# HUMAN VALUES IN MEDICINE PROGRAM
## 1990-91 SYLLABUS

### COURSE

<table>
<thead>
<tr>
<th>Session I</th>
<th>Course Title</th>
<th>Student</th>
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<tbody>
<tr>
<td>B0640490</td>
<td>Benshoff: Assertiveness Training (B)</td>
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<td>H0040490</td>
<td>Minogue: Biomedical Ethics (H)</td>
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<td>B1290490</td>
<td>Carden: Family Process (B)</td>
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<td>H0780490</td>
<td>Peretti: Health and the Arts (H)</td>
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<td>H0080490</td>
<td>Shale: Images of the Medical Profession in Pop Film (H)</td>
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<td>H0710490</td>
<td>Wear: Literary Images of Medicine (H)</td>
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<td>B0040490</td>
<td>Zelling: Medical Hypnosis I (B)</td>
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<td>B0970490</td>
<td>Schreckengost: The Psychology of Religion (B) (MOVED TO SESSION III)</td>
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<td>B0990490</td>
<td>Bradford/Stocker: Clinical Communication</td>
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### SESSION II

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<td>H0040890</td>
<td>Bove: Biomedical Ethics (H)</td>
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<td>H0910890</td>
<td>Manna: The Child in the Book (H)</td>
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<td>H0560890</td>
<td>Stocker: Clinical Reading Group (H)</td>
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<td>H0070890</td>
<td>Alexander: Common Interests of Attorneys/Physicians (H)</td>
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<td>H0980890</td>
<td>Rylant: Destitution by Design (H)</td>
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<td>Keck/Rich: Ethics and AIDS (H)</td>
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<td>Deppisch: The Health of Presidents (H)</td>
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<td>B1420890</td>
<td>Schreckengost: Human Search for Meaning (B)</td>
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<td>B1430890</td>
<td>Hallaman: Humor in Medicine (B)</td>
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<td>H0730890</td>
<td>Tannenbaum: Introduction to Appreciating the Visual Arts (H)</td>
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<td>Soppeland: Introductory Drawing (H)</td>
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<td>Rakoff: Introductory Photography (H)</td>
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<td>Zelling: Medical Hypnosis II (B)</td>
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<td>Hutterers: Medicine and Opera (H)</td>
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<td>B0190890</td>
<td>Boex: Science and Magic (B)</td>
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<td>B1320890</td>
<td>Devies: Sexual Behavior (B)</td>
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<td>B1260890</td>
<td>Ritter: Structural and Environmental Influences on Behavior (B)</td>
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### SESSION III

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<tr>
<td>H0441190</td>
<td>Mitchell: Aspects of the Language of Art (H)</td>
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<tr>
<td>H0041190</td>
<td>Kohn: Biomedical Ethics (H)</td>
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<td>H0991190</td>
<td>Ayers: Cartooning and the Human Condition (H)</td>
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<td>B0411190</td>
<td>Bernier: Changing Belief Systems (B)</td>
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<tr>
<td>B0991190</td>
<td>Brewster/Cochran/Maio: Communicating in Conflict (B)</td>
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B0761190 Campbell/Boex
H0111190 Dickstein
B1341190 Eckert
B0211190 Schimer/Franken
B0921190 Santoro
H0711190 Wear
B0041190 Zelling
B0541190 Zelling
H0421190 Hutterers
H0891190 Whiting
H0101190 Minogue
B1361190 Carden
H0901190 Stephan
B1301190 Rushing/Snyder
B1351190 Gaiser
B1321190 Devies
B1331190 Haberman
B0971190 Schreckengost

Health Care and Health Costs (B) 32
History of Medicine (H) 33
The Hour of Our Death (B) 34
Impact of Aging (B) 35
Impact of Loss on Self-Esteem (B) 36
Literary Images of Medicine (H) 37
Medical Hypnosis I (B) 38
Medical Hypnosis III (B) 39
Medicine and Opera (H) 40
A Perspective of Aging Through Literature (H) 41
Philosophy and Medicine (H) 42
Physicians, Intimate Relationships, and Psychological Well-Being (B) 43
Plague Literature (H) 44
Power, Medicine, and Social Relationships (B) 45
Religion and Medicine (B) 46
Sexual Behavior (B) 47
Substance Abuse on Stage and Screen (B) 48
Psychology of Religion (B) 48a

WORKSHOPS

B1430390 Shem/Surrey
H2000490 Multiple Presenters
H2030590 Garcia-Shelton
H2010790 Nixon
B1440890 Drane
B1450990 Chapell
B1491090 Davis
H2021090 Donley/Chatfield
B1461190 Borgenicht
B1471190 Elders

New Visions of the Male-Female Relationship 49
The Bioethics of Genetic Engineering with Human Beings 50
Death in the Family: Stories of Grieving and Growth 51
Epidemics Past and Present: The Creative Response 52
Becoming a Good Doctor: Different Styles and Different Strategies 53
The Human Side of Alcoholism 54
Risk Management (B) 54a
Literature and Medicine Weekend at Hiram College 55
Nuclear Humor 56
Adolescent Sexuality 57

SUMMER SESSION

H0961290 Kohn/Donley
B1480290 Wolford-Simon/Rose-Colley

Literature and Aging 58
NEOUCOM Student-to-Student Workshop 59
<table>
<thead>
<tr>
<th>Monday</th>
<th>Oct. 1</th>
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OCTOBER, 1990 - SESSION I
TITLE: Assertiveness Training: Finding and using your personal power (B)

October 4, 11, 18, 25 Thursday evenings 6:00-9:00 p.m.

PRESENTER: Dixie L. Benshoff, Ph.D., is a licensed psychologist in private practice. She has been involved in health administration for over ten years. She has provided consultation and conducted training programs for professionals in industry, education, medicine, and for others in the community for thirteen years.

LEARNING GOALS: Participants will be able to (1) identify passive, aggressive, passive-aggressive, and assertive behavior in themselves and in others; (2) practice assertive responses in a variety of situations; (3) practice specific strategies for dealing with the manipulative and/or aggressive behavior of others, with an emphasis on increasing cooperation between themselves and other medical staff or patients; (4) discuss ethical considerations in the use of various techniques; (5) evaluate behavior of choices, taking into account the power setting, the relative risks, and the possible outcomes; and (6) analyze the results of their interactions so that they can make more effective choices in the future.

METHOD OF INSTRUCTION: The workshop is limited in size (15 persons) to provide maximum opportunity for personal application and behavior practice of theory presentations.

OUTLINE:


SESSION 2: Practice of behavior choice alternatives: simple assertion in equal relationships, giving feedback, and making requests.

SESSION 3: Strategies for problem interactions. Using assertion in power relationships.

SESSION 4: Evaluation of results of behavior choices and up-dating of goal plan. Advanced practice.

REQUIREMENTS: Participants will be expected to attend all four sessions and keep observation diaries of their behavior choices during the week between each session. Reading of the suggested texts is helpful, but optional. Active practice of behavior is required.

READING LIST: (suggested paperbacks available)

Fentserthaim, Herbert, Don't Say "Yes" When You Want to Say "No", 1978.
Bach, George, Creative Aggression, 1977.
Lange, A. and Jakubowski, P. Responsible Assertive Behavior.

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM CREDITS: 3.00
TITLE: Biomedical Ethics (H)

October 1, 3, 8, 10, 15, 17, 22, 24  Monday/Wednesday afternoons  1:00-5:00 p.m.

PRESENTER: Brendan P. Minogue, Ph.D., Department of Philosophy and Religious Studies, Youngstown State University, specializes in the areas of Philosophy and History of Science, 17th and 18th Century Philosophy, Topics in Epistemology and Metaphysics, Applied Ethics: Engineering and Medicine. His publications include "Error, Malpractice, and the Problem of Universals," The Journal of Medicine and Philosophy, 1982.

LEARNING GOALS: To examine a number of ethical issues within contemporary medicine and inform students about the relevant principles and facts that constitute the grounds for decision-making and policy formation.

METHOD OF INSTRUCTION: All eight presentations will involve the lecture/discussion format. Special attention will be given to case studies that will challenge many of our traditional ethical assumptions.

OUTLINE:

SESSION 1: An overview of ethical theories. We will examine a consequentialist approach to ethics and contrast it with an ethics grounded on non-consequentialist principles: Chapter 1: Ethical Theory and Bioethics, pp. 1-37.

SESSION 2: The Concepts of Health and Disease

World Health Organization, "A Definition of Health," 48
Daniel Callahan, "The WHO Definition of Health," 49
Thomas Szasz, "The Myth of Mental Illness," 76
H. Tristram Engelhardt, "The Disease of Masturbation: Values and the Concept of Disease," 59

SESSION 3: The Doctor-Patient Relationship

American Medical Association, "Principles of Medical Ethics," (1980) 122
Willard Gaylin, "The Patient's Bill of Rights," 128
George J. Annas, "A Model Patient's Bill of Rights," 130
Thomas Szasz, "Involuntary Mental Hospitalization: A Crime Against Humanity," 148

SESSION 4: The Disclosure of Information

Sissela Bok, "Lies to the Sick and the Dying," 175
Charles Culver and Bernard Gert, "Valid Consent," 184
LeRoy Walters, "Ethical Aspects of Medical Confidentiality," 198

SESSION 5: Abortion

United States Supreme Court, "Roe v. Wade: Majority Opinion and Dissent," 226
Judith Jarvis Thomson, "A Defense of Abortion," 231
Baruch Brody, "The Morality of Abortion," 240
SESSION 6:  Death and Euthanasia

James Rachels, "Active and Passive Euthanasia," 313
Robert M. Veatch, "Death and Dying: The Legislative Options," 346
H. Tristram Engelhardt, "Ethical Issues in Aiding the Death of Young Children," 359

SESSION 7:  Allocation of Resources and Health Policy

Robert Sade, "Is Health Care a Right?"
Robert M. Veatch, "What is a 'Just' Health Care Delivery?" 410
James F. Childress, "Priorities in the Allocation of Health Care Resources," 417

SESSION 8:  Health Policy

Dan E. Beauchamp, "Public Health and Individual Liberty," 442
Robert M. Veatch, "Voluntary Risks of Health: The Ethical Issues," 457
Victor R. Fuchs, "What is Cost-Benefit Analysis?" 476
Harold P. Green and Alexander M. Capron, "Issues of Public Policy in Compulsory Genetic Screening," 494

REQUIREMENTS: A journal reflecting students' reactions, evaluations, and arguments concerning the cases covered in this class.

READING LIST:

Principles of Biomedical Ethics, Beauchamp and Childress, required text. Available NEOUCOM.

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM CREDITS: 8.00
TITLE: Family Process

October 3, 10, 17, 24       Wednesday evenings       6:00 - 9:00 p.m.

PRESENTERS: Ann Carden, Doctoral Candidate, Counseling Psychology, Kent State University, and Psychological Services, Intern Cleveland VA Hospital

LEARNING GOALS: (1) to recognize and understand family processes.  
(2) to explore one's own family values and attitudes.

METHOD OF INSTRUCTION: brief lectures, class discussion, readings, films

OUTLINE:

Introduction to Family Systems:  
Understanding the influence of our families on our behavior.

The Family Life Cycle:  
Understanding how families change over time.

Families with Special Needs:  
Substance abuse, violence, incest, sexual dysfunction, illness.

Physicians' Families:  
Is there a doctor in the house?

REQUIREMENTS: Attendance, participation in discussions, reading assigned materials, short written assignments

READING LIST: Readings and handouts provided at sessions

CONTACT HOURS: 12.00  
SEMESTER HOURS: .50  
QUARTER HOURS: .75  
HVM CREDITS: 3.00
TITLE: Health and the Arts: Music, Art, and Poetry Therapy (H)

October 1, 8, 15, 22    Monday evenings    6:00-9:00 p.m.

PRESENTER: Guy Pernetti, M.Ed., M.A., Department of Pan African Studies, Kent State University, and guest artists/presenters.

LEARNING GOALS: Participants will examine and experience the therapeutic effects of art, music, and poetry.

OUTLINE:

SESSION I: Introduction and overview. Music in a hospital setting.

SESSION II: Art as therapy. Exposing patients to culture.

SESSION III: Poetry as therapy. CREATIVE WRITING.

SESSION IV: Music and healing. Issues, contributions, and goals.

REQUIREMENTS: Active participation.

READING LIST: Handouts provided by instructor.

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM POINTS: 3.00
TITLE: Images of the Medical Profession in Popular Films (H)

October 2, 9, 16, 23  Tuesday evenings  6:00-9:00 p.m.

PRESENTER: Richard Shale, Ph.D., Associate Professor of English, Youngstown State University, specializes in the area of film. His publications include Academy Awards: An Ungar Reference Index, a book on the Disney Studio, and numerous articles in newspapers and film periodicals.

LEARNING GOALS: Participants will (1) focus primarily on the human values expressed in these films, (2) become aware of recurring motifs, codes, and symbols common to films about the medical profession, and (3) examine the directorial choices and artistic changes necessitated by the adaptation of literary works to the screen (our four films are based on an original screenplay, a play, and two novels). Film techniques such as lighting, editing, and shot composition will be explored as time permits.

METHOD OF INSTRUCTION: Screening followed by discussion.

OUTLINE:

SESSION 1: M*A*S*H (1970) directed by Robert Altman. This black comedy about a medical unit during the Korean War offers a considerably more irreverent view of life and medicine than the popular TV series which it spawned. Based on a novel by Richard Hooker.

SESSION 2: THRESHOLD (1983) directed by Richard Pearce. Stars Donald Sutherland as an internationally known heart surgeon and Jeff Goldblum as a research biologist in a timely drama about, as one critic termed it, "the deepest anxieties of patients living with transplants, both human and mechanical."


