

## Cover Sheet

Date: 9/9/2013

Institution: Indiana University

Campus: Indianapolis

School or College: IU School of Liberal Arts

Department: Medical Humanities and Health Studies

Location: On Campus

County: Marion

Type: Certificate-Stand Alone

Degree/Certificate name:

Graduate Certificate in Medical Humanities

Graduate/Undergraduate: Graduate

Degree Code: Other  Cert

### Brief Description:

The Graduate Certificate in Medical Humanities offers an interdisciplinary course of study drawn from the social science and humanities disciplines of Liberal Arts, as well as courses and participation of faculty from other schools. The field of Medical Humanities provides students with the qualitative humanistic and socio-cultural perspectives on health care, in contrast to the clinical/objective approach traditionally taken in biomedicine. This new graduate certificate program builds on the recent implementation of a new B.A. degree in Medical Humanities and Health Studies and permits graduate students to study more comprehensively, and in-depth, the social, cultural, and humanistic determinants and consequences of human health, illness and care.

### Reason for new degree:

This certificate program will be of great interest to students pursuing specialized training, or for those entering (or continuing in) the health workforce. This is appropriate given the nature of IUPUI as the health science campus of IU, with many graduate and professional degrees offered in health fields. This is an ideal time to implement such a graduate certificate program because pre-medical and medical education as well as the standardized MCAT testing are being reevaluated and revised, with special attention to integrating exposure to the humanities and social sciences. It is also a time of growth in health related graduate programs such as medical sociology and anthropology, health economics, and public health policy, and when professionals who thoroughly understand the workings of our healthcare system and its consumers will surely be in high demand.

CIP Code: 34.0199

Name of Person who Submitted Proposal:

Emily Beckman

Contact Information (phone or email): embeckma@iupui.edu, 274-4755

INDIANA UNIVERSITY  
REQUEST FOR NEW CERTIFICATE PROGRAM

**School:** IU School of Liberal Arts

**Campus:** IUPUI

**Proposed Title of Certificate:** Graduate Certificate in Medical Humanities

**Type of Certificate:** Graduate Credit Certificate (15 credit hours)

**Proposed Date of Implementation:** Fall 2014

**Faculty Members Developing/Submitting the Proposal:**

Emily Beckman, Assistant Clinical Professor, Medical Humanities – Health Studies  
William Schneider, Director, Medical Humanities – Health Studies, CA 406

**I. Program Purpose and Rationale**

The Graduate Certificate in Medical Humanities offers an interdisciplinary course of study drawn from the social science and humanities disciplines of Liberal Arts, as well as courses and participation of faculty from other schools. The field of Medical Humanities provides students with the qualitative humanistic and socio-cultural perspectives on health care, in contrast to the clinical/objective approach traditionally taken in biomedicine.

The science, study, and practice of medicine and health are multi-faceted in scope and impact. Many factors affect the outcome of health practice, which in turn, affect patients, families and the greater public. This new graduate certificate program builds on the recent implementation of a new B.A. degree in Medical Humanities & Health Studies and is interdisciplinary in nature and health-related in focus. It permits graduate students to study more comprehensively, and in-depth, the social, cultural, and humanistic determinants and consequences of human health, illness and care. It takes advantage of the unique wealth of health-related graduate courses already offered by the School of Liberal Arts, the whole of which is even greater than the sum of its parts.

This certificate program will be of great interest to students whether they go on to specialized training – i.e., in medicine, allied health professions, and graduate-level disciplinary or interdisciplinary studies – or for those entering (or continuing in) the health workforce. This is appropriate given the nature of IUPUI as the health science campus of IU, with many graduate and professional degrees offered in health fields.

This is an ideal time to implement such a graduate certificate program because pre-medical and medical education as well as the standardized MCAT testing are being reevaluated and revised, with special attention to integrating exposure to the humanities and social sciences. It is also a time of growth in health related graduate programs such as medical sociology and anthropology, health

economics, and public health policy, and when professionals who thoroughly understand the workings of our healthcare system and its consumers will surely be in high demand.

## **II. Major Topics and Curriculum**

We are proposing a 15 credit-hour graduate certificate program, or a total of 5 courses. As shown in the table below, there are 2 required courses and 3 electives.

