UNIV 3784 Fall 2021 Schedule
Ideas and Actions

Wednesdays 6:20 – 8:50 in person in Room 215
Guest presenters appear in person or virtually at https://uconn-cmr.webex.com/uconn-cmr/j.php?MTID=m5bfaa8b6612403af0e203de222a295f1

Students and other participants can join using the same link

1) September 1 Jerome Sehulster PSYCH In person
   Autobiographical Memory

2) September 8 Spencer Ross Virtual SEE HUSKYCT FOR PREPARATORY ASSIGNMENT
   Assistant Professor of Marketing, UMASS – Lowell
   Sustainable Marketing.

3) September 15 Mark Strauss In person
   UConn digital data initiative TIP Digital and from Wave Aerospace. See UConn Today article:
   UConn's TIP Digital Brings Disruptive Companies On Board in First Months - UConn Today

4) September 22 Joel Blatt HIST In person SEE HUSKYCT FOR PREPARATORY ASSIGNMENT
   Topic: Thoughts and Actions of Carlo and Nello Rosselli and the Relevance to Us

5) September 29 open discussion or student presentations

6) October 6 Mark Boyer In person EXPECT PREPARATORY ASSIGNMENT?
   Board of Trustees Distinguished Professor, UCONN
   Executive Director, International Studies Association (www.isanet.org)
   Topic: The Climate Adaptation Imperative << He may decide to add something he considers useful to our
   students. Last year he presented on “Thoughts on Research Design” and used his topic as an example

7) October 13 Charles Robins Fairmont Partners Managing Director Virtual
   Charles Robins - Fairmount Partners Startups / emerging technology
   Title: Building a unicorn: How to reverse the rainbow

Technology has led to the dream of the pot of gold at the end of the rainbow for both budding entrepreneurs and investors since before Thomas Edison. This session covers how to develop or uncover a winning emerging growth company.

Based on over 45 years as an entrepreneur, analyst and advisor spanning over many hundreds of emerging growth technology companies - ranging from pre-startup through public, including founding, operating, turning around and taking public - the presenter has reverse-engineered and developed a methodology for measuring potential and driving success. The presenter will share real-world examples of how elements of the methodology have been applied to create multiple billions of dollars in value. There will be time to interact and ask questions on topics of interest relating to entrepreneurship, financing, growth, and sale. There will be time for science students to ask questions about the technology being created.
Topics will include what it takes to be attractive to seed, venture capital, private equity and public investors, and how to create a winning business strategy, plan and business model. Many of these elements can be applied to businesses at large.

8) October 20  Mark Rolfe  Deputy Commissioner Department of Transportation  In person
10) November 3  Fred Roden  ENGL  In person  SEE LINK BELOW TO PURCHASE ASSIGNED READING

Letters of Transit: Reflections on Exile, Identity, Language, and Loss

11) November 10  Annamaria Csizmadia  HDFS  In person  EXPECT ASSIGNMENT

Racial Microaggressions

12) November 17  In last 3 meetings:
Student term project presentations
Open discussion
13) December 1  Visiting Alum of the seminar:
https://www.kelleydrye.com/Our-People/Sarah-Fabian-Maramarosy
and https://www.linkedin.com/in/phorton1

14) December 8  

Use final exam time for make-up classes only if truly necessary. Proposing an unenforceable agreement of participation in UConn poster session in the spring instead of final. Exam or final activity.
Spring 2021 Course Offering – The Health of Communities -INTD # 3784 (3 credits)

The course is a special offering primarily for Rowe Scholars. A central purpose in offering this course is to provide a dedicated forum for the Rowe Scholars to work, to learn, and to bond as a team in a health context centered on appreciating the social determinants of health. For Spring 2021, the course is offered for new and continuing Rowe Scholars who were not enrolled in the course previously and for a few other selected students.

Course Overview:
This course will focus on understanding and appreciating the role of social factors that impact and determine health risks of individuals (such as income, work environment, social cohesion, life necessities, social network, and transportation systems). Students will review and consider readings on various public health interventions with attention to intervention efficacy, appropriateness, and ethical ramifications. Students will consider historical antecedents to contemporary community health center models of care with special attention on the needs of vulnerable populations. The class will explore the concept of social medicine, the complexities and nuances of any categorization of persons in discussions of health and illness, sociology of medicine, sustainable development goals, social progress indicators, and the ethical issues related to community-based research. Students will attend the Global Health Conference at Yale University in April. The class will feature guest speakers from a broad range of health perspectives including public health, nursing, medicine, dentistry, and epidemiology. Other speakers from community health centers, community health agencies, and service programs will address the class as well. Students will identify and select a community service activity. Students may participate in the design and implementation of a service project working with such groups as the Student Health Service, the Urban Track Program, the Migrant Farm Workers Program, and Mission of Mercy. Projects could address topics such child or adult obesity health interventions, measuring improved health outcomes utilizing a comprehensive health service approach, evaluating early behavioral health intervention in school settings, assessing health literacy interventions in health professions settings.