REQUIREMENTS: Attendance at all screenings, active participation in discussions, 2-3 page written responses to the first three films.

READING LIST: Short readings and handouts provided at the sessions

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM CREDITS: 3.00
TITLE: Literary Images of Medicine (H)

October 1, 3, 8, 10, 15, 17, 22, 24  Monday/Wednesday mornings  8:00-12:00 noon

PRESENTER: Delese Wear, Ph.D., Coordinator, Human Values in Medicine, MEORCOM.

LEARNING GOALS: Students will (1) learn and practice critical literary skills; (2) examine how medical issues are portrayed in various genres; (3) investigate how these genres differ in their treatment and portrayal of medical issues; and (4) examine their own beliefs and commitments about medicine in light of the selected literature.

METHOD OF INSTRUCTION: Discussion.

OUTLINE:

SESSION 3: WOMEN AND MEDICINE - Duplicated poems and stories on birth, hysterectomy, and breast cancer.
SESSION 5: Dying - May Sarton's As We Are Now, duplicated poems and stories, Harold and Maude* (film).
SESSION 6: Dying - Kafka's The Metamorphosis and Tolstoy's The Death Of Ivan Ilych.
SESSION 8: 20th CENTURY MALAISE - "sex, lies and videotape" (film).

REQUIREMENTS: Attendance and active participation.

READING LIST: (Required for purchase)

T. Berger, A Fortunate Man
M. Sarton, As We Are Now
F. Kafka, The Metamorphosis
L. Tolstoy, The Death of Ivan Ilych
W. Percy, Love in the Ruins

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM POINTS: 8.00
TITLE: Medical Hypnosis I (B)

October 3, 10, 17, 24 Wednesday evenings 6:00-9:00 p.m.

PRESENTER: Daniel A. Zelling, M.D., Executive Director, Ohio Institute of Medical Hypnosis, Inc.

LEARNING GOALS: Participants will become acquainted with theory and practice of hypnosis and the scope of its medical applications as the art and science of effective suggestion therapy.

METHOD OF INSTRUCTION: Lecture, discussion, demonstration and supervised practice.

OUTLINE:

SESSION 1: Introduction, History and Misconceptions regarding Hypnosis.
SESSION 2: Medical Applications of Hypnosis.
SESSION 3: Semantics of Hypnosis and Overview of Techniques Utilized.
SESSION 4: Summary and Student Practicum.

REQUIREMENTS: Active participation. Enrollment limited to 30. (Sixth year medical students, doctoral level graduate students, physicians, dentists, psychologists, MSWs, and registered nurses only.)

READING LIST: (suggested readings)

Hartland, John, Medical and Dental Hypnosis, 1971, Williams and Wilkins, 2nd edition. (Contains excellent word for word suggestions for a variety of diseases.)

Hilgard, E. and Hilgard, J., Hypnosis in the Relief of Pain, 1975, CA. (A must for any physician dealing with clinical pain.)

Kroger, W.S., Clinical and Experimental Hypnosis, 1963, Lippincott. (The "Cecil & Loeb" of clinical hypnosis.)


CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM CREDITS: 3.00

2SHVAL.012/cks/1 June 21, 1990
TITLE: Clinical Communication (B)

October 4, 11, 18, 25 Thursday evenings 6:00-9:00 p.m.

PRESENTERS: John C. Bradford, D.O., Assistant Professor of Emergency Medicine, NEOUCOM, and Residency Director, Department of Emergency Medicine, Akron General Medical Center; and Susan Stocker, M.A., Coordinator, Victim Assistance Program, Akron, and Communication Department Instructor, The University of Akron.

LEARNING GOALS: Medical students will have an opportunity to learn and practice more effective methods and techniques for effective and empathetic clinical communication as well as a chance to observe and evaluate communication patterns and pitfalls within the clinical setting. Students will learn a new awareness of the verbal, paraverbal and non-verbal communications of themselves and those with whom they communicate.

METHOD OF INSTRUCTION: Lecture, discussion, observation, and practice using visual aids and role playing.

OUTLINE:

Session I: Communication Topics
Elements of Communication
Types of Communication
The Role of Perception and Symbolism

Session II: Communication Topics
Time: Patient-time; Physician-time
Trust: Communication as builder and barrier
Touch: Non-verbal communication

Session III: Communicating to Elicit and Interpret Information
Primary Source (Whole Message)
Secondary Source (Unreliable Narrator)

Session IV: Communicating to Extend Information: Diagnosis and Treatment
Communicating Good News, Bad News, No News
Communicating a Diagnosis:
Getting on their wavelength
Checking for clarity

REQUIREMENTS: Participants will be expected to attend all four sessions and keep written communication observations of the clinical interactions they see and participate in. Short mimeographed materials will be read and discussed. NO TEXT.

READING LIST: To be announced.

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM CREDITS: 3.00
TITLE: Biomedical Ethics (H)

Feb. 5, 7, 12, 14, 19, 21, 26, 28  Tuesday/Thursday mornings  8:00-12:00 Noon

PRESENTER: Laurence Bove, Ph.D., Walsh College, Provost and Academic Dean

LEARNING GOALS: To examine the ethical dilemmas inherent in the practice of contemporary medicine. Students will become familiar with underlying concepts and methods of ethics and their application to biomedical issues.

METHOD OF INSTRUCTION: Case study, lecture, and discussion.

OUTLINE:

SESSION 1: Boundaries of the Medical Profession: Who are we? What do we do? How do others see us?


SESSION 3: Professional Responsibility and Clients' Rights: Issues, models and metaphors.

SESSION 4: Truth-telling: The conflicts of withholding and disclosing information.

SESSION 5: Autonomy: Who has control?

SESSION 6: Resource Allocation: Who gets how much of what?

SESSION 7: Decisions: The beginning of life.

SESSION 8: Decisions: The end of life.

REQUIREMENTS: A journal reflecting student's reactions to the cases presented and assigned articles. A statement of personal and professional ethics.

READING LIST: Readings distributed in class.

CONTACT HOURS: 32.00

SEMESTER HOURS: 1.33

QUARTER HOURS: 2.00

HVM CREDITS: 8.00

2SHVAL.015/CKS/1 June 21, 1990
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<td>8-12 noon</td>
<td>*Biomedical Ethics</td>
<td>*Design by Science &amp; Magic</td>
<td>1-5pm *Child in the Book Common Interests Law/Medicine</td>
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<td>Feb. 11 18</td>
<td>*Destitution by</td>
<td>8-12 noon</td>
<td>1-5pm *Medical Hypnosis I *Social Structures</td>
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<td>*The Health of</td>
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<td>*The Human Search</td>
<td>1-5pm *Medical Hypnosis II *Structural/Environ. *Sexual Behavior</td>
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<td>*Clinical Reading</td>
<td>6-9pm *Intro. to Photo.</td>
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**February, 1991 - Session II**

**NOTE:** SEE INDIVIDUAL SYLLABUS FOR ART COURSE SPECIFIC DATES AND TIMES
TITLE: The Child in the Book: Images of Children and Childhood in Selected Children's Literature

February 7, 14, 21, 28 Thursday afternoons 1:00-5:00 p.m.

PRESENTER: Tony Manna, Ph.D., Kent State University College of Education and Department of English

LEARNING GOALS: We will examine the literary and, in the case of illustrated books, the graphic characteristics of a variety of quality children's literature in order to explore the treatment, perceptions, and images of children and childhood reflected in literature for children. These issues will be examined in literature that focuses on a quest/journey.

OUTLINE:

SESSION 1: What is children's literature, or From 'Kiddie Lit' to Children's Literature: Notes on a Misunderstood Art; studies of what children like to read; studies of the child as reader; selecting books for children; the quest as a way in.

SESSION 2: A brief history of children's literature; the quest in folktales and fantasy literature; readings in Favorite Folktales from Around the World selected by Jane Yolen; the fantasy worlds of George MacDonald, William Steig, and Ursula K. LeGuin.

SESSION 3: The quest in science fiction and poetry; the futuristic worlds of John Christopher and H. M. Hoover; when words are pictures: a place for poetry in the child's life; readings in poetry.

SESSION 4: The quest in realistic fiction, drama, and nonfiction; morality and the clash of values in Julie of the Wolves by Jean Craighead George; the search for self in In a Room Somewhere by Suzan Zeder; nonfiction: the literature of fact.

REQUIREMENTS: Read selections of children's literature, occasionally write responses, attend each session, and actively participate in discussions.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

2SHVAL.004/cks/1 June 21, 1990
TITLE: Literature and Medicine (Canton Reading Group)

February 4, 11, 18, 25                     Monday Evenings       6:00 - 9:00 p.m.

PRESENTERS: Susan Jamison Stocker, M.A., Coordinator, Victim Assistance Program, Akron, and Communication Department Instructor, The University of Akron.

LEARNING GOALS: We will investigate the reasons why physicians write, the vastly different types of writing they do, and the goals accomplished through the variety of purposes and projects.

METHOD OF INSTRUCTION: Group discussion; writing.

OUTLINE: To be announced.

REQUIREMENTS:

READING LIST: To be announced.

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM POINTS: 3.00
TITLE:  Common Interests of Attorneys and Physicians/  
       The Law-Medicine Interface (H)

February 7, 14, 21, 28       Thursday afternoons 1:00-5:00 p.m.

PRESENTERS:  Ronald Alexander, J.D., L.L.M., Partner, Buckingham, Doolittle and Burroughs.  He is a  
             consultant to the Committee on the Fetus and Newborn of the Ohio Chapter, American  
             Academy of Pediatrics and has done research on the medical/legal problem issues of  
             care of the critically ill and medical malpractice.

LEARNING GOALS:  To explore five areas in which the legal and medical profession have common  
                  problems and interests.  This course does not cover medical malpractice issues or cases.  This  
                  course does not provide easy answers for the issues raised.

METHOD OF INSTRUCTION:  This course will be a seminar open to senior medical students.  It is  
                          limited to a total of twenty-eight (28) students.

OUTLINE:

   SESSION 1:  What it means to be a member of a profession and comparison of the pursuit  
               of a legal case by a lawyer and a medical case by a physician with attention to  
               the technical language needed by each.

   SESSION 2:  The manner in which the professions are now and foreseeably regulated.

   SESSION 3:  The foundations and changing concepts of their ethical cores.

   SESSION 4:  The manner in which modern changes in medical technology and legal theory  
               creates problems and issues which challenge the profession.  Example:  When is a person dead?  How can a person limit "extraordinary  
               care" given him or her?

REQUIREMENTS:  Students will read a casebook which elaborates on these subjects.  Each student will  
                make one presentation as a member of a sub-group during the course.  The casebook is  
                available for a small and reasonable fee or can be found in the NEOUCOM Library.  Casebook  
                also at E-JA Printing, 27 S. Forge Street, Akron, telephone 253-9506.

READING LIST:  Casebook.

CONTACT HOURS:  16.00  
SEMESTER HOURS:  .67  
QUARTER HOURS:  1.00  
HVM CREDITS:  4.00
TITLE: DESTINATION BY DESIGN: POVERTY IN THE ARTS

February 4, 6, 11, 13, 18, 20, 25, 27 Mondays and Wednesdays 8 a.m.-noon

PRESENTER: Cynthia Rylant, author

FOCUS: Students will look at the most fundamental of human conditions--poverty--as it is portrayed by artists throughout the world in literature, film, photography, and journalism. Students will then examine their own attitudes toward the destitute and the choices before them as physicians.

METHOD OF INSTRUCTION: Discussion

OUTLINE:

2/4: Introduction: Poverty in These Times
   Readings: Excerpts from LET US NOW PRAISE FAMOUS MEN (hereafter referred to as FAMOUS MEN)
   Film: "Modern Times" (Chaplin)

2/6: Discussing FAMOUS MEN (assigned pages)
   Readings: the rural poor
   Film: "The Grapes of Wrath"

2/11: Discussing FAMOUS MEN (assigned passages)
   Readings: the urban poor
   Film: "Roger and Me"

2/13: Discussing AND THEIR CHILDREN AFTER THEM (hereafter referred to as THEIR CHILDREN)
   Readings: the young poor
   Film: "Pixote"

2/18: Discussing THEIR CHILDREN
   Readings: the generational poor
   Film: "The Fringe Dwellers"

2/20: Discussing THEIR CHILDREN
   Readings: the societal poor
   Film: "El Norte"

2/25: Discussing THEIR CHILDREN
   Portraits of the poor
   Film: "Salaam Bombay!"

2/27: Conclusion: Destitution: The Response of the Physician
   Readings: the ailing poor
   Film: "Sidewalk Stories"

REQUIREMENTS: Attendance and participation

READING LIST: Agee, LET US NOW PRAISE FAMOUS MEN (only selected passages will be assigned)
   Maharidge, AND THEIR CHILDREN AFTER THEM
In-class readings will be distributed on the day of class.

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM CREDITS: 8.00

2SHVAL.072/cks/1 June 21, 1990
TITL E: Ethics and AIDS: The Interrelationship of its Associated Legal and Medical Issues (H)

February 7, 14, 21, 28 Thursday evenings 6:30-9:30 p.m.

PRESENTER: C. William Keck, M.D., M.P.H., Director of the Division of Community Health Sciences, William Rich, J.D., Assistant Professor of Law, The University of Akron, and guest presenters.

LEARNING GOALS: The spread of infection by the Human Immunodeficiency Virus (HIV) has caused great public and professional concern in the United States and elsewhere. The Acquired Immunodeficiency Syndrome (AIDS) and other clinical conditions associated with infection by HIV are severe, often fatal, costly to care for, and incurable. Enough is known about the manner of spread of the virus that prevention of transmission is possible, however.