### **Required Courses in Medical Humanities Graduate Certificate 15 credit hours**

#### **Core Courses (6 cr. hrs):**

- \* MHHS, M501 The Human Condition, 3 cr. (proposed new course, see appendix A)
- \* MHHS M595 Clinical Practicum in Medical Humanities, 3 cr. (proposed new course, see appendix A)

#### **Elective Courses in Medical Humanities Graduate Certificate (9 cr. hrs):**

- \* MHHS M504 Intro to Res Ethics
- \* MHHS M592 Topics in Medical Humanities & Health Studies [Note: cannot be repeated if taken on the same topic as an undergraduate]
- \* MHHS M-598 Readings in Medical Humanities and Health Studies
  
- \* PHIL P547 Foundations of Bioethics
- \* PHIL P696 Topics in Biomedical Ethics
- \* PHIL P555 Ethical and Policy Issues in International Research
  
- \* COMM C592 Advanced Health Communication
- \* COMM C510 Health Provider-Consumer Communication
- \* COMM C521 Family Communication in Health Contexts
- \* COMM C591 Variable Topics in Health Communication
- \* COMM C695 Seminar in Communication and Healthcare
  
- \* SOC-R 585 Social Aspects Mental Health/Mental Illness
- \* SOC R515 Sociology of Health and Illness
- \* SOC S610 Sociology of Health and Illness Behavior
- \* SOC S526 Sociology of Human Sexuality
- \* SOC 560 Topics in Medical Sociology [Note: cannot be repeated if taken on the same topic as an undergraduate]
  
- \* ANTH A 560 Topics in Medical Anthropology [Note: cannot be repeated if taken on the same topic as an undergraduate]
  
- \* ENG L 592 Literature and Medicine (new course number soon to be proposed) [Note: cannot be repeated if taken as an undergraduate]

\* HIST-H546 History of Science, Medicine and Technology, [Note: cannot be repeated if taken as an undergraduate]

### **III. Admission Requirements**

Undergraduate degree from an accredited institution required.

Minimum GPA of 3.0 required

Personal statement

Two letters of recommendation

### **IV. Major Student Learning Outcomes**

The primary goal of the Graduate Certificate in Medical Humanities is to enrich students' humanities-based education and professional development as they prepare for graduate work in the health professions, or to supplement and enrich their existing degree and/or health-related career. The program will provide graduate students the opportunity to study, in-depth, medicine, health, and illness from the perspective of such disciplines as literature, philosophy, history and social science. Students will view past, present, and future problems in health care from multiple and varied standpoints and will work to resolve them using narrative, visual, ethical, historical, and social science methods. Through this approach, they will gain greater insight into the human condition, the value of human life, the nature of suffering, and efforts to alleviate it.

An important part of Medical Humanities, the social sciences allow students the opportunity to focus on the investigation of the social and cultural construction of health, illness, and provision of healthcare using the tools of social science research. This includes understanding the cultural definitions of life/death and health/illness, the geographic and economic provision and constraints to medical and healthcare, the social and power structures that impact access to healthcare, and a familiarity with the analysis, application and limitations of social science research methods.

The overall goal is to develop informed graduates with analytical skills, cultural awareness, and ethical sensitivity. Comprehensive degree programs in medical humanities are typically found at the graduate level in schools offering professional degrees. This proposed certificate program is situated in a school of liberal arts and as such will fill a much-needed demand for interdisciplinary education for graduates to understand the broader role, social context of and influences upon health in today's world.

### **V. Student Outcomes Assessments**

Student outcomes will be assessed largely through traditional grading mechanisms such as the production of research papers and essays. Each course will have a specific grading policy defined in the syllabus, and approved by the Graduate School. A minimum grade of a B or higher will be required for graduate students to earn credit.

MHHS faculty teaching in the graduate certificate program will be part of the program committee, evaluating program admission and evaluation. The committee will be lead by the director of the Medical Humanities Program, William Schneider, Ph.D.

Once admitted to the certificate program, students will be monitored based on performance, progress, and timely completion of requirements. In addition, students will be assigned a mentor to facilitate the transition from certificate program to graduate study or profession.

The program committee will evaluate the program initially each year, based on course evaluations, faculty evaluation and verbal feedback. Overall program evaluation will take place after five years.

#### **IV. Anticipated Student Population**

Students who might be expected to enroll may be employed in hospitals and medical centers, HMO's, private practices, the publishing and legal worlds, and in grant writing and philanthropy, among other occupations. They work in such fields as patient advocacy, clinical ethics, hospital administration, recovery therapy, journal writing/editing, hospice care and the chaplaincy.