Major Readings:
Starr, THE SOCIAL TRANSFORMATION OF AMERICAN MEDICINE
Cockerham, Medical Sociology
Kawachi and Berkman, NEIGHBORHOODS AND HEALTH
Sered and Fernandopulle, UNINSURED IN AMERICA
Rhodes, Battin & Silvers, eds., MEDICINE AND SOCIAL JUSTICE
Marmot and Wilkinson, eds., SOCIAL DETERMINANTS OF HEALTH
Farmer, PATHOLOGIES OF POWER
Annandale, THE SOCIOLOGY OF HEALTH AND MEDICINE
Skolnik, Global Health 101
Johnson, et al, Comparative health Systems: A Global Perspective
Lukianoff & Haidt, The Coddling of the American Mind
Markovits, The Meritocracy Trap: How America’s Foundational Myth Feeds Inequality, Dismantles the Middle Class, and Devours the Elite.
Jacobs, The Death and Life of Great American Cities
Harari, Sapiens: A Brief History
Sachs, The End of Poverty: Economic Possibilities for Our Time
Ryan, Civilized to Death: The Price of Progress
Washington, A Terrible Thing to Waste: Environmental Racism & Its Assault on the American Mind
Articles for the New England Journal of Medicine and the Journal of Community Health

Assignments and Expectations:
Regular attendance and informed participation in discussion for a two-hour class meeting each week; one-page informal written responses to assigned readings; three short (2-3 page) commentaries on assigned readings; attendance at class trips to Global Health Conference and community service agencies.
Course Format: Seminar, Course Grading: Graded, Course Level: Undergraduate
Course Instructors: Coordinated by Keat Sanford, Guest lecturers and presenters from School of Medicine, School of Dental Medicine, Pharmacy, Nursing, Allied Health, Honors Program.
Preliminary Syllabus Plan  Note: Modifications may be made in major readings and in class content.

Class #1  The Idea of Social Medicine


Class #2  Neighborhoods and Community Health Center: the person, the place, the space


Class #3  A Review of Social Epidemiology


Class #4  Illness and Community - Theorizing Pathways

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Class #5  Health Inequalities: Framing the Picture/Telling the Story

Class #6  How do we know what matters? Deciding what counts.


Class #7  Social Geography: Matters of Race

Shaw, Mary, Danny Dorling and George Davey Smith, “Poverty, Social Exclusion, and Minorities.” In Marmot and Wilkinson, Ch. 8. Pp. 196-225

Class #8  Social Geography: Visibility


Class #9  Cases and conflicts: the person, the place, the borders


**Class #10**  You never stop needing; you never stop giving. How do we do crossing over?


**Class #11**  Stigma and Compassion


**Class #12**  Agency and Circumstance


**Class #13**  Understanding Structural Violence/ Sustaining Hope


Class #14-Review of major themes. Where do we stand? Where do we want to be? Can we get there?

Class trips may include: Global Health Conference at Yale University, Urban Service Track, Migrant Farm Workers, and Mission of Mercy

Original syllabus based on course at Wesleyan University organized and taught by Peggy Best, Premedical Advisor.

Keat Sanford, 1.18.2021
This course is intended to provide college students interested in the healing professions some grounding and experience in learning how patients and families experience illness, and in learning what it’s like to be a professional health provider. The course will concentrate on developing skills to listen, interpret, organize, and report the stories and data, symptoms, and conditions patients and families tell and present (generally referred to as the patient history & physical examination), to provide further training in clinical reasoning and decision making, and to teach the preliminaries of the Review of Systems and the Physical Exam. The students are expected to understand and appreciate the importance of developing excellent communication skills and professionalism as integral aspects of their broad preparation for careers in the health professions. The course will consist of some didactic sessions, some interactive discussion sessions where students and facilitators share experiences, some hands-on interactions with mock and real patients and health providers, and discussion of related literature. The course is intended for those interested in learning about and reflecting on the experience of being a patient. The course assists students in learning how to elicit complete stories, in learning how to organize and focus the writing of these stories, in practicing out loud the reporting of these stories for the benefit of both patients and providers, and in learning the format, style, and practice of the physical examination component of the patient-physician interaction. While students will learn the efficient professional template for reporting the history and physical exam findings, the intent of the course is to have students appreciate and reflect on the importance of the doctor-patient relationship and to learn and appreciate the basic skills involved in completing the medical history and physical exam – what’s its like to be a patient and what it’s like to be a healer. A background in the sciences is expected.