The major risk groups for infection are homosexual and bisexual men, intravenous drug abusers, and the sexual partners of those at risk for infection. Blood tests are available to identify those who've been infected.

The mixture of public fear and concern, high medical costs associated with illness, the involvement of groups often discriminated against in this society, the role of sexual activity in the spread of the virus, and many documented efforts to discriminate against those known to be infected, has led to a complex web of societal, legal and medical issues that have hampered disease control efforts. This seminar will explore these issues in some detail and allow the participant to grapple with many of the dilemmas remaining in this evolving and difficult arena.

This course is designed for medical students and law students.

METHOD OF INSTRUCTION: Lecture/discussion, case studies.

OUTLINE:

Day 1 - Thursday 6:30-9:30 p.m.

HIV Testing and Diagnosis - Medical Issues
Speaker - TBA

Topics covered will include:

1. Basic epidemiology of HIV infection.
2. High risk groups and their prevalence of infection.
3. Serologic tests for HIV antibody - including sensitivity and specificity of available tests and their validity in varying circumstances.
4. Reasons for testing and the need for associated counselling.

Day 2 - Thursday 6:30-9:30 p.m.

HIV Testing and Diagnosis - Legal Issues
Speaker - William Rich

(CONTINUED)
Topics covered will include:

1. Informed consent.
2. Confidentiality.
3. The meaning and implications of anonymous, voluntary and mandatory testing.
5. Requirements for reporting.

**Day 3 - Thursday**

**Prevention of HIV Infection**

Speaker - Dr. Thomas Halpin

Topics covered will include:

1. The development of public, school and workplace policy.
2. Education of the general public, high risk groups and health care providers.
3. Accessibility of condoms, spermicides and disposable needles.

**Day 4 - Thursday**

**Response to Infection and Disease**

Panel - HIV Infected Person

Gay Community Representative

Physician Caring for HIV Infected Patients

Topics covered will include:

1. Impact of the infection on those infected.
2. What are the costs, who pays, who should pay?
3. Extended care for ill patients. Is the hospice model appropriate?
4. Therapy - standard and experimental; informed consent and cost.

REQUIREMENTS: Active participation - other assignments to be announced.

READING LIST: TBA

CONTACT HOURS: 12.00
SEMIESTER HOURS: .50
QUARTER HOURS: .75
HVM POINTS: 3.00
TITLE: The Health of Presidents and its Effect Upon Domestic and Foreign Policy

February 4, 11, 18, 25  Monday mornings  8:00-12:00 noon

PRESENTER: Ludwig M. Deppisch, M.D., Department of Pathology, Western Reserve Care System, is a Professor of Pathology, Northeastern Ohio Universities College of Medicine (NEOUCOM).

LEARNING GOALS: (1) to view vignettes of American history through the window of the health of specific presidents, (2) to examine the effect of presidential illness and disability on the conduct of domestic and foreign policy.

METHOD OF INSTRUCTION: Lecture/discussion format.

OUTLINE:

SESSION I: Introduction to the health of presidents.
The deadly fate of the consortium presidents.
The careers, times, assassinations and autopsies of presidents Garfield and McKinley.

SESSION II: The long neurologic history of Woodrow Wilson.
The results of Wilson's frequent cerebrovascular events on his behavior at the conference at Versailles and his battle for the League of Nations.

SESSION III: FDR and Yalta. Roosevelt's hypertension and congestive heart failure, and their effect upon his behavior at the Yalta Conference.

SESSION IV: How to mislead the public. The reasons behind selected presidents' openness to the press about their illnesses.

A. Grover Cleveland - cancer of the mouth
B. John Kennedy - Addison's Disease
C. Dwight Eisenhower - infarction, ileitis and transient ischemia

REQUIREMENTS: Attendance at all sessions, active participation in discussions and rereading of assigned references.

READING LIST:

REFERENCES

Session I: Riccards, M; The Presidency in Sickness and in Health, pp. 215-231.

Harper, S; Gunshot Wounds of Three Presidents of the United States; Staff Meetings of the Mayo Clinic; pp. 1-19; January 12, 1944.

Prichard, R and Herring, A; The Problem of the President's Bullet; Surgery, Gynecology and Obstetrics; 92, pp. 625-633; 1951.


2SHVAL.071/cks/1  June 21, 1990


Session III: IBID; Franklin D. Roosevelt: The Diagnosis of an "Unexpected" Death; 75-120.

Bruenn, H; Clinical Notes on the Illness and Death of President Franklin D. Roosevelt; Annals of Internal Medicine; 72; 579-591; 1970.


Seelig, M; Cancer and Politics: The Operation on Grover Cleveland; Surg Gyneq Obstet: pp. 373-376.


IBID; John F. Kennedy: "I'm the Healthiest Candidate"; 160-202.

Bayh, B; One Heartbeat Away; The Bobs-Merrill Co; 1968; pp. 16-26.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDIT: 4.00
TITLE: The Search for Meaning: Mortal Lessons of Medicine

February 4, 11, 18, 25       Monday afternoons       1:00-5:00 p.m.

PRESENTER: D. Gary Schreckengost, M.A., Dartmouth; M.Div., Hamma Research Fellow, Yale University. Consultant for Ethics and Public Policy, Assistant to the President, Thiel College.

LEARNING GOALS: Human throughout the centuries have sought to answer the tough questions regarding the meaning of human existence. It is not surprising, therefore, that reflective physicians, challenged by the perplexing questions of health and disease, have sought to find meaning for their art and science. This course seeks to acquaint future physicians with many of the profound insights gained by these philosopher physicians.

METHOD OF INSTRUCTION: The class will be conducted as a seminar. Discussions will center on the selected readings from the literature of physician writers. Student's insights and reflections based on clinical practice will also be an important component of the discussions.

OUTLINE: As time permits, discussions will center on writings of physicians in current clinical practice and of the following:

Albert Camus
Feodor Dostoevsky
Viktor Frankl, M.D.
Walker Percy, M.D.
Carl Menninger, M.D.
Richard Selzer, M.D.
Leo Tolstoy

REQUIREMENTS: Active discussion participation

READING LIST: Reprint packet - Library Reserve
Selzer, Richard. Letter to a Young Doctor

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00
TITLE: The Role of Humor in Medical Care

February 5, 12, 19, 26 Tuesday afternoons 1:00-5:00 p.m.

PRESENTER: E. G. Hallaman is with the adjunct faculty teaching American History at Youngstown State University

LEARNING GOALS: This survey of humor enables students to understand humor generally and how humor particularly is related to the field of medicine and the delivery of health care.

Pragmatic in-class explorations of the dynamics of humor will give students an opportunity to create, appreciate and evaluate the resulting humor.

All course activities will be structured to assist participants to reflect on the evolution of perspectives of humor and to reach conclusions as to the value of humor; i.e., is humor to be taken seriously?

METHOD OF INSTRUCTION: Lecture, class discussions, audiovisual aids, handout materials and readings.

COURSE OUTLINE:

SESSION I Introduction: Theories and definitions of humor; the philosophy and psychology of humor; the place of humor in science and the humanities; dealing with the question of the value of humor.

SESSION II The Broad View: Categories of humor; exploring the sense of humor; humor in personality development; myths and reality.

SESSION III Putting Humor to Work: Humor and communication; humor and the learning process; humor as a coping skill; humor and the dark side.

SESSION IV Humor and Health Care: Humor and the humanistic approach, "Prescriptive" humor in hospitals; strategies and techniques; summary.

REQUIREMENTS: Attendance, class participation, reading assigned materials, brief reaction papers.

READING LIST: To Be Determined.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00
TITLE: Introduction to Appreciating the Visual Arts (H)*

February 5 Tuesday 6:00-9:00 p.m.
February 12 Tuesday 6:00-9:00 p.m.
The University of Akron, New Art Building, 150 E. Exchange.

February 16 Saturday 9:00 a.m.-4:00 p.m.
Field trip in Akron and Cleveland.
*Must be taken in conjunction with either Drawing or Photography course.

Introduction to Appreciating the Visual Arts provides a theoretical and historical framework for understanding art, while the workshops provide actual experience in the creation of art.

PRESENTER: Barbara Tannenbaum, Curator, Akron Art Museum

LEARNING GOALS: Examination of the visual arts not only provides insight into human behavior and history but also teaches important skills of observation. Students will acquire basic skills of visual analysis and will receive a brief overview of the history of modern art. These new skills will then be practiced during a day-long field trip to major cultural institutions in Akron and Cleveland. In addition to enhancing students' powers of observation, the class will teach them the skills and acquaint them with the cultural resources necessary for lifelong enjoyment of the visual arts.

METHOD OF INSTRUCTION: Lecture and discussion.

OUTLINE:

SESSION 1: Introduction to Visual Analysis and the Concept of Style.

SESSION 2: A Brief History of Modern Art Or, "How I Learned To Stop Worrying and Love Strange, Floating Blobs."

SESSION 3: Field Trip to:
The Akron Art Museum;
SPACES (an alternative space in Cleveland); a commercial gallery;
Break for lunch in Little Italy;
Cleveland Center for Contemporary Art and the Cleveland Museum of Art

REQUIREMENTS: Active participation in class discussion.

READING LIST: Students will be asked to read several short articles related to work on exhibit at the institutions to be visited. These will be handed out in class.

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM POINTS: 3.00

2SHVAL.019/jje/1
TITLE: Introductory Drawing Workshop (H)

(to be taken in conjunction with Introduction to Appreciating the Visual Arts)

Thursday Evenings, February 7, 14, 21, 28 6:00 - 9:00 p.m. 3 credits

All sessions will meet in the New Art Building, Room # 171, 150 E. Exchange St., The University of Akron

PRESENTER: Mark Soppeland, Professor of Art, The University of Akron, is a painter and sculptor. He is the recipient of the College of Fine and Applied Arts Distinguished Teaching Award.

LEARNING GOALS: In this course we will explore some of the possibilities of drawing, with particular emphasis on the skills of observation. At the end of the program participants will have developed new abilities for seeing more clearly, and a variety of techniques for visual representation. No experience or talent necessary.

METHOD OF INSTRUCTION: Lecture, discussion and studio practice

MATERIALS: #2 pencils, erasers, 12" ruler, sketch paper, colored pencils. Cost approximately $15.00.

OUTLINE: (flexible)

SESSION 1: Types of Perspective
- plan views
- isometric and oblique projections
- one and two point perspective

SESSION 2: Light and Shadow
- basic volumes
- observation of the value of edges

SESSION 3: Tromp L'Oeil (Fooling the Eye)
- picture plane
- depth perception
- surface

SESSION 4: The Illusion of Space
- overlap
- scale change

sighting: translating the three dimensional world into two dimensions
ellipses and the axis of vision

reflections and reflected light
warm and cool light

size
color

atmospheric perspective: value gradation, clarity, contrast and detail

REQUIREMENTS: Attendance and active participation at all sessions. Enrollment limited to 16, and must be taken with Introduction to Appreciating Visual Arts.

READING LIST:

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM POINTS: 3.00
TITLE: Introductory Photography Workshop (F)

To be taken in conjunction with Introduction to Appreciating the Visual Arts.

Wednesday, February 6
Folk Art Bldg. Seminar Room 168
6:00-10:00 p.m.

Friday, February 15
9:00-1:00 p.m.

Friday, February 22
Folk Art Bldg. Advanced Photo Room 129
9:00-6:00 p.m.

Friday, March 1
9:00-1:00 p.m.

All sessions meet on the campus of the University of Akron in The New Art Building, Folk Hall, 150 E. Exchange Street, near Grant Street.

PRESENTER: Penny Rakoff, Associate Professor of Art and Coordinator of the Photography Program at the University of Akron.

LEARNING GOALS: Students will develop their ability to see photographically by shooting, developing, and printing black and white photographs. In addition, conceptual and aesthetic issues in photography will be discussed in an historical and contemporary context.

METHOD OF INSTRUCTION: Lecture, discussion, audio-visual presentation, demonstration, and lab work.

OUTLINE:

SESSION 1: Review of photographic materials, cameras, light, exposure. Discussion of shooting assignment. Bring your camera and instruction booklet if you are unfamiliar with your camera.

SESSION 2: Introduction to the medium of photography through slide-lecture and discussion. Film developing demonstration and discussion of chemistry. Develop film.

Demonstration of contact printing, enlarging, and print controls. Make contact prints, start printing.


MATERIALS: Photographic materials purchased after first class, (approximately $20-25). Chemistry provided.

REQUIREMENTS: Attend all sessions, read information distributed, produce a minimum of three finished photographs. Must be taken with Introduction to Appreciating Visual Arts.

READING LIST: Handouts provided by presenter.

CONTACT HOURS: 20.00
SEMESTER HOURS: .83
QUARTER HOURS: 1.25
HVM POINTS: 5.00
TITLE: Medical Hypnosis I (B)

February 6, 13, 20, 27 Wednesday afternoons 1:00-5:00 p.m.

PRESENTER: Daniel A. Zelling, M.D., Executive Director, Ohio Institute of Medical Hypnosis, Inc.

LEARNING GOALS: Participants will become acquainted with theory and practice of hypnosis and the scope of its medical applications as the art and science of effective suggestion therapy.

METHOD OF INSTRUCTION: Lecture, discussion, demonstration and supervised practice.

OUTLINE:

SESSION 1: Introduction, History and Misconceptions regarding Hypnosis.
SESSION 2: Medical Applications of Hypnosis.
SESSION 3: Semantics of Hypnosis and Overview of Techniques Utilized.
SESSION 4: Summary and Student Practicum.

REQUIREMENTS: Active participation. Enrollment limited to 30. (Sixth year medical students, doctoral level graduate students, physicians, dentists, psychologists, MSWs, and registered nurses only.)