Students enrolled in graduate work at IUPUI in a health field will find the course content beneficial as it greatly enhances understanding of the broader socio-cultural setting and historical origins of health practices in modern society. In addition, recent graduates or those in the workforce thinking of retraining for work in the health sector will find this graduate certificate to be a useful way of studying and evaluating different career options in the different health fields.

#### **V. Compatibility with Campus, School, and University Mission**

IUPUI is the health campus of Indiana University and the state. The proposed program is in line with the IUPUI mission to advance the State of Indiana and the intellectual growth of its citizens through research and creative activity, teaching and learning, and civic engagement. The new program will also enhance IUPUI's mission of "promoting the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity."

#### **V. Relationship to Existing Programs within Indiana University**

The program requirements have been designed to take advantage of already existing courses. One of the new courses, MHHS M501, will be developed and implemented as a required course. The Clinical Practicum, MHHS M595 will also be required, and involve collaboration with faculty in the health professional schools and hospitals at the medical center. It will be designed to promote individual student understanding of the real world of health practice, while applying research and scholarship of the humanities and social sciences.

Students pursuing other graduate degrees/certificates will be eligible for the Medical Humanities certificate program and will be allowed to double-count one course to satisfy requirements.

## **VI. Resources Required to Implement the Proposed Program**

### **Courses**

A wide variety of courses are already offered on a regular basis. Specifically, MHHS M504, PHIL P547, COMM C592 are offered yearly. In addition, the required core course MHHS M501 will be offered every fall, and the clinical practicum will be offered year round. Courses will be scheduled to be sure students can earn their degree within 2 years. Program faculty have met with and received support from those departments within Liberal Arts who will be offering the majority of certificate courses.

### **Faculty Expertise**

William Schneider and Emily Beckman will serve as co-directors of the graduate certificate program. Schneider is a Professor of History and Director of the Medical Humanities program, based in the School of Liberal Arts. He has an adjunct appointment in the Department of Medical and Molecular Genetics in the School of Medicine. Schneider will play an important role in the development and implementation of the program, leading many of the sessions and providing opportunities for the practicum. He will also teach the HIST H546 elective on the History of Medicine.

With a Doctorate in Medical Humanities and a faculty position in the Medical Humanities – Health Studies Program, Beckman will serve as co-director and be a major contributor to the Program, bringing expertise in a variety of humanities disciplines and their perspectives on health, disease, and healing. She will teach the required MHHS M501 course, and direct the Clinical Practicum, M595.

Richard Gunderman, Professor of Radiology, Pediatrics, Medical Education, Philosophy, Liberal Arts, Philanthropy, and in the Honors College at Indiana University will play a significant role in developing and implementing the certificate program. In addition to his role in organization and implementation, he will teach the elective course PHIL P547 Foundations of Bioethics and meet with participants individually and in small groups, especially those interested in Medical School. Gunderman will play an important role in the development and implementation of the clinical practicum.

Other Liberal Arts faculty will contribute to the program as they continue to teach already existing MHHS courses, which count as electives. All of these faculty members have a broad range of experience and together are well prepared to offer this interdisciplinary, humanities-based program drawing on medicine, history, ethics, philosophy, the arts and the social sciences. In addition to the required and elective courses, faculty members may contribute to the program through mentoring and individualized instruction.

### **Campus and Community Resources**

The campus of IUPUI constitutes a logical home for a program of this nature. IUPUI is a 30,000+-student campus that includes one of the largest health professions education complexes in the US, including the nation's second-largest medical school and largest multi-purpose nursing school. There are also five large hospitals on campus of a very mixed nature, including the VA, Riley Children's, University, and city/county general hospitals, plus Methodist, the largest private hospital in the state. These facilities and the professionals who staff them provide great resources for students.

The School of Liberal Arts, which is located adjacent to the health profession schools, offers nationally and internationally recognized faculty who do research and teach in health-related humanities disciplines such as history, literature, philosophy and communication studies, as well as social science disciplines such as sociology and anthropology. The close geographic contiguity of the health professions and liberal arts schools bespeaks a strong institutional commitment to interdisciplinary scholarship and teaching that will provide a fertile intellectual environment for the work of students working toward a graduate certificate in Medical Humanities.