Instructors:

Rhea Sanford, PhD, RN Associate Professor, Quinnipiac School of Nursing

Keat Sanford, PhD, Enrichment Programs - Pre-Medical/Pre-Dental Advisor, Director of Planning and Programming, University of Connecticut; Community Clinical Instructor, University of Connecticut School of Medicine, Department of Medicine

Required Texts:


Some preference in registration will be extended to students in the Combined Programs in Medicine and Dentistry, students in the Premedical/Predental Post Baccalaureate Program, Honors students in Allied Health, and previous enrollees in the Patient & Healer course focused on the medical history. Students in the College of Liberal Arts and Science and Bioengineering who are preparing for careers in the health professions are encouraged to enroll. The course is viewed as an effort to create more interaction and synergy between the Main Campus in Storrs and the Health Center Campus in Farmington for students interested in the health professions.

The Faculty: The three credit course is organized and co-facilitated by Rhea Sanford, R.N., PhD and by Keat Sanford, Ph.D. The class will meet on Thursday evenings from 6-8 PM. Numerous faculty and guest facilitators (including present medical students, Associate Dean for Student Affairs at the School of Medicine, the faculty Chair of the School of Medicine Admissions Committee, Assistant Dean for Admissions, selected clinical teaching faculty in medicine and dentistry, selected faculty from the Principles of Clinical Medicine course, and present medical students will attend selected sessions in order to provide students with substantial interactions with physicians and other health professionals.

Content of the Course:

In this course the students will:

1. Explore the experience of illness through assigned readings, discussion, and through personal family experiences.
2. Interact with mock and real patients to elicit their health/illness stories, histories, and physical examination findings.
3. Identify and explore what patients expect from their health providers.
4. Introduce the limitations of diagnosis and treatment, and introduce the concept of uncertainty in medicine and how health providers and patients deal with uncertainty.
5. Look at ways patients and families deal with illness.
6. Learn the methodology of the medical interview and the physical examination as the means of getting, gathering, organizing, and reporting the patient story and condition.
7. Introduce the concept of differential diagnosis, developing a comprehensive list of possibilities and problems.
8. Introduce the concept of clinical reasoning, the process of establishing supportive evidence for or against a particular explanation or conclusion.
10. Explore what life as a healing professional is like.
Grading:

Students will be expected to attend and participate in discussions and in physical examinations to elicit findings for patient assessment and identification of patient problems.

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<thead>
<tr>
<th>Session</th>
<th>Lecture</th>
<th>Readings</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction to syllabus, participants, expectations – What it is like to be a patient/What it is like to be a Healer-Patient History, ROS, and PE</td>
<td>Selected readings Bates’ – overview of Medical History, ROS, and Physical Examination</td>
<td>Sanfords</td>
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<td>2.</td>
<td>Review of Complex Patient Histories, Problem Lists, Clinical Reasoning,</td>
<td>Patient Scenarios will be presented and evaluated</td>
<td>Sanford, medical students</td>
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<td>3</td>
<td>Complete Review of Systems and Orientation to the Physical Exam components</td>
<td>Bates’ selected readings</td>
<td>Sanford, medical students</td>
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<td>4</td>
<td>Physical Examination: General Appearance, Vitals, Skin, Head and Neck</td>
<td>Bates’ selected readings</td>
<td>Sanfords, medical students, faculty</td>
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<td>5</td>
<td>Physical Examination: Thorax and Lungs</td>
<td>Bates’ selected readings</td>
<td>Sanfords, medical students, faculty</td>
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<td>6</td>
<td>Physical Examination: Cardiovascular</td>
<td>Bates’ selected readings</td>
<td>Sanfords, medical students, faculty</td>
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<td>7</td>
<td>Physical Examination: Abdomen, Male &amp; Female Exams</td>
<td>Bates’ selected readings</td>
<td>Sanfords, medical students, faculty</td>
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<td>8</td>
<td>Physical Examination: Musculoskeletal System</td>
<td>Bates – Guide to Physical Exam and Medical History</td>
<td>Sanfords, faculty, medical students</td>
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<tr>
<td>9</td>
<td>Physical Examination: Nervous System</td>
<td>Bates selected readings</td>
<td>Sanfords, faculty medical students</td>
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10, 11, 12 Clinical Reasoning Cases will be the focus of these sessions– Med Hx, PE, Labs/Procedures
13 Interviewing and Physical Examination at Clinical Skills Office at UConn School of Medicine – students conduct a medical history/physical examination with a mock patient.

14 Class Review Selected readings Sanfords

Methods:

Each session will have many of the following dimensions:

Didactic portion; substantial discussion triggered by stories and examples from literature and student, family, and facilitator experiences; list of resources; weekly assigned readings and homework exercises in preparation for the sessions; mock and real patient interactions will be arranged for each student.

Students will work in pairs or small groups serving as collaborative partners.

We will use extensive literature relating to the human aspects of medicine – communication skills, getting the patient’s story, and the doctor-patient relationship. Texts on the basic medical history and physical examination will also be used.

The course is based in part on Dr. Lawrence Savett’s text and course – The Human Side of Medicine: Learning What it’s Like to be a Patient and What it’s Like to be a Physician. Significant content is also drawn from Bates’ Guide to the Physical Examination and History Taking, Twelfth Edition, Lippincott Williams and Wilkins, 2016.