READING LIST: (suggested readings)

Hartland, John, Medical and Dental Hypnosis, 1971, Williams and Wilkins, 2nd edition. (Contains excellent word for word suggestions for a variety of diseases.)

Hilgard, E. and Hilgard, J., Hypnosis in the Relief of Pain, 1975, CA. (A must for any physician dealing with clinical pain.)

Kroger, W.S., Clinical and Experimental Hypnosis, 1963, Lippincott. (The "Cecil & Loeb" of clinical hypnosis.)

Milechnin, A., Hypnosis, 1967, Wright & Sons. (A completely different approach with emphasis on "stabilizing" emotions.)


CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00
TITLE: Medical Hypnosis II (B)

February 6, 13, 20, 27 Wednesday evenings 6:00-9:00 p.m.

PRESENTER: Daniel A. Zelling, M.D., Executive Director, Ohio Institute of Medical Hypnosis, Inc.

LEARNING GOALS: Participants will become aware of more advanced methods of using hypnosis in various disciplines of medicine such as surgery, OB-GYN and pediatrics.

METHOD OF INSTRUCTION: Lecture, discussion, demonstrations and supervised practice.

OUTLINE:

SESSION 1: Review of techniques, advanced techniques, practice applications. Philosophy of suggestions.

SESSION 2: Pain modification techniques and strategies. Discussion of who is responsible for pain control, patient or physician.

SESSION 3: Hypnosis in sexual dysfunctions.

SESSION 4: Hypnotherapy in children and adolescents.

REQUIREMENTS: Active participation. Sixth year medical students, doctoral level graduate students, physicians, dentists, psychologists, MSWs, registered nurses. Must have completed Medical Hypnosis I.

READING LIST: (Suggested readings)


Pellitier, K.R., Mind as Healer, Mind as Slayer, Dell, 1977.

Zelling, D.A., Migraine Symptom or Disease, Medical Hypnosis, February, 1981.

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM CREDITS: 3.00

2SHVAL.024/cks/1 June 21, 1990
TITLE: Medicine and Opera (H)

February 9, 10 Saturday and Sunday mornings 9:00-2:00 p.m.
(A Hungarian lunch break included at the Hutterers' home)

PRESENTERS: Mrs. Maria Hutterer and Dr. Ferenc Hutterer, Professor and Chairman, Biochemistry Department, NEUOCOM.

LEARNING GOALS:

1. To appreciate the "musical language" as a means for description of human characters and situations.

2. To learn how physicians are viewed by other segments of society and how these views are expressed in the language of music.

METHOD OF INSTRUCTION: Lectures, audio and video demonstrations, and active group participation at the piano.

OUTLINE:

Physicians are depicted in classical operas frequently and described - in the musical language - variously as noble, competent, serious, greedy, evil, ignorant. You will *hear* a house visit of a serious physician of his tuberculotic patient; a family practitioner who takes care of all sorts of problems besides health; a greedy physician whose only interest is money; a quack who sells placebos (which turn out to be effective); an evil physician who torments his patient and drives her to psychosis and death; and an ignorant one who makes a total fool of himself.

These characterizations will be illustrated by operas of Rossini, Donizetti, Verdi, Puccini and Offenbach. The music will be played first by tape followed by an analysis at the piano. This will include the study of text, group singing and the translation of musical language to (Hungarian) English with your active participation.

REQUIREMENTS: Active participation.

READING LIST: Handouts will be supplied.

CONTACT HOURS: 8.00
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00
TITLE: Science and Magic: Alternative Approaches to Healing (B)

February 6, 13, 27
February 22

Wednesday mornings
Friday afternoon

8:30-12:00 Noon
1:00-5:00 p.m.

PRESENTOR: The course director and instructor is James Boex, Associate Dean of the College. Dean Boex is a former member of the Human Dimensions Institute of Chautauqua and the American Society for Psychical Research. Guest faculty will present at the Friday session.

LEARNING GOALS: To allow medical students to compare alternative approaches to healing with the model provided by scientific western medicine.

METHOD OF INSTRUCTION: Small group discussions/seminar. Students will be expected to discuss actively all topics under consideration.

OUTLINE:

SESSION 1:  A. The Two Threads: History of Medicine as Acceptance/Rejection of Science and Magic
1. Pre-history
2. Ancient times
3. Medieval concepts
4. The renaissance and the enlightenment
5. Modern scientific medicine

B. Science Today: What It Is and Isn't

SESSION 2:  A. Magic into Science
1. Cross-cultural models
   a. biofeedback
   b. acupuncture
   c. yoga and meditation

B. Patient and Physician Belief Systems
1. Non-western systems
2. The 'talented' physician
3. The power of the patient

SESSION 3:  A. The Closer Frontier of Alternative Methods
1. Non-western faith healing
2. Western faith healing models

B. Case Study

SESSION 4:  A. The Further Frontiers and Challenges
1. Psychic phenomena and psychic healing
2. The Question of Human Survival of Bodily Death

B. Course Summary

REQUIREMENTS: Active participation.

READING LIST: To be announced.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM POINTS: 4.00

2SHVAL.026/cks/1 June 21, 1990
TITLE: Sexual Behavior

February 5, 12, 19, 26              Tuesday Afternoons          1:00-5:00 p.m.

PRESENTER: Robert K. Devies, Ph.D., is in private practice in Canton as well as teaching medical students and residents at the Aultman Hospital campus. He specializes in Rehabilitation and Treatment of Psychological Aspects of Illness and Disability.

LEARNING GOALS: This course is an opportunity to explore sexual behavior from the perspective of its physical, psychological and social determinants. Both structural and function will be considered with discussion of both typical or usual sexual behaviors and those less typical or unusual.

METHOD OF INSTRUCTION: Lecture, discussion.

OUTLINE:

SESSION 1: Introduction
Cultural and Temporal Relativity
Religious and Legal Constraints
Western Civilization Traditions

SESSION 2: Sexual Development (Stages of Relationships)
Sexual Response Styles
Effects of Disability
Effects of Aging

SESSION 3: Sexual Dysfunction and Therapy
Sexuality Transmitted Disease

SESSION 4: Sexual Alternatives: Celibacy, Homosexuality, Paraphilias, etc.
Closing

REQUIREMENTS:

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00
TITLE: Structural and Environmental Influences on Behavior

February 4, 6, 11, 13, 18, 20, 25, 27 Monday/Wednesday afternoons 1:00-5:00 p.m.

PRESENTER: Christian Ritter, Ph.D., Assistant professor of Sociology, Kent State University. Areas of specialization: medical sociology, social psychology, sociology of mental health.

LEARNING GOALS: The primary goal of this course is to access ways in which social structure and physical environments influence individual interaction as well as how structure affects psychological functioning.

METHOD OF INSTRUCTION: Brief lectures and group discussions.

OUTLINE:

SESSION 1: Environmental conditions and social structure and their influence on psychological functioning and individual behavior.

SESSION 2: The use of space to regulate behavior.

SESSION 3: The effects of crowding on behavior.

SESSION 4: Historical development of total institutions and the effect of institutional environments on social behavior.

SESSION 5: Physical environments of hospitals and their effects on patient care.

SESSION 6: The relationship of social structure to patient care.

SESSION 7: Therapeutic social control.

SESSION 8: Implications of structural and environmental changes in medicine and their affect on patient care.

REQUIREMENTS: To be announced.

READING LIST: Selected articles will be distributed in class.

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM CREDITS: 8.00

2SHVAL.048/cks/1 June 21, 1990
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*Literary Images*  
*Perspectives Aging* | *Health Care/Costs*  
*Philosophy & Med.*  
*Power Medicine* | *Changing Beliefs*  
*Literary Images*  
*Plague Literature* | *Cartooning*  
*Philosophy & Med.*  
*Power Medicine* |
| **1-5pm** | *Comm. in Conflict*  
*Biomedical Ethics*  
*History of Med.* | *Impact of Aging*  
*Medical Hypnosis I*  
*Religion & Med.* | *Aspects Lang. of Art*  
*Biomedical Ethics*  
*History of Med.* | *Hour of Our Death*  
*Impact of Loss*  
*Religion & Med.* |
| **6-9pm** | *Sexual Behavior* | *Medical Hypnosis III* | *Physicians' Intimate Relationships* | *Substance Abuse in Theatre* |

Medicine & Opera Course May 11 & 12 Saturday/Sunday
TITLE: Aspects of the Language of Art (H)

May 1, 8, 15, 22  Wednesday afternoons  1:00-5:00 p.m.

PRESENTER: Richard C. Mitchell is Professor of Art and former Chairman of the Art Department at Youngstown State University. Trained as a painter and sculptor, Professor Mitchell is also a photographer who has travelled extensively in Latin America to photograph and research Pre-Columbian art. He teaches both studio and art history courses at Youngstown State University, and is curator of the photographic archives of the Mahoning Valley Historical Society.

This course is designed to explore the subject matter, form, and content of visual language used by the artist. The course will focus on selected examples of artistic expression and will examine the responsibilities inherent in the process of artistic communication.

LEARNING GOALS: To enhance observational skills and understanding which will allow for a more complete and clear experience of both objective and subjective aspects of visual communication. Application to the clinical environment and patient encounter as it applies to the perception of success and failure in visual communication will be discussed as part of visual skill-building.

METHOD OF INSTRUCTION: Films, slide lectures, discussions, art projects and museum tour.

OUTLINE:

SESSION 1: Introduction to the course, scope, objectives and expectations.
   Basic Considerations
   "Why Man Creates" Definitions: Subject matter, form, content
   Personal Consequences

SESSION 2: Historic Considerations
   Conceptual and Perceptual Art
   "Excavations at La Venta"
   Analysis: Subject Matter or Content?

SESSION 3: Aspects of Form
   Analysis: The Physical Circumstance
   "A Sculptor's World"
   Aspects of Meaning and Interpreted Value

SESSION 4: Museum Tours in Youngstown
   The Arms Museum and Archival Library
   The Butler Institute of American Art

REQUIREMENTS: Active participation and "play," completion of a take home journal which will include an analysis of a work of art chosen by the student from a local museum.

READING LIST: Recommended readings, quotes, and/or articles will be distributed in class for discussion or at the following session.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

2SHVAL.028/cks/1  June 21, 1990
TITLE: Biomedical Ethics (H)

April 29, May 1, 6, 8, 13, 15, 20, 22           Monday/Wednesday afternoons 1:00-5:00 p.m.

PRESENTER: Course coordinator, Martin Kohn, Ph.D., Assistant Professor in Behavioral Sciences and Director, Human Values in Medicine program, and guest lecturers.

LEARNING GOALS: To examine contemporary medicine and the ethical dilemmas inherent to its practice. Students will become familiar with underlying principles of biomedical ethics and be able to use these principles in analyzing specific situations.

METHOD OF INSTRUCTION: Case study, lecture/discussion.

OUTLINE:

SESSION 1: Introduction and L. Kass Reading: "Is there a medical ethic?"
April 29

SESSION 2: Ethics: Afloat on a Ship at Sea
May 1

SESSION 3: Responsible Use of Powerful Tools
May 6

SESSION 4: Medicine and Money
May 8

SESSION 5: AIDS and it's Stories
May 13

SESSION 6: Ethical Issues and AIDS
May 15

SESSION 7: The Elderly and Their Stories
May 20

SESSION 8: Immortality and Mortality
May 22

REQUIREMENTS: Short critiques of readings assigned to group and short in-class writing assignments.

READING LIST:

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM CREDITS: 8.00
TITLE: Cartooning and the Human Condition

May 2, 9, 16, 23 Thursday mornings 8:00-12:00 noon

PRESENTER: Chuck Ayers has been staff artist at Akron Beacon Journal since 1967 and editorial cartoonist for 13 years. He is co-creator of the nationally syndicated comic strip "Crankshaft" and part-time instructor in the art department at The University of Akron.

LEARNING GOALS: To appreciate one of the "lighter" art forms. Cartooning is an area which can be silly and slapstick or deadly serious. It is unique in that it can comment deeply on the human condition while still being readily accessible to everyone.

METHOD OF INSTRUCTION: Lecture, discussion and studio practice.

MATERIALS: Pencils & pens (your choice) and a sketch pad.

OUTLINE: (flexible)

SESSION I Discussion: What is a cartoon?
   What we like/dislike and why
   History of cartooning
   Different types of cartoons.

SESSION II Caricatures: Discussion: What they are - their impact - how to do them.
   Drawing: Caricature from photos and from life.

SESSION III Cartoon Figures: Faces, hands and feet and bodies.
   Expressions, movement.

SESSION IV Cartoon Ideas: Humor and gags. Combining concept, joke and drawing into a good cartoon.

REQUIREMENTS: Attendance, active participation and fun.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

June 21, 1990
TITLE: Changing Belief Systems in a Technological Society (B)

April 29, May 1, 6, 8, 13, 15, 20, 22 Monday/Wednesday mornings 8:00-12:00 noon

PRESENTER: Normand R. Bernier, Ed.D., Department of Educational Psychology, Administration, Technology, and Foundations, specializes in the area of cultural foundations of education. Areas of research include multicultural education, ideology, and education in non-school settings. He is co-author of Beyond Beliefs and Education for Relevance and co-editor of Education for Liberation, and numerous articles dealing with ideology and the educational process.

LEARNING GOALS: Belief systems such as Scientific, Puritanism, and Progressivism will be utilized to investigate the underlying beliefs, assumptions, and implications relating to current issues affecting the health care system. As part of the process, students will be encouraged to clarify their individual attitudes and beliefs about important conflicts in our society and relate their personal analysis to their own experiences. A major focus of the course will be the analysis of the relationship between technological development and the emergence of a dominant belief system which supports such a social structure. Conflicts between belief systems that relate to issues such as freedom of choice, the goals of medicine, the definition of illness, and the role of institutions in personal life will be analyzed.