## **VII. Innovative Features**

### **Community Resources**

In addition to the resources on campus, the certificate program will make a number of key resources available to participants via site visits including the five hospitals of the medical center plus additional hospitals in Indianapolis and around the state. The Indiana Medical History Museum, located just two miles from campus, is housed in the Old Pathology Building on the grounds of the former Central State Hospital. As the oldest surviving pathology facility in the nation, it offers a superb collection of nineteenth and twentieth century anatomic specimens. The Indianapolis Museum of Art contains landmark artistic depictions of human anatomy and the Lilly Library at the Bloomington campus offers a first-rate collection of manuscripts in the history of medicine, including original works of Vesalius and Harvey. Perhaps the world's best-known institute for the study of human sexuality, The Kinsey Institute, is also housed on the Bloomington campus, and its collections offer unparalleled opportunities to study visual depictions of human sexuality and reproduction.

## **Appendix A**

MHHS M501 Syllabus – Approved by the SLA Grad Curriculum Committee 9-9-13, p 8-12

MHHS M595 Syllabus – Approved by the SLA Grad Curriculum Committee 9-9-13, p 13-19

MHHS M501  
Medical Humanities & The Illness Experience: Exploring the Human Condition  
Fall 2014  
Mondays, 6-8:40  
Cavanaugh 141  
Emily Beckman  
[embeckma@iupui.edu](mailto:embeckma@iupui.edu)  
274.4755

Office Hours: Monday 11-12 or by appointment in Cavanaugh 141D

### **Course Description**

This course will proceed as an in-depth scrutiny of the philosophy and empiricism of medical science. The nature of Medical Humanities will be explored by debating issues affecting the human condition in general, and the illness experience in particular. These issues include evolutionary biology and the beginning of life; questions of artificial life and intelligence; the nature of consciousness; genetics and cloning; the pain of the nation over abortion and euthanasia; alternative and experimental medical techniques; organs donation and transplantation; redefining mental health; and the art and science involved in caring for the patient.

### **Course Objectives**

This course is required for students pursuing a Graduate Certificate in Medical Humanities, the goal of which is to enrich students' humanities-based education and professional development. The course contributes to the overall goals of the program as it provides graduate students the opportunity to study, in-depth, medicine, health, and illness from the perspective of such disciplines as literature, philosophy, history and social science.

### **Learning Objectives**

*Knowledge/Comprehension/Application:* Students will view past, present, and future problems in health care from multiple and varied standpoints and will work to resolve them using narrative, visual, ethical, historical, and social science methods. Through this approach, they will gain greater insight into the human condition, the value of human life, the nature of suffering, and efforts to alleviate it.

*Analysis/Evaluation:* While this course is meant to explore certain literary content, it is also meant to help students continue to develop and improve upon analytical and writing skills. Students should learn to not only address questions from the texts, but also to raise new questions.

*Synthesis:* Students will learn to situate course content within a broader, cultural context while proposing alternatives and challenging assumptions. Students will demonstrate their developing understanding and ability through discussions and other collaborative learning activities in the classroom, in addition to assigned papers and in-class presentations. Students will be expected to submit drafts of papers and subsequently engage in discussion of feedback with the professor prior to submitting the final paper.

## **Principles of Graduate Learning (PGLs)**

The PGLs form a conceptual framework that describes expectations of all graduate students at IUPUI. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their degrees. This course, MHHM M501, is designed and conducted with the PGLs in mind; one of its chief aims is to contribute, along with our other graduate courses and activities, to the cultivation of all four PGLs.

IUPUI students in the MHHS certificate program will (1) Demonstrate the knowledge and skills needed for the certificate in MHHS and for professionalism and success in the field, or in preparation for an advanced degree program in a health-related field; (2) Think critically, applying good judgment in academic, professional and personal situations, particularly during practicum site-visits; (3) Communicate effectively to others in the field and to the general public; (4) Behave in an ethical way both professionally and personally.

## **Academic Integrity**

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## **Resources for Students:**

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## **Required Texts**

*The Anatomy of Hope* by Jerome Groopman

*From Detached Concern to Empathy: Humanizing Medical Practice* by Jodi Halpern Man's

*Search for Meaning*, by Viktor Frankl

*The Illness Narratives: Suffering, Healing & the Human Condition* by Arthur Kleinman

Excerpt from the following (will be provided as PDF files):

*Being Human: Core Readings in the Humanities*, edited by Leon Kass

*Death and the Human Condition* by David P. Ausubel

*The Medicalization of Society* by Peter Conrad

*Biomedicine and the Human Condition* by Michael G. Sargent

*Consilience: The Unity of Knowledge* by Edward O. Wilson

*Being Me: What it Means to be Human* by Pete Moore

### **Course Requirements**

This course is a graduate seminar. It is a collective experience that requires a sense of intellectual community. Our goal is to develop an open and continuing conversation about the human condition. **Success depends upon participation by everyone.**

Completion of the assigned readings (and films) prior to each class is required. The course will be conducted in a seminar format. It is imperative that students come to class prepared and ready to actively participate and learn. The course requirements include participation, one presentation, and one significant writing assignment. Participation will be evaluated in each seminar discussion throughout the semester. In addition, all students will sign up in pairs at the beginning of the semester to lead the first half-hour of two seminar discussions. Student pairs should come to class prepared with questions and comments to lead the class in discussion of the assigned text.

