic Medicine*, 2015, Volume 90(6): 718-725
4. Bogetz and Bogetz. An evolving identity: How chronic care is transforming what it means to be a physician. *Academic Psychiatry*, 2015, Volume 39(6): 664-668
5. Wald et al. Professional Identity Formation in Medical Education for Humanistic, Resilient Physicians: Pedagogic Strategies for Bridging Theory to Practice. *Academic Medicine*, 2015, Volume 90(6): 753-760
6. Mitchell, P., M. Wynia, R. Golden, B. McNellis, S. Okun, C.E. Webb, V. Rohrbach, and I. Von Kohorn. 2012. Core principles & values of effective team-based health care. Discussion Paper, Institute of Medicine, Washington, DC. www.iom.edu/tbc. Available at:
http://micmrc.org/system/files/Core_Principles_%26_Values_of_Effective_Team-Based_Health_Care.pdf
7. Torrens, P. The Health Care Team Members: Who Are They and What Do They Do? Sample text chapter available at:
http://samples.jbpub.com/9780763755584/55584_CH01_5284.pdf
8. Ruth R. Faden, Nancy E. Kass, Steven N. Goodman, Peter Pronovost, Sean Tunis, and Tom L. Beauchamp, "An Ethics Framework for a Learning Health Care System: A Departure from Traditional Research Ethics and Clinical Ethics," *Ethical Oversight of Learning Health Care Systems, Hastings Center Report Special Report* 43, no. 1 (2013): S16-S27. DOI: 10.1002/hast.134
Available at: <https://www.uth.edu/dotAsset/ae31f4bf-f8ec-4d93-8f1e-2b8f10459a49.pdf>
9. Irby et al. Calls for Reform of Medical Education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010. *Academic Medicine*, 2010; 85(2):220-227.
10. Samuel Shem, 34 years after "The House of God":
<http://www.theatlantic.com/health/archive/2012/11/samuel-shem-34-years-after-the-house-of-god/265675/>

11. Elwyn et al. Shared Decision Making: A Model for Clinical Practice. *J Gen Intern Med* 27(10):1361–7
12. Pals et al. Making sense of a new technology in clinical practice: a qualitative study of patient and physician perspectives. *BMC Health Services Research* (2015) 15:402.
13. Pevtzow L. Teaching compassion. *Chicago Tribune*, 2013. Available at: http://articles.chicagotribune.com/2013-03-20/health/ct-x-medical-school-arts-20130320_1_doctors-students-humanities
14. Hoff et al. Call to include medical humanities in the curriculum of colleges of osteopathic medicine and in applicant selection. *The Journal of the American Osteopathic Association*, October 2014, Vol. 114, 798-804. doi:10.7556/jaoa.2014.154. Available at: <http://jaoa.org/article.aspx?articleid=2094807>
15. Krisberk K. Humanities programs help medical students see life through a patient's eyes. Available at: <https://www.aamc.org/newsroom/reporter/may2014/380438/humanities.html>
16. Charon R. Narrative medicine: A model for empathy, reflection, profession, and trust. *JAMA*. 2001;286(15):1897-1902. doi:10.1001/jama.286.15.1897. Available at: <http://jama.jamanetwork.com/article.aspx?articleid=194300>
17. A Roadmap to Better Health, Michael J Joyner MD, Natalie Landman PhD, Robert K Smoldt MBA, Adrienne R White MS, Denis A Cortese MD, Paperback, Published – July 25, 2015. https://healthcare.asu.edu/sites/default/files/Roadmap_to_Health%20-%207%20x%2010_072615_web.pdf

General Topic Schedule

Wk.	Dates	Topic	Reading assignment(s) (provided on Blackboard)	Assignment(s) due (directions below)
1	8/22 8/24	Course introduction The history of medicine	<ul style="list-style-type: none"> • AMA Code of Medical Ethics • Porter, chapters 1-4 • Shem, chapters 2-4 	In class activity 8/22 – True Colors leadership style
2	8/29 8/31	The history of medicine	<ul style="list-style-type: none"> • Porter, chapters 5-8 • Shem, chapters 5-7 	Critical reflection due 8/29
3	9/5 (no class) 9/7	The history of medical education	<ul style="list-style-type: none"> • The Flexner Report • American Medical Education 100 Years After the Flexner Report • Shem, chapters 8-10 	Critical reflection due 9/7
4	9/12 9/14	The current state of the health care system	<ul style="list-style-type: none"> • A Roadmap to Better Health • Shem, chapters 11-14 	Critical reflection due 9/14
5	9/19 9/21	The physician and professional identity – history and current context	<ul style="list-style-type: none"> • Article by Cruess et al. • Shem, chapters 15-18 	Critical reflection due 9/21
6	9/26 9/28	The physician and professional identity – history and current context	<ul style="list-style-type: none"> • Article by Bogetz and Bogetz • Shem, chapters 19-22 	Discussion board due 9/28
7	10/3 10/5	Team-based care	<ul style="list-style-type: none"> • Articles by Mitchell, P., M. Wynia, R. Golden, B. McNellis, S. Okun, C.E. Webb, V. Rohrbach, and I. Von Kohorn; and Torrens, P. • The MD, PA and NP professions (see NLM websites) • Shem, chapters 23-24 	In class activity 10/3 – Identify characteristics of an effective team
Fall break, October 8 – 11, 2016				