METHOD OF INSTRUCTION: Short lecture and discussion.

OUTLINE:

SESSION 1: Introduction: Perception, Identity and Belief Systems
SESSION 2: Technological Development and Social Change Models
SESSION 3: Technology, Social Structures, and Belief Systems
SESSION 4: Demographic and Socioeconomic Trends and Belief Systems
SESSION 5: Professional Issues Related to Health and Health Services
SESSION 6: Conflicting Beliefs and Attitudes about Health and Health Services
SESSION 7: Ethical, Legal, and Social Dimensions of Decision-Making in Health Care Settings
SESSION 8: Professionalism and Bureaucratic Institutions -- Emerging Patterns

REQUIREMENTS: Active participation. Completion of "Critical Issues Journal" which will provide students with an opportunity to analyze class discussions, readings, and personal value questions.

READING LIST:

Selected assigned articles.

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM CREDITS: 8.00

2SHVAL.030/cks/1 June 21, 1990
COMMUNICATING IN CONFLICT: PRACTICING OPTIMAL RATHER THAN DEFENSIVE MEDICINE

APRIL 29, MAY 6, 13, 20  MONDAY AFTERNOONS  1:00-5:00 P.M.

PRESENTER: Arlene Brewster, Ph.D., and Gloria Cochran, Ph.D., Associate Directors of Behavioral Science, Family Practice Residency Program, Western Reserve Care System, Youngstown, Ohio. Lois Maio, Associate Director of Behavioral Science, Family Practice Residency Program, Canton-Aultman Medical Center, Canton, Ohio.

LEARNING GOALS: Participants will increase communication skills in order to improve patient care and reduce the likelihood of litigation. The student physicians will learn how to recognize potentially hostile situations, manage conflicts, clearly communicate uncertain outcomes, handle disagreements with medical colleagues, and reduce patient dissatisfaction.

METHOD OF INSTRUCTION: Lectures, practical exercise, videotapes, discussions, and case presentations.

OUTLINE:

SESSION 1: Introduction and overview. Review of literature.

- Experiencing the patient's viewpoint. Practical exercises dealing with provider/consumer aspects of treatment situation.

- Administration of the Myers-Briggs. Physician temperament analysis. Knowing the weaknesses and strengths in physician/patient encounters.

SESSION 2: Principles of communication.

- Practical exercises employing skills learned during presentation.

- Stress management and its relationship to patient relations skills.

SESSION 3: Presentation of cases dealing with physician/patient conflict from a legal viewpoint.

- Presentation of conflict resolution.

SESSION 4: Dealing with conflict with colleagues.

- Practical exercises employing skills learned throughout seminar.

- Prescriptive strategies for dealing with problem patients and colleague encounters.

REQUIREMENTS:

Active participation in discussions, reading of assigned materials. Reading list to be provided.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

2SHVAL.085/cks/1 June 21, 1990
TITLE: Health Care and Health Costs (B)

April 30, May 7, 21
May 17
Tuesday mornings  8:00-12:00 noon
Friday morning  8:00-12:00 noon

PRESENTERS: Colin Campbell, M.D., Provost and Dean, NEOUCOM, and James R. Boex, Associate Dean and Special Assistant to the Provost. Both instructors have lectured at national meetings on issues of health care and health education costs, and Dr. Campbell and Mr. Boex were the principal architects of a recent statewide reform in public subsidies for medical school clinical teaching in Ohio. Guest faculty will be brought in to share perspectives on this topic from the hospital, governmental and private sector points of view.

LEARNING GOALS: To help familiarize emerging physicians with current economic conditions and the broad and diverse implications of these conditions for their practices.

METHOD OF INSTRUCTION: Lecture and discussion.

OUTLINE: (tentative)

SESSION 1: The Identification of Health Care Costs
A. An overview of health care costs in the last twenty years
B. The process of cost allocation
C. Recent changes in public support for clinical costs
   1. TEFRA
   2. DRGs
   3. All payer systems

SESSION 2: The Hospital Perspective
A. Types of hospitals and their typical funding patterns
B. Case mix and costs incurred
C. The role of "the blues"
D. Alternative forms of health care (urgi-centers, surgi-centers, HMOs and other)

SESSION 3: The view from the Capitol
A. Social Security, 1935 to the present
B. The Great Society
C. Current health policies
D. Projections for the future

SESSION 4: Societal Implications of Cost Containment
A. International models
B. The role of the unions and management
C. Ethical ramifications of health care rationing
D. Course summary

REQUIREMENTS: To be announced.

READING LIST: To be announced.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00
TITLE: History of Medicine (H)

April 29, May 1, 6, 8, 13, 15, 20, 22    Monday/Wednesday afternoons    1:00-5:00 p.m.

PRESENTER: Emil Dickstein, M.D., is a Youngstown internist in private practice, a member of the Department of Medicine of the Western Reserve Care System, and Associate Professor of Medicine at NEOUCOM.

LEARNING GOALS: Students will study the development of medicine, encompassing physicians, disease, and society, its main pathway and byways, fits and starts.

Students will learn and reflect on the continuous interplay of the rational and irrational in medicine; the influences of the past on the present; the changing ethical relationships between physicians and patients; the doctor's obligations to society, self, and science; the goals of the physician's art; the role of technology through the ages; and medicine's role in the everyday meaning of life, past and present.

METHOD OF INSTRUCTION: Lecture, class discussions, slides, movies, medical artifacts, readings, and a field trip.

OUTLINE: Seven classroom sessions will survey the entire gamut of the History of Medicine, and one session will be spent at the Howard Dittrick Museum of Historical Medicine in Cleveland.

REQUIREMENTS: Attendance, class participation, and a required oral historical project.

READING LIST:


Class handouts.

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM CREDITS: 8.00
TITLE: The Hour of Our Death: Portraits of Death and Dying in the Arts, Humanities, and Psychology

May 2, 9, 16, 23 Thursday afternoons 1:00-5:00 p.m.

PRESENTERS: Jane Eckert, Ph.D., Ignatia Hall, St. Thomas Medical Center, and in the private practice of psychology.

LEARNING GOALS: Participants will begin to confront in a personal sense the meaning of their own death and deaths of others.

METHOD OF INSTRUCTION: Discussion.

OUTLINE: The following topics will be discussed throughout the four-week class:

SESSION 1: April 26
Personal Perspectives of Death, Dr. Barbara Armstrong, The University of Akron, Family Dynamics of illness and Death

SESSION 2: May 3
Cross-Cultural Perspectives of Death, AIDS Counselor, AIDS Patient

SESSION 3: May 10
"Whose Life is it Anyway?"

SESSION 4: May 17
Student Responses to Literature

REQUIREMENTS: Attendance, class participation, short writing, journal, individual projects.

READING LIST:

- The Metamorphosis, Kafka
- The Death of Ivan Ilych, Tolstoy
- Tell Me a Riddle, Olson
- Death: The Final Stage of Death, Kubler-Ross
- AIDS: The Ultimate Challenge, Kubler-Ross

Duplicated materials distributed in class.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

2SHVAL.035/cks/1 June 21, 1990
TITLE: Impact of Aging (B)

April 30, May 7, 14, 21 Tuesday afternoons 1:00-5:00 p.m.

PRESENTERS: Maria Schimer, M.P.H., J.D., Associate Dean for Legal and Administrative Affairs, Director of Office of Geriatric Medicine/Gerontology; Carol E. Franken, M.S.Ed., Administrative Director, Office of Geriatric Medicine/Gerontology, NEOUCOM, Senior Guests, Consortium Faculty and Professionals working with the elderly.

LEARNING GOALS: To focus on the existence of value conflicts and value questions with regard to aging in our society; To promote awareness of the student’s own value and belief systems regarding aging; Using the Arts and group discussion to heighten the sensitivities of the medical student to the universal experience of aging.

METHOD OF INSTRUCTION: A small group learning experience focusing on the positive aspects of aging.

OUTLINE:

SESSION I: "Sharing the Past through Oral Histories" A luncheon pairing the students with senior guests for a participative oral history exercise.

SESSION II: "A Hearing for Guardianship" A mock hearing and group discussion.

SESSION III: "Aging as Seen through the Eyes of Artists" and group discussion.

SESSION IV: "Death: The Final Stage of Growth" Film "Detour" and an informal discussion with faculty.

REQUIREMENTS: Attendance and active participation in group discussion (class size limited)

READING LIST:

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

2SHVAL.074/ije/1
TITLE: The Impact of Loss on Self-Esteem (B)

May 2, 9, 16, and 23 Thursday afternoons 1:00-5:00 p.m.

PRESENTER: David A. Santoro, Ph.D., Psychologist, Cleveland State University and private practice.

LEARNING GOALS: This mini-course is designed to critically examine interrelationships between loss experience and its impact on self-esteem. The course will explore functional and dysfunctional expressions of loss and offer practical methods to constructively deal with loss. In each session, applications of loss/self-esteem concepts are facilitated by a series of group activities in which participants can explore loss issues that they have encountered via personal experiences and/or through one’s contact with others. Upon completion of the course, the students will be able to:

1. Describe a comprehensive view of self-esteem as part of human functioning.
2. Recognize the major components of self-esteem and explain their functions.
3. Explain the major sources of loss and its impact on self-esteem.
4. Describe major characteristics of loss experiences: stages, types of losses, and major concepts and assumptions.
5. Recognize and critically discuss functional and dysfunctional expressions of loss on self-esteem via death, divorce, physical losses, etc.
6. Describe and illustrate methods to deal with loss and enhance self-esteem.

METHOD OF INSTRUCTION: Lecture, class discussions, and structured activities.

OUTLINE: The theme will focus on self-esteem and loss from many different areas: patient health, loss of a loved one, loss of status through divorce/separation, effects on students and residents through loss of autonomy, loss of body parts/organs.

SESSION 1: Comprehensive view of self-esteem and its components (objectives #1 and #2).
SESSION 2: Sources of stress, loss experiences, and self-esteem (objectives #3 and #4).
SESSION 3: Functional and dysfunctional expressions of loss (objective #5).
SESSION 4: Dealing with loss and enhancing self-esteem (objective #6).

REQUIREMENTS: Active participation and regular attendance. Students are expected to read a practical self-help book, Living through Personal Crisis.


CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

2SHVAL.063/cks/1 June 21, 1990
TITLE: Literary Images of Medicine (H)

April 29, May 1, 6, 8, 13, 15, 20, 22  Monday/Wednesday mornings  8:00-12:00 noon

PRESENTER: Delese Wear, Ph.D., Coordinator, Human Values in Medicine, NEOUCOM.

LEARNING GOALS: Students will (1) learn and practice critical literary skills; (2) examine how medical issues are portrayed in various genres; (3) investigate how these genres differ in their treatment and portrayal of medical issues; and (4) examine their own beliefs and commitments about medicine in light of the selected literature.

METHOD OF INSTRUCTION: Discussion.

OUTLINE:


SESSION 3: WOMEN AND MEDICINE - Duplicated poems and stories on birth, hysterectomy, and breast cancer.


SESSION 5: AGING - May Sarton's As We Are Now, duplicated poems and stories, "Harold and Maude" (film).

SESSION 6: DYING - Kafka's The Metamorphosis and Tolstoy's The Death of Ivan Ilych.

SESSION 7: 20th CENTURY DOCTORING - Walker Percy's Love in the Ruins, "Tidy Endings" (film).

SESSION 8: 20th CENTURY MALAISE - "sex, lies and videotape" (film).

REQUIREMENTS: Attendance and class participation.

READING LIST: (Required for purchase)

W. C. Williams, The Doctor Stories (edited by R. Coles)
W. Percy, Love in the Ruins
P. Kafka, The Metamorphosis
T. Olsen, Tell Me a Riddle
L. Tolstoy, The Death of Ivan Ilych

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM POINTS: 8.00

2SHVAL.037/cks/1  June 21, 1990
TITLE: Medical Hypnosis I (B)

April 30, May 7, 14, 21  Tuesday afternoons  1:00-5:00 p.m.

PRESENTER: Daniel A. Zelling, M.D., Executive Director, Ohio Institute of Medical Hypnosis, Inc.

LEARNING GOALS: Participants will become acquainted with theory and practice of hypnosis and the scope of its medical applications as the art and science of effective suggestion therapy.

METHOD OF INSTRUCTION: Lecture, discussion, demonstration and supervised practice.

OUTLINE:

SESSION 1: Introduction, History and Misconceptions regarding Hypnosis.

SESSION 2: Medical Applications of Hypnosis.

SESSION 3: Semantics of Hypnosis and Overview of Techniques Utilized.

SESSION 4: Summary and Student Practicum.

REQUIREMENTS: Active participation. Enrollment limited to 30. (Sixth year medical students, doctoral level graduate students, physicians, dentists, psychologists, MSWs, and registered nurses only.)

READING LIST: (suggested readings)

Hartland, John, Medical and Dental Hypnosis, 1971, Williams and Wilkins, 2nd edition. (Contains excellent word for word suggestions for a variety of diseases.)

Hilgard, E. and Hilgard, J., Hypnosis in the Relief of Pain, 1975, CA. (A must for any physician dealing with clinical pain.)

Kroger, W.S., Clinical and Experimental Hypnosis, 1963, Lippincott. (The "Cecil & Loeb" of clinical hypnosis.)


CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

2SHVAL.038/cks/1  June 21, 1990
TITLE: Medical Hypnosis III (B)

April 30, May 7, 14, 21  Tuesday evenings  6:00-9:00 p.m.

PRESENTER: Daniel A. Zelling, M.D., Executive Director, Ohio Institute of Medical Hypnosis, Inc.

LEARNING GOALS: Participants will be introduced to hypnoanalysis, protective suggestions, hypnotic word associations, hypnotic dreams, induction and interpretations, double diagnosis and age regression. Emphasis will be on psychoneurosis, depression and psychosexual dysfunction.

METHOD OF INSTRUCTION: Lecture, discussion, demonstration and supervised practice.

OUTLINE:


SESSION 3: Age-regressions. Psychoneurosis and depression.


REQUIREMENTS: Active participation. Enrollment limited to 30. (Sixth year medical students, doctoral level graduate students, physicians, dentists, psychologists, MSWs, and registered nurses only.) Must have completed Medical Hypnosis II.

READING LIST:


Boswell, L. K., Jr. The initial sensitizing event of emotional disorders, British Journal of Medical Hypnotism, 1961, 12.

Cooper, Lewter N.C. Initial Environmental Experience, Medical Hypnoanalysis, November, 1981.


CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM POINTS: 3.00
TITLE: Medicine and Opera (H)

May 11, 12      Saturday and Sunday mornings 9:00-2:00 p.m.
(A Hungarian lunch break included at the Hutterers' home)

PRESENTERS: Mrs. Maria Hutterer and Dr. Ferenc Hutterer, Professor and Chairman, Biochemistry Department, NEOUCOM.

LEARNING GOALS:

1. To appreciate the "musical language" as a means for description of human characters and situations.

2. To learn how physicians are viewed by other segments of society and how these views are expressed in the language of music.

METHOD OF INSTRUCTION: Lectures, audio and video demonstrations, and active group participation at the piano.

OUTLINE:

Physicians are depicted in classical operas frequently and described - in the musical language - variously as noble, competent, serious, greedy, evil, ignorant. You will "hear" a house visit of a serious physician of his tuberculotic patient; a family practitioner who takes care of all sorts of problems besides health; a greedy physician whose only interest is money; a quack who sells placebos (which turn out to be effective); an evil physician who torments his patient and drives her to psychosis and death; and an ignorant one who makes a total fool of himself.

These characterizations will be illustrated by operas of Rossini, Donizetti, Verdi, Puccini and Offenbach. The music will be played first by tape followed by an analysis at the piano. This will include the study of text, group singing and the translation of musical language to (Hungarian) English with your active participation.

REQUIREMENTS: Active participation.

READING LIST: Handouts will be supplied.

CONTACT HOURS: 8.00
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00

2SHVAL.040/cks/1       June 21, 1990
TITLE: A Perspective of Aging Through Literature

April 29, May 6, 13, 20 Monday mornings 8:00-12:00 noon

PRESENTER: Ellen G. Whiting, Instructional Development Specialist, NEOUCOM, Department of Family Medicine

LEARNING GOALS: The course will enhance the student’s appreciation of how literature broadens one’s understanding of human experiences and feelings. Literary selections, class activities and discussion will focus on the healthy, elderly person’s perspective of life and of aging.

METHOD OF INSTRUCTION: Short lecture, group discussion, readings, viewing of films.

OUTLINE:

SESSION 1 - Aging Women

fiction: Sarton, As We Are Now
         Welty, “A Worn Path”
poetry: Sarton, “Old Lovers at the Ballet,” Gestalt at Sixty
        Levertov, “A Woman Alone”
        Blumenthal, “The Pleasures of Old Age”
drama: “Trip to Bountiful”

SESSION 2 - Aging Men

fiction: Taylor, “Port Cochere”
         Canin, “We Are Nighttime Travelers”
         Updike, “The Wallet”
poetry: Harris, “My Father-in-Law’s Contract”
        Silverstein, “The Little Boy and the Old Man”
        Ciardi, “Thinking About Girls”
drama: “Painting Churches”

SESSION 3 - Aging and Identity

fiction: Laurence, Stone Angel
         Forster, “Road to Colonus”
poetry: Robinson, “Mr. Flood’s Party”
        Frost, “Provide, Provide”
drama: “Wild Strawberries”

SESSION 4 - Aging and Death

fiction: Wilkerson, “A Mistaken Charity”
         Bellow, “Leaving the Yellow House”
poetry: Grumbach, “And the Old Men Play Dominoes”
        Crowe, “Old Man Playing With Children”
        Honig, “Now, Before the End, I Think”
drama: “Harold and Maude”

REQUIREMENTS: Attendance, completion of assigned reading, class participation, and a short paper.

READING LIST: Syllabus of materials available through the Department of Human Values. (available in the bookstore and on reserve in the library)

Required For Student Purchase:
Sarton, May, As We Are Now, W.W. Norton & Co., NY, 1973, (127 pages)
Laurence, Margaret, Stone Angel, Seal Books, Toronto, 1978 (275 pages)

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

2SHVAL.001/cks/1 August 2, 1990
TITLE: Philosophy and Medicine (H)

April 30, May 2, 7, 9, 14, 16, 21, 23 Tuesday/Thursday mornings 8:00-12:00 Noon

PRESENTER: Brendan P. Minogue, Ph.D., Department of Philosophy and Religious Studies, Youngstown State University, specializes in the areas of Philosophy and History of Science, 17th and 18th Century Philosophy, Topics in Epistemology and Metaphysics, Applied Ethics: Engineering and Medicine. His publications include "Error, Malpractice, and the Problem of Universals," The Journal of Medicine and Philosophy, 1982.

LEARNING GOALS: To examine philosophical issues, other than ethics, that permeate the practice of medicine during the 20th Century.

METHOD OF INSTRUCTION: The eight presentations will focus on how philosophy can clarify problems that emerge from the practice of medicine. Lectures and discussions, two guest presenters.

OUTLINE:

SESSION 1: We will open our discussion of Philosophy and Medicine by reading a round table discussion on the nature of the relation between these vastly different forms of inquiry. The discussion will reflect a good deal of disagreement and debate as to whether the two areas can actually cross-fertilize. Reading: Round Table Discussion.

SESSION 2: Thomas Kuhn and the Historical Challenge to Scientific Objectivity - I will review Kuhn's The Structure of Scientific Revolutions. This important book has questioned many traditional assumptions about the nature and methods of science and has been labeled a "subjectivist attack" on science. I will lead a discussion on the implications of this attack for contemporary medicine. This book is required.

SESSION 3: Evolutionary Theory and its Place in Ethics - In this session we will discuss some contemporary trends in providing an evolutionary interpretation of ethical behavior. For example, can evolutionary theory be used to develop principles that can resolve ethical conflict within medicine. We will also examine some issues in sociobiology. A series of criticisms of this project will be developed. Reading: George Kieffer's "Ethics and Evolutionary Biology."

SESSION 4: Medical Causality - The similarity/dissimilarity among scientific, legal, moral, and medical senses of causality. Reading: Agassi and Toulmin articles.

SESSION 5: Philosophy of Language - Five types of definitions, their justification and criteria for adequacy.

SESSION 6: Philosophy of Justice - We will examine five definitions of distributive justice and apply these principles to the problems of allocating scarce medical resources. Reading: The Outka and Fried articles.

SESSION 7: Existentialism - We will examine this contemporary philosophical movement through the medium of a medical novel, Albert Camus' The Plague.

SESSION 8: Philosophy of Mind - Examination of at least three distinct contemporary solutions to the problem of the nature of mind, and the implication of these theories on medically significant topics. Review and Summary. Reading: Alston and Brandt "Introduction to Mind Body Problem."

REQUIREMENTS: Active participation. Completion of "take home" journal which will emphasize students' subjective responses to the material covered.

READING LIST:
Kuhn, Thomas, The Structure of Scientific Revolutions.
Camus, Albert, The Plague, 1972, NY.
(Packet of articles on reserve.)

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM CREDITS: 8.00

2SHVAL.043/cks/1 June 21, 1990

May 1, 8, 15, and 22  Wednesday evenings  6:00-9:00 p.m.

PRESENTER: Ann Carden, Doctoral candidate, Counseling Psychology, Kent State University, and Psychological Services Intern, Cleveland VA Hospital.

LEARNING GOALS: Studies of medical marriages suggest that, although the incidence of physician divorce is lower than the average, doctors and their spouses express more than their share of dissatisfaction and disillusionment with their marital relationships. This course will integrate research and theory concerning adult psychosocial and career development, and the dynamics of intimate systems (spousal, parental, gay, and lesbian) as these relate to physicians.

METHOD OF INSTRUCTION: Lecture/discussion format with audiovisual presentations and case study analyses.

REQUIREMENTS: Attendance, active participation in class discussion, journal responses to each session and to assigned readings.

READING LIST: Materials will be distributed in class.

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM CREDITS: 3.00
TITLE: Plague Literature

May 1, 8, 15, 22       Wednesday mornings       8:00-12:00 Noon

PRESENTER: Sandra W. Stephan, Ph.D., Department of English, Youngstown State University

LEARNING GOALS: Students will (1) examine a number of literary treatments of epidemic illness, past and present; (2) explore the cultural and social implications of those literary responses; (3) investigate the constructs society, art, and medicine have imposed upon plague and its causes; and (4) examine their personal responses to epidemic illness.

METHOD OF INSTRUCTION: Brief lectures and discussion.

OUTLINE: Students will read one major work prior to each class session. We will also read and discuss shorter selections in class.

READING LIST (also tentative):

    Major Works: Daniel Defoe, A Journal of the Plague Year
                   Albert Camus, The Plague
                   Sinclair Lewis, Arrowsmith (selections)
                   Larry Kramer, The Normal Heart

    Shorter selections (handouts distributed in class):
                   Bible, Exodus, Job, Revelations
                   Boccaccio, The Decameron, Prologue, Day 1
                   Chaucer, Canterbury Tales, "The Pardoner's Table"
                   Brief poems, and plague narratives of 16th, 17th, and 18th
century writers
                   Edgar Allen Poe, The Masque of the Red Death

REQUIREMENTS: Attendance and participation in discussion; short in-class written responses.

CONTACT HOURS: 16.00
SEMESTER HOURS: .67
QUARTER HOURS: 1.00
HVM CREDITS: 4.00

2SHVAL.045/cks/1       June 21, 1990
TITLE: Power, Medicine and Social Relationships

April 30, May 2, 7, 9, 14, 16, 21, 23  Tuesday/Thursday mornings  8:00-12:00 noon

PRESENTERS: Beth Rushing, Ph.D., Assistant Professor, Department of Sociology, Kent State University, and Clint Snyder, M.A., Teaching Fellow, Department of Sociology, Kent State University

METHOD OF INSTRUCTION: Short lecture and group discussion.

OUTLINE:

SESSION 1:  INTRODUCTION
- Power and the Medical Institution
- Definition of Illness
- Medical diagnosis as social control
- "One Flew Over the Cuckoo's Nest"

SESSION 2:  THE INSTITUTION OF MEDICINE
- Stigmatizing Illness: AIDS, Schizophrenia, Others
- Labelling

SESSION 3:  MEDICAL POWER AND RACE/SOCIAL CLASS
- Differential treatment for races, classes
- Diagnosis differences of the races, classes
- "Racism and Research"

SESSION 4:  MEDICINE AND GENDER
- Treatment differences by gender
- Devaluation of female patient
- "Changing Places"

SESSION 5:  MEDICAL POWER AND SEXUALITY
- Homosexuality
- Control of reproductive rights

SESSION 6:  THE DOCTOR-PATIENT RELATIONSHIP
- Szasz and Hollander Model of Authority
- Physician authority
- Consumeristic patient

SESSION 7:  POWER AMONG THE MEDICAL PROFESSIONS
- Professionalization of nursing
- Nurse-physician relationship
- Nurse-practitioners, physicians' assistants, midwives
- Specialists vs. Generalists

(CONTINUED)
SESSION 8: CONCLUSIONS
- Sorting out power struggles
- Awareness of conflicts as physicians

*NOTE: There are prior readings for this course, please, call the HVM Office if you have not received them in a prior mailing.

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM CREDITS: 8.00
TITLE: Religion and Medicine (B)

April 30 May 2, 7, 9, 14, 16, 21, 23  Tuesday/Thursday afternoons  1:00-5:00 p.m.

PRESENTER: Rev. George Gaiser, Faith Lutheran Church, Kent.

PARTICIPANTS: Steve Adams, Rabbi, Hillel, KSU; William Brinker, M.D., Ophthalmologist, Ravenna; Jay W. Cranston, M.D., Coordinator, University Medical Services, KSU; Ghulam Mir, M.D., Gastroenterologist, Barberton; George Murphy, Ph.D., Pastor, St. Mark's Lutheran Church, Tallmadge; Viola Morofka, Ph.D., Nursing, KSU; Lorraine Schmucker, Christian Science Practitioner, Orville; Thomas Stine, M.D., Ob/Gyn, Stow; John Zapp, Pastor, Newman Center, KSU.

LEARNING GOALS: To introduce the students to the friction and the concensus between religion and medicine. To establish some workable definitions. To learn how to deal with/use the religious persuasion of both physician and patient.

METHOD OF INSTRUCTION: Minimal lecture; open discussion predicated on those lectures, readings, guest presentations, student presentations; some role play.