9	10/17 10/19	Resilience in health and health care	<ul style="list-style-type: none"> Videos: Drs. Berwick and Sood Shem, chapters 25-26 	Critical reflection due 10/17
10	10/24 10/26	Humanistic health care	<ul style="list-style-type: none"> Videos: Reclaiming empathy; Empathy: The Human Connection to Patient Care Articles by Pevtzow, Hoff et al., Charon, and Krisberg 	Critical reflection due 10/26
11	10/31 11/2	Ethics and improving care	<ul style="list-style-type: none"> Article by Faden et al. Article: Samuel Shem, 34 years after <i>The House of God</i> 	Critical reflection due 11/2
12	11/7 11/9	Technology as a tool to provide access to care	<ul style="list-style-type: none"> Video: Prof. Ben Shaw Article by Pals et al. 	Discussion board due 11/9
13	11/14 11/16	Shared decision-making	<ul style="list-style-type: none"> Article by Elwyn et al. 	--
14	11/21 11/23	Reflect on the past to plan the future of medicine and education	<ul style="list-style-type: none"> Article by Irby et al. 	In class activity 11/21 – Peer review drafts of final projects
15	11/28 11/30	Wrap up and reflection	None	Final projects due

Course Grading

Methods of Instruction:

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, course material, and posting of grades. The course can be accessed at <http://myasu.edu> or <http://myasucourses.asu.edu> Activities in this course include lectures and presentations, textbook and supplemental readings, and individual and group activities.

Methods of Evaluation C1 – C4

Assessment Type	Number in Course	Total Point Value
1. Critical reflection activity	7 @ 20 points each	140 points
2. In-class activity	3 @ 20 points each	60 points
3. Discussion board	2 @ 20 points each	40 points
4. Final project	1 @ 100 points	100 points
	Total	340 points

Description of Assessments C1 – C4

1. Critical reflection activities (7 @ 20 points each):

Using information presented in class discussion, reading assignments (articles, texts), videos and other resources, please select one key concept that was particularly new and/or challenging – and reflect on your learning using the following template (S-O-A-P). Students will be provided time in class to “workshop” drafts in order to deepen thinking, reflection and analysis. **C2**

Please submit the reflection as a Word or PDF document to Blackboard. Please use Times New Roman 12pt font and double space the document. Minimum length 3 pages – maximum 5 pages.

Please answer the following questions, using the Purdue OWL website as a guide <https://owl.english.purdue.edu/owl/resource/685/04/>:

Critical reflection guidelines and grading rubric:

SUBJECTIVE (3 points)

Describe the concept(s) and the rationale for selecting.

- Describe the situation and context, including your thoughts and feelings at the time. (*Content*)
- How did you approach the class discussion, readings, or material? How did the behaviors or choices of others impact you? What went well? What didn't? (*Process*)
- Consider why things happened as they did. What assumptions did you and others make? What system factors may have contributed to this problem? (*Premise*)

OBJECTIVE (5 points)

Reconsider the concept(s) from multiple perspectives. Go beyond imagining others' perspectives to obtaining data: 1) Use open-ended, open-minded questions to elicit opinions, interpretations and feedback from mentors, supervisors, other professionals, and/or peers, and/or 2) consult the literature or other sources of relevant information. Useful objective data will help you reframe your understanding the experience and deepen your learning. **C2, C3**

ASSESSMENT (5 points)

Synthesize your learning: What educational, personal or professional challenges and/or strengths have you identified? How did this experience relate to your past

experiences? What personal/professional patterns have you identified? How has this analysis affected how you will approach similar situations in the future? Look for larger learning/ professional development issues. Specify lessons learned or questions/learning issues identified.

PLAN (7 points)

Make a plan to address future similar challenges or concept(s). The plan should be SMART: *Specific, Measurable, Attainable, Relevant and Timely*. The plan should include: a) what specific next steps you will take; b) where you can get the information or help you need; c) who you will check in with and when; and d) how you and your check in person will know whether or not your plan is working. If the plan is SMART, you should be able to assess the utility of your action items for furthering your learning or practice in days to weeks or months at the most.

2. In-class activities (3 @ 20 points each)

Students are encouraged to read materials in advance to enhance the team experience. Discussion and lecture will follow the in-class activities to improve application, understanding. Students will submit the results of group activities independently to Blackboard.

Online students will be placed in groups to complete the assignments virtually. Please submit as a Word or PDF document to Blackboard. Please use Times New Roman 12pt font and double space the document. The total length should not exceed 2 pages.