OUTLINE: (Provisional)

SESSION 1. Introduction and Session I: Medicine as Religion; Separation
1 p.m. Getting Acquainted; with one another and the subject
2 p.m. Definitions: Religion and Medicine
3 p.m. History (Movie: Wild Science)
4 p.m. High Priesthood Today

SESSION 2. Religion as Medicine
1 p.m. A Physician's Perspective (Dr. Jay Cranston)
2 p.m. Faith, Wholeness and Healing
3 p.m. Faith, Wholeness and Healing, Part II
4 p.m. The Perspective of Christian Science (Lorraine Schmucker)

SESSION 3. World Religions and Sects
1 p.m. The Place of Medicine in Islam (Dr. Ghulam Mir)
2 p.m. Student Presentation: "Medicine in Primitive Cultures"
3 p.m. Medicine and Roman Catholicism (Father John Zapp)
4 p.m. How the Western World Got Where It Is

SESSION 4. Religion and Medicine as Antagonists
1 p.m. The Place of Medicine in Judaism (Rabbi Steve Adams)
2 p.m. Student Presentation: "The Science of Medicine"
3 p.m. Compartmentalization in the West
4 p.m. The Effect on Folks Caught in the Squeeze

SESSION 5. Religion and Medicine as Partners
1 p.m. Convergence in Our Time (Dr. George Murphy)
2 p.m. Common Concerns: Death
3 p.m. Common "Patients" and Patience
4 p.m. Student Presentation: "Hospital Chaplaincy"

SESSION 6. The Patient's Religion and the Religion of the Healer (Paper due)
1 p.m. Determining One's "Religion"
2 p.m. Student Presentation: "Communicating Religion"
3 p.m. Using Religion (Self and Patient) As a Resource (Role Play)
4 p.m. A Physician's Perspective (Dr. William Brinker)

SESSION 7. Toward Unity: Religion and Psychology
1 p.m. Student Presentation: "Psychosomatic illness"
2 p.m. The View of a Psychiatric Nurse (Dr. Viola Morofka)
3 p.m. Sin, Guilt, Alienation, Redemption and Life; Discussion
4 p.m. Compartmentalization Problems
SESSION 8. Special Problems and Review
1 p.m. Transplants: "The Gift of Life" (Video)
2 p.m. A Physician's Perspective (Dr. Thomas Stine [On Call])
3 p.m. Ethical Issues, e.g., Abortion, Unnecessary Surgery
4 p.m. Discussion of Papers and Review

REQUIREMENTS: Active participation, class presentation on one of the subjects listed in the syllabus (due that day), and a paper of 5 typewritten pages entitled "My Religion and My Practice of Medicine," due May 18.

READING LIST:

Shriver, Donald W. Shriver, Jr. (Editor), Medicine and Religion, University of Pittsburgh Press, 1980
Belgum, David (Editor), Religion and Medicine, Iowa State University Press, 1967

ASSIGNMENTS:

PAPER

The purpose is to determine "my" religion and its relationship to "my" practice of medicine. Do I have a definable, main line religion? What is it? Do I adhere to its teachings? If not all, where do I differ? Why? Is my "religion" definable according to some of the definitions we have seen together in the course? What does all this have to do, both overtly and covertly, with my life and particularly with the way I intend to practice medicine? Am I comfortable with that? If not, what can I do to get comfortable?

PRESENTATION

These presentations begin week two. Individual explanations will be given to each of the presenting persons.

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM POINTS: .00

2SHVAL.046/cks/2 June 21, 1990
TITLE: Sexual Behavior

April 29, May 6, 13, 20  Monday Evenings  6:00-9:00 p.m.

PRESENTER: Robert K. Devies, Ph.D., is in private practice in Canton as well as teaching medical students and residents at the Aultman Hospital campus. He specializes in Rehabilitation and Treatment of Psychological Aspects of Illness and Disability.

LEARNING GOALS: This course is an opportunity to explore sexual behavior from the perspective of its physical, psychological and social determinants. Both structural and function will be considered with discussion of both typical or usual sexual behaviors and those less typical or unusual.

METHOD OF INSTRUCTION: Lecture, discussion.

OUTLINE:

SESSION 1:  Introduction
             Cultural and Temporal Relativity
             Religious and Legal Constraints
             Western Civilization Traditions

SESSION 2:  Sexual Development (Stages of Relationships)
             Sexual Response Styles
             Effects of Disability
             Effects of Aging

SESSION 3:  Sexual Dysfunction and Therapy
             Sexuality Transmitted Disease

SESSION 4:  Sexual Alternatives: Celibacy, Homosexuality, Paraphilias, etc.
             Closing

REQUIREMENTS:

CONTACT HOURS:  12.00
SEMESTER HOURS:  .50
QUARTER HOURS:  .75
HVM CREDITS:  3.00
TITLE: Substance Abuse on Stage and Screen

May 2, 9, 16, 23          Thursday evenings          6:00-9:00 p.m.

PRESENTER: Ian S. Haberman, Ph.D., J.D., attorney with Haberman & Scheetz Co., L.P.A. (Medina); actor at WeatherVane Community Playhouse.

LEARNING GOALS: Students will examine how playwrights and screenwriters have confronted, dealt with, and explored issues relating to substance abuse, specifically, alcohol and drugs.

METHOD OF INSTRUCTION: Lecture, group discussion, viewing (where possible) excerpts of relevant plays and movies.

OUTLINE: TBA

REQUIREMENTS: Attendance and class participation.

READING LIST:

O'Neill, Long Day's Journey into Night
J. P. Miller, Days of Wine and Roses
Gelber, The Connection
Povod, Cuba and His Teddy Bear

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM CREDITS: 3.00
TITLE: The Psychology of Religion, Health and Healing (B)

April 29, May 1, 6, 8, 13, 15, 20, 22 Wednesday mornings 8:00-12:00 noon

PRESENTER: D. Gary Schreckengost, M.A., Dartmouth; M.Div., Hamma Research Fellow, Yale University. Consultant for Ethics and Public Policy, Assistant to the President, Thiel College.

LEARNING GOALS: This course explores the psycho-religious dynamics of consciousness and belief formation and its consequent impact upon health and healing. For the practicing physician, an awareness of the powerful religious and psychological interactions with the healing process aids in correctly assessing and encouraging the recuperative potential of an individual. Through a study of the writings of the great psychologists, eastern and western religious traditions and contemporary research, the physician will open new channels of insight into the healing art. Thus, it is hoped that this study will equip physicians to more successfully interact with patients through greater sensitivity to the powerful impact of their belief systems.

METHOD OF INSTRUCTION: Case study and seminar/discussion. Films, videotapes and teleconferencing.

OUTLINE: The insights of the following will be discussed:

- William James
- Sigmund Freud
- Carl Jung
- Gordon Allport
- Abraham Maslow
- Alan Watts
- Victor Frankel
- Eric Fromm

Western Religious Traditions Views of Health
- Protestant, Catholic and Jewish
- Christian Science
- Mind Science

Folk Traditions
- Culti Non-Medical Modalities

Psychosomatic Medicine
- Holistic Medicine
- Imaging
- Placebo Effect
- Quantum Healing

Eastern Religious Traditions Views of Health
- Transcendental Meditation
- Ayurveda

REQUIREMENTS: Case presentations, active participation.

READING LIST:
- Topical Selections Readings Packet
- (Medical Library Reserve)
- Tournier, Paul, M.D., The Healing of Persons
- Sanford, John A., Healing and Wholeness
- Stanway, Andrew, M.B., Alternative Medicine (recommended)

CONTACT HOURS: 32.00
SEMESTER HOURS: 1.33
QUARTER HOURS: 2.00
HVM CREDITS: 8.00

2SHVAL.013/cks/1 July 30, 1990
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<th>Date</th>
<th>Time</th>
<th>Day</th>
<th>Title</th>
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<tr>
<td>AUGUST</td>
<td>Sat.11</td>
<td>9am - 4pm</td>
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<td>*NEOUCOM Student-to-Student (at NEOUCOM)</td>
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<tr>
<td>SEPTEMBER</td>
<td>Fri.14</td>
<td>7-9 pm</td>
<td>Friday</td>
<td>*New Visions of the Male/Female Relationship (at NEOUCOM)</td>
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<tr>
<td>SEPTEMBER</td>
<td>Sat.15</td>
<td>9-4 pm</td>
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<td>*The Bioethics of Human Genetic Engineering (at NEOUCOM)</td>
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<td>OCTOBER</td>
<td>Fri. 5</td>
<td>7-9 pm</td>
<td>Friday</td>
<td>*Death in the Family (at Youngstown)</td>
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<td>JANUARY</td>
<td>Fri.18</td>
<td>7-9pm</td>
<td>Friday</td>
<td>*Epidemics Past and Present (at AKRON CITY)</td>
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<td>FEBRUARY</td>
<td>Fri.15</td>
<td>7-9pm</td>
<td>Friday</td>
<td>*Becoming A Good Doctor (at NEOUCOM)</td>
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<td>FEBRUARY</td>
<td>Sat.16</td>
<td>9-4pm</td>
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<td>*The Human Side of Alcoholism (at AULTMAN)</td>
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<td>MARCH</td>
<td>Fri. 1</td>
<td>7-9pm</td>
<td>Friday</td>
<td>*Risk Management (at NEOUCOM)</td>
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<tr>
<td>MARCH</td>
<td>Sat. 2</td>
<td>9-4pm</td>
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<td>APRIL</td>
<td>Fri.26</td>
<td>7-9pm</td>
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<td>*Lit. &amp; Medicine (at HIRAM)</td>
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<td>APRIL</td>
<td>Sat.27</td>
<td>9-4pm</td>
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<td>*Nuclear Humor (at KENT STATE)</td>
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<td>MAY</td>
<td>Fri. 3</td>
<td>7-9pm</td>
<td>Friday</td>
<td>*Adolescent Sexuality (at NEUCOM)</td>
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<td>MAY</td>
<td>Sat. 4</td>
<td>9-4pm</td>
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<td>*Adolescent Sexuality (at NEUCOM)</td>
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<td>MAY</td>
<td>Fri. 9</td>
<td>7-9pm</td>
<td>Friday</td>
<td>*Adolescent Sexuality (at NEUCOM)</td>
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<tr>
<td>MAY</td>
<td>Sat.10</td>
<td>9-4pm</td>
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TITLE: New Visions of the Male-Female Relationship

September 14, 1990  Friday  7:00-8:30 p.m. Free Public Lecture
September 15, 1990  Saturday  9:00 a.m.-4:00 p.m. Workshop
NEOUCOM, Rootstown Campus

PRESENTERS: Samuel Shem, M.D., Ph.D., former Rhodes Scholar, is a playwright, novelist, and psychiatrist at Harvard Medical School. Janet Surrey, Ph.D., a clinical psychologist, and Clinical Instructor in Psychology at Harvard Medical School, has become nationally noted for her work on new theories of women's psychological development. Dr. Shem and Dr. Surrey have worked for many years at Harvard and in their private practices in the treatment of addictions - alcoholism and other substances - helping addicts to recover through the use of 12-step programs such as Alcoholics Anonymous, and through psychotherapy.

LEARNING GOALS/METHOD OF INSTRUCTION: New perspectives on gender-related theories of development suggest that men and women have important differences in style of growth, learning, and relating. Differences emerge around needs for closeness, power, sexuality, and autonomy. Men and women in relationships often reach impasses which feel personal and individual but are shared by many couples. This seminar explores some of these universal impasses as a basis for new growth through the study of the Stone Center model of development and the fiction and plays of Dr. Shem. Focus is on strategies for building relationships which foster mutual empowerment and creativity. This seminar is useful for both female and male clinicians.

OUTLINE:

Friday (Sept. 14):
- Introductory lecture and group introduction
- lecture on Stone Center Model of Women’s Development in Relationships

Saturday (Sept. 15):
- Lecture on Men’s Psychological Development
- Male and Female Group Discussion
- Whole Group Discussion
- Applications for Couples

REQUIREMENTS: Active participation.


CONTACT HOURS: 7.50
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00

2SHVAL.076/jje/1
TITLE: The Bioethics of Genetic Engineering with Human Beings

October 5, 1990
October 6, 1990 Saturday 9:00 a.m.-4:00 p.m. Workshop
NEOUCOM, Rootstown Campus, Meshel Conference Center

PRESENTERS: Aubrey Milunsky, MB.B.Ch., D.Sc., F.R.C.P., D.C.H., is Professor of Pediatrics, Obstetrics and Gynecology, and Pathology, and is founding Director of the Center for Human Genetics at Boston University School of Medicine. His laboratories are a major center for prenatal diagnosis. Thomas H. Murray, Ph.D., is Professor of Biomedical Ethics and Director of the Center for Biomedical Ethics at Case Western Reserve University School of Medicine. Dorothy C. Wertz, Ph.D., is a Research Professor at the School of Public Health at Boston University. Robert M. Cook-Deegan, M.D., is a Senior Research Fellow at the Kennedy Institute of Ethics and an Associate in the Department of Health Policy and Management in the School of Hygiene and Public Health at Johns Hopkins University. Charles H. Baron, J.D., Ph.D., is a Professor of Law at Boston College Law School.

LEARNING GOALS: TBA

METHOD OF INSTRUCTION:

OUTLINE:

8:50 a.m. Welcoming address by Dr. Martin Kohn
9:00 - 9:45 Keynote address by Dr. Aubrey Milunsky: "The Bioethics of Genetic Engineering with Human Beings"
9:45 - 10:30 Address by Dr. Thomas H. Murray: "What is a Genetic Disease?"
10:30 - 10:45 Coffee break
10:45 - 11:30 Address by Dr. Dorothy C. Wertz: "The Right to Choose: Disclosure, Treatment, and Informed Consent"
11:30 - 12:15 Panel Response and Question and Answer Session
12:15 - 1:15 Lunch
1:15 - 2:00 Address by Dr. Robert M. Cook-Deegan: "Advances in Human Genetics: Implications for Public Policy"
2:00 - 2:45 Address by Dr. Charles H. Baron: "Constitutional Implications in the Research and Treatment of Genetic Disease"
2:45 - 3:00 Coffee break
3:00 - 3:30 Panel Response and Question and Answer Session
3:30 - 4:00 Closing Remarks by Dr. Aubrey Milunsky
REQUIREMENTS: If there is no Friday evening lecture, students must complete 1½-2 page reaction paper to receive 2 HVM credits. There is limited enrollment for NEOUCOM students.