3. Discussion Board (2 @ 20 points each):

Post an article (not from the assigned readings) related to the topic presented, provide a one-paragraph summary, and **answer at least two of the following questions (10 points): C2**

1. What specific elements of our course materials relate to this experience?
2. How was I able to apply a skill, perspective, or concept related to our academic material?
3. What similarities and differences are there between the perspective on the situation offered by our academic material, and the situation as it in fact unfolded?
4. How does this experience enhance my knowledge of a specific reading, theory, or concept? Does it challenge or reinforce my prior understanding?
5. Based on analysis of the experience in light of course material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material?

Respond to one of your classmates articles by answering **one of the following questions (10 points):**

1. What specific elements of our course materials relate to this experience?
2. How was I able to apply a skill, perspective, or concept related to our academic material?

3. What similarities and differences are there between the perspective on the situation offered by our academic material, and the situation as it in fact unfolded?
4. How does this experience enhance my knowledge of a specific reading, theory, or concept? Does it challenge or reinforce my prior understanding? \
5. Based on analysis of the experience in light of course material, is the material (or my prior understanding of it) adequate? What reasons might there be for any differences or inadequacies? What questions should I ask to put myself in a better position to judge the adequacy of the material?

4. Final Project: Use all of the information presented in class, including historical texts, articles and in class activities, to design the medical education (or health professions education) program of the future.

Address all of the “hot topics” we discussed in class – including teamwork, resilience, ethics, technology, and historical lessons from the literature.

The plan must be feasible, but creativity and innovation are encouraged!

Please submit as a Word or PDF document to Blackboard. Please use Times New Roman 12pt font and double space the document. Use at least 5 peer-reviewed resources (journals, textbooks) that were not referenced in class. Minimum length 7 pages – maximum 10 pages. **C2**

The grading rubric will be distributed and discussed in class. Students will be provided the opportunity to “workshop” project drafts with peers before the deadline.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the My Grades tab in Blackboard. **C4**

Grading: The grading scale for this course is as follows:

Grade	Percentage	Points Range
A+	97-100	329-340
A	93-96	315-328
A-	90-92	305-314
B+	87-89	295-304
B	83-86	280-294
B-	80-82	271-279
C+	77-79	261-270
C	70-76	237-260
D	60-69	203-236
E	59 and below	≤ 202

Course Policies & Procedures

Technology Enhanced Course

This course is offered as a face-face course or an i-course. The face-to-face course requires attendance in face-face meetings and utilization of online resources. The i-course requires access to web-based materials, Blackboard™, videos and other online course materials outlined on the syllabus. No face-to-face meetings are required.

Communicating With the Instructor

This course uses a Blackboard™ discussion board called “Hallway Conversations” for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. Email questions of a personal nature to your instructor or assigned TA or schedule an appointment during office hours. You can expect a response within 48 hours.

Email and Internet

ASU email is an official means of communication among students, faculty, and staff (<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail regularly.

All instructor correspondence will be sent to your ASU email account.

Campus Network or Blackboard™ Outage

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be change to the next day (assignment still due by 11:59PM).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not with your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<http://syshealth.asu.edu/>). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment

This three-credit 15 week course requires approximately 135 hours of work. Please expect to spend around 9 hours each week preparing for and actively participating in this course.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request accommodation for religious practices

(<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Submitting Assignments

All assignments unless otherwise announced, MUST be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<http://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm203-09.html>)

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other

persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@asu.edu

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)

- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://myasu.force.com/akb?id=kA3d00000004jh4> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourse.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at

<http://sexualviolenceprevention.asu.edu/faqs/students>

The House of God



Samuel Shem

Delta Trade Paperbacks

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About the author (2010)

By turns heartbreaking, hilarious, and utterly human, *The House of God* is a mesmerizing and provocative novel about Roy Basch and five of his fellow interns at the most renowned teaching hospital in the country.

Struggling with grueling hours and sudden life-and-death responsibilities, Basch and his colleagues, under the leadership of their rule-breaking senior resident known only as the Fat Man, must learn not only how to be fine doctors but, eventually, good human beings.

A phenomenon ever since it was published, *The House of God* was the first unvarnished, unglorified, and uncensored portrait of what training to become a doctor is truly like, in all its terror, exhaustion and black comedy. With more than two million copies sold worldwide, it has been hailed as one of the most important medical novels ever written

Samuel Shem is a novelist, playwright, and, for three decades, a member of the Harvard Medical School faculty. His novels include *The House of God*, *Mount Misery*, and *Fine*. He is coauthor with his wife, Janet Surrey, of the hit Off-Broadway play *Bill W. and Dr. Bob*, the story of the founding of Alcoholics Anonymous (winner of the 2007 Performing Arts Award of the National Council on Alcoholism and Drug Dependence), and *We Have to Talk: Healing Dialogues Between Men and Women*.

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BLOOD & GUTS



"Ideas
tumble
out
of
Porter
like
wonders
from
some
scholarly
horn
of
plenty."
—Sherwin B.
Nuland,
*The New
Republic*



{ A Short History of Medicine }



ROY PORTER



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The art has three factors, the disease, the patient, the physician. The physician is the servant of the art. The patient must cooperate with the physician in combating the disease.

Hippocrates, *Epidemics, I*, 11

Physician, heal thyself.

St Luke, 4: 23

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