CONTACT HOURS: 7.50
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00
TITLE: Death in the Family: Stories of Grieving and Growth

November 16, 1990 Friday 7:00-8:30 p.m. Free Public Lecture
November 17, 1990 Saturday 9:00 a.m.-4:00 p.m. Workshop
Youngstown - Northside

PRESENTER: Linda Garcia-Shelton, Ph.D., Family Practice Residency Program, St. Joseph Hospital, Flint, Michigan.

LEARNING GOALS:
1. Identify aspects of the normal grieving processing in both the expected and unexpected death of a family member.
2. Learn to identify problematic responses to loss.
3. Learn a number of adaptive coping responses to loss, and ways to help people implement them.

METHOD OF INSTRUCTION: Lecture, videotape viewing, and discussion.

OUTLINE:

Friday Evening: Discussions of persons' experiences with death in their own families

Videotape and discussion of an interview with adolescent family 6 weeks after father's death

Saturday Morning: Discussion of readings

Videotape and discussion of an interview with adolescent family two years after oldest son's death

Saturday Afternoon: Discussion of readings

Videotape and discussion of an interview with a launching phase family discussing their father's expected death. Father is present and dies 18 months after taping.

REQUIREMENTS: Be present and participate actively in discussion.

READING LIST:


2. "Do not go gently into that Good Night" Dylan Thomas.


CONTACT HOURS: 7.50
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00

2SHVAL.078/jje/1
TITLE: Epidemics Past and Present: The Creative Response

January 18, 1991     Friday     7:00-8:30     Free Public Lecture
January 19, 1991     Saturday 9:00 a.m.-4:00 p.m. Workshop
Akron - Akron City Hospital

PRESENTER: Lois LaCivita Nixon, Ph.D., M.P.H., Assistant Professor, Division of Ethics and Humanities, Department of Internal Medicine, The University of South Florida College of Medicine.

LEARNING GOALS: To consider responses historically and currently to major disease occurrences such as plague, leprosy, syphilis, tuberculosis, and AIDS. Class discussion will include professional duties and concerns, patterns of fear and hysteria, widespread ignorance, placement of blame, and creative response by writers and artists. While the history of previous epidemics is important for understanding professional and societal responses, the primary workshop focus is AIDS.

METHOD OF INSTRUCTION: Lecture, film, discussion, dramatic reading.

OUTLINE:

1. selected art images (cartoon, posters, paintings, photographs)
2. drama (excerpts from Oedipus, Troylus and Cresside, La Boheme, As Is, Adam and the Experts, Tidy Endings)
3. poetry (Chaucer, Frascatorio, Poe, McHugh, Ginsburg, Becker)
4. literature (Defoe, Pepys, Poe, James, Camus, Sontag, Dunne, Wolfe)
5. film (Little Women, Midnight Cowboy, My Life as a Dog, Longtime Companions, An Early Frost)
6. non-fiction (Twain, Sontag, Shilts, tv documentaries)

REQUIREMENTS:

CONTACT HOURS: 7.50
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00

2SHVAL.079/cks/1       June 21, 1990
TITLE: Becoming a Good Doctor: Different Styles and Different Strategies

February 15, 1991  Friday  7:00-8:30 p.m.  Free Public Lecture
February 16, 1991  Saturday  9:00 a.m.-4:00 p.m.  Workshop

PRESENTER: Jim Drane, Ph.D., Department of Philosophy, Edinboro University, Edinboro, PA

LEARNING GOALS: TBA

METHOD OF INSTRUCTION: TBA

OUTLINE:

I. **Ethics as Act Analysis.** The doctor as problem-solver: learning to analyze cases and solve clinical dilemmas. Methodologies for clinical ethical decision making and levels of ethical discourse.

II. **Ethics as Concern for the Type of Person I'm Becoming.** The doctor’s attitudes, dispositions, virtues, and vices. The history of virtue in medical ethics, traditional virtues, and the loss of virtue concerns in modern medicine.

III. **Ethics as Concern for a Good Society and Medicine’s Increasing Involvement with Societal Concerns.** The justice and economic issues with which medicine is unavoidably involved.

REQUIREMENTS:

CONTACT HOURS: 7.50
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00
TITLE: The Human Side of Alcoholism

March 1, 1991     Friday     7:00-8:30 p.m.     Free Public Lecture
March 2, 1991     Saturday   9:00 a.m.-4:00 p.m.   Workshop
Canton - Aultman

PRESENTER: John Chapell, M.D., Department of Behavioral Sciences and Psychiatry, University of Nevada College of Medicine, Reno.

LEARNING GOALS: Participants will become aware of the effect of attitudes on making clinical decisions.

OUTLINE AND METHOD OF INSTRUCTION:

Public Lecture
7:00 - 9:00 p.m.    "The Human Side of Alcoholism"

Seminar
8:30 - 9:00 a.m.    Registration
9:00 - 9:15 a.m.    Pre-test
9:15 - 10:15 a.m.     Patient Management Problem 1.
Each patient management problem contains diagnostic and treatment components. Participants will first complete their own response to the problem, then in a small group setting work out a group response to the problem. An experienced faculty member will then present his or her approach to the problem, followed by plenary discussion, emphasizing the effect which attitudes and knowledge have on making clinical choices.

10:15 - 10:30 a.m.    Break

10:30 - 12:00 noon    Patient Management Problem 2.
(Using above format)

12:00 - 1:00 p.m.    Lunch

1:00 - 2:30 p.m.    Patient Management Problem 3.
(Using above format)

2:30 - 2:45 p.m.    Break

2:45 - 3:45 p.m.    Patient Management Problem 4.

3:45 - 4:00 p.m.    Post-test

REQUIREMENTS: Active participation.

CONTACT HOURS:       7.50
SEMESTER HOURS:      0.33
QUARTER HOURS:       0.50
HVM CREDITS:         2.00

2SHVAL.081/cks/1     June 21, 1990
TITLÉ: Clinical Risk Management: A Proactive Approach

April 6, 1991       Saturday       9:00 a.m. - 4:30 p.m.
NECUOM, Rootstown Campus

PRESENTERS: Leonard F. Bitner, Vice President, Risk Management, The PIE Mutual Insurance Company and William M. Davis, M.D., F.A.C.S. and others

LEARNING GOALS: These instructional sessions are designed with the intent of making the participants more aware of the medical-legal climate which affects their day to day practice of medicine. The course focuses on the clinical issues that create legal risks for the physician and medical risks for the patient. After completion of the instructional units, the medical student will have a more than basic understanding of the principles of clinical risk management, and by applying the proactive techniques learned, he or she should not only experience a reduction in the frequency of claims, but will find that a by product of sound risk management is a higher quality of patient care and reduced health care costs.

METHOD OF INSTRUCTION: Lecture presentations. Each instructional unit leaves time for questions and answers, and an open exchange of ideas during the presentation is encouraged by all participants.

OUTLINE:

UNIT 1: The Anatomy of a Lawsuit - The presentation discusses the various aspects of a medical malpractice case from the time the alleged malpractice occurs, until all appeals are exhausted. The step by step process is presented, so as to assist those physicians who are sued, to better understand the various steps of a lawsuit, and the physician’s role in participating in his defense. It is beneficial for those who have never been sued because it demonstrates how devastating a lawsuit can be to a physician, and thus encourages sound risk management practices to avoid litigation. (1 hour)

UNIT 2: Factors Precipitating a Lawsuit - This unit of instruction is not a statistical presentation, but is a discussion of the clinical issues that lead patients to seek advice of a plaintiff's counsel. Topics discussed are not the technical practice of medicine, but the operational side of the clinical practice, and each topic is supplemented with a true life example and narrative to demonstrate the points made. (1 hour)

UNIT 3: Factors Contributing to a Loss - This unit specifically addresses why a judge or jury may find a physician defendant culpable based on the actions of the physician after the alleged malpractice. This unit also is supplemented with true life narratives, and the emphasis is placed on instructing the participant in what actions to take to minimize the loss. (1 hour)
UNIT 4: The Principles of Clinical Risk Management - This instructional unit briefly discusses the history of risk management, and more specifically risk management in the health care setting. It is an overview of where risk management has been, and a prediction of the role risk management will play in the future of health care. While some reactive risk management is discussed based on claims history, the focus of the unit is proactive. Its intent is to give the physician tools to identify potential risks before they occur, and implement preventive mechanisms to avoid litigation. These tools include trending mechanisms, peer review and credentialing mechanisms, quality assurance systems, as well as other resources available to the physician. (1 hour)

UNIT 5: Clinical Analysis - This unit assists the future physician in developing a specialty specific, as well as geographically specific analysis of his or her clinical practice. It begins with the patient entering the physician's office setting, and follows the patient step by step through the entire course of treatment until final discharge. It makes the prospective physician aware of risks in the area of the office aesthetics, billing procedures, telephone procedures, documentation, and biomedical engineering. It also addresses the risks involved in the telephone advice, recording keeping, credentialing of support personnel, referral patterns, and follow-up care, to name just a few. (1 hour)

UNIT 6: A Physician's Self Assessment - This unit is presented by a retired physician with over thirty-five years of clinical practice, who was claims free during that practice. It is a summary of the previous five units, and presents, from a physician's view point, a self assessment of a physician, as well as his practice, and how the results of that self assessment can reduce the risk of litigation while assisting and providing quality patient care.

REQUIREMENTS: YOU MUST BE A SENIOR MEDICAL STUDENT TO PARTICIPATE.

CONTACT HOURS: 6.00
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00
TITLE: Literature and Medicine, Hiram College

April 26, 1991 Friday
April 27, 1991 Saturday
April 28, 1991 Sunday


LEARNING GOALS: TBA

METHOD OF INSTRUCTION: Lecture, discussion.

OUTLINE:

REQUIREMENTS:

CONTACT HOURS: 12.00
SEMESTER HOURS: .50
QUARTER HOURS: .75
HVM CREDITS: 3.00
TITLE: Nuclear Humor

May 3, 1991 Friday 7:00-8:30 p.m. Free Public Lecture
May 4, 1991 Saturday 9:00 a.m.-4:00 p.m. Workshop
KSU/Rootstown

PRESENTER: Lou Borgenicht, M.D.

LEARNING GOALS: TBA

METHOD OF INSTRUCTION: Lecture and discussion.

OUTLINE:

Friday Evening: Presentation of "Last Laugh."

Saturday: The role of humor in dealing with illness, disaster, personal and social
catastrophe using videotape and panel discussion.

REQUIREMENTS: Active participation.

CONTACT HOURS: 7.50
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00
TITLE: Adolescent Sexuality

May 9, 1991  Thursday  7:00 - 8:30 p.m.  Public Lecture
May 10, 1991  Friday  9:00 a.m. - 4:00 p.m.  Workshop
NEOUCOM, Rootstown Campus, Meshel Conference Center

PRESENTER: Joycelynn Elders, M.D., Director of Public Health, State of Arkansas.

LEARNING GOALS: TBA

METHOD OF INSTRUCTION:

OUTLINE:

REQUIREMENTS:

CONTACT HOURS: 7.50
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00

2SHVAL.084/cks/1       June 21, 1990
TITLE: Literature and Aging

June 12 - July 17 Tuesday evenings 5:30-9:30 p.m.
at Hiram College dinner included

PRESENTERS: Carol Donley, Professor of English at Hiram College and Martin Kohn, Director of the Human Values in Medicine Program at Northeastern Ohio Universities College of Medicine.

Our society is aging, and the post-war baby boom will soon produce an explosion in the number of elderly people. America's youth-oriented society is beginning to realize a need to look at the other end of life, from its needs to the impact it will have on the whole culture. In this course, we will examine together plays, short stories, videos, and poetry that are concerned with aging--the problems of health as well as the troubles of morale, the literature as the common ground, we will bring our different perspectives and experiences to our discussions.

This course on literature and aging will include medical students from NEOUCOM as well as Hiram students; it will be taught by faculty from both institutions as well as by guest speakers (physicians, nurses, and English faculty). The course will meet once a week in the evening for supper and seminar discussion.

READINGS WILL INCLUDE:
Simon, The Gin Game
Malamud, "The Jewbird"
Taylor, "Porte Cochere," "The Gift of the Prodigal"
Olsen, "Tell Me a Riddle"
Welty, "A Worn Path"
Williams, "Cat on a Hot Tin Roof"
Beckett, "Krapp's Last Tape"
Kopit, "Wings"

CONTACT HOURS: 20.00
SEMESTER HOURS: .83
QUARTER HOURS: 1.25
HVM CREDITS: 5.00

2SHVAL.075/cks/1 June 21, 1990
TITLE: NEOUCOM  Student to Student Summer Workshop

August 11, 1990       Saturday       9:00 a.m. - 4:00 p.m.
Lunch included

PRESENTER: Dr. Cynthia Wolford-Simons and Dr. Mary Rose-Colley

LEARNING GOALS: - Growth and development in education - address cultural differences - methods, activities and resources - communication and coping skills - correlation of literature and teaching

METHOD OF INSTRUCTION: Developmentally appropriate activities; 45 minute breakout sessions; presentation of particular topic and how to go about teaching it to middle school children.

OUTLINE:

   Keynote Speakers (9-11:00)

   Morning Breakout Sessions (11-12:30)
      Alcohol/Drugs
      Nutrition/The Human Body

   Lunch (12:30-1:30)

   Afternoon Breakout Sessions (1:30-3:00)
      AIDS/STDs
      Smoking/Lungs

   Panel Discussion (3-4:00)

   Evaluations

REQUIREMENTS:

CONTACT HOURS: 8.00
SEMESTER HOURS: .33
QUARTER HOURS: .50
HVM CREDITS: 2.00

2SHVAL.086/cks/1       June 21, 1990