### **Grading**

Mid-term Presentation 30%

Final Paper (20 pages): 40%

Topic/Outline Presentation: 10%

Final Paper Presentation: 10% Graded Paper: 20%

Discussion Leads/Participation: 30%

### **Grading Scale**

A: 95-100

A-: 90-94

B+: 87-89

B: 84-86

B-: 80-83

C+: 77-79

C: 74-76

C-: 70-73

D+: 67-69

D: 64-66

D-: 60-63

F: 0-59

## **Papers**

After acceptance of a topic at a personal conference with the professor, a 20- p a g e paper on a relevant topic of your choice, developed from experience in the seminar, will be due at the end of the semester. Students will provide a one-page summary to each seminar participant one-week prior to class presentation of their term paper. Please note, **late papers will not be accepted.**

## **Class Time**

This class will be conducted as a seminar, and class time will be primarily devoted to discussion and exploration and, less so, on lectures.

## **Participation**

I expect everyone to come prepared for class by having read the readings for the day, and considered topics for discussion. Class participation is crucial.

## **Attendance**

Attendance is mandatory. Class rosters for student signature will be circulated at all class sessions and reviewed daily by the instructor. Attendance will be included in the participation grade. At the end of the semester, as grades are being calculated, perfect attendance may help students with borderline grades. In the event of an emergency, which prevents students from attending class, please contact the professor in advance.

Thomas Nagel, a modern thinker, Professor of Philosophy and Law at New York University, in a recent article wrote:

*The philosophy of science and biology, unlike most other subjects, does not try to extend our knowledge {only} by discovering new information about the world. It tries to deepen our understanding by reflection on what is already closest to us- the experiences, thoughts, concepts, and activities that make up our lives, and that ordinarily escape notice because they are so familiar....{they} begin by finding utterly mysterious things such as language, perception, value and truth..... but it is possible in the tradition hearkening from Plato, to stop and think about what we are really doing not for a practical purpose but just in order to understand what lies beneath the familiar surface of life.*

Begin this graduate seminar experience with these words in mind.

## **\*Schedule**

Seminar 1 - Introduction

Seminar 2 – *Perspectives on the human condition, Illness*, Kleinman Ch 1 & 2

Seminar 3 – *Medicalizing the human condition*, Kleinman Ch 3 & 8

Seminar 4 – *Biomedicine: are prospects for human life improving?*

Seminar 5 - *Death*

Seminar 6 – *The Spiritual Universe, a place for moral reasoning*

Seminar 7 – *Is Healthcare a Right?*

Seminar 8 – *Transplantation: who lives, who dies, who owns you?*

Seminar 9 – *Politics of Health and Health Policy*

Seminar 10 - Presentations

Seminar 11 – *The Illness Experience*, Groopman

Seminar 12 – *Empathy and Human Suffering*, Halpern

Seminar 13 – Paper presentations/discussion

Seminar 14 – *The Human Condition*, Frankl

Seminar 15 – Formal paper presentations

*\*The above schedule and procedures are subject to change in the event of extenuating circumstances. Students will be notified of all changes.*

MHHS M595 Clinical Practicum in Medical Humanities  
Director: Emily Beckman, DMH  
Cavanaugh Hall 141  
[embeckma@iupui.edu](mailto:embeckma@iupui.edu)  
274-4755

Office Hours: Mondays 11-12 or by appointment, Cavanaugh 141D

### **Course Description**

As students of Medical Humanities continue to study medicine, health, and illness from a range of humanities and social science perspectives, a key piece of the education experience is the clinical practicum. A requirement of the graduate certificate, the clinical practicum examines and sheds light upon the important intersection between medicine as a science and medicine as an art. The practicum will allow students the opportunity to relate what they learn in the Liberal Arts classroom to the art and science of medicine in the clinic. Students will not only gain a better understanding of clinical medicine, but also develop a better understanding of how the humanities can inform, and enrich the practice of medicine in particular and healthcare in general.

The general purpose of the graduate certificate is to provide a thorough introduction into medical humanities. Students are expected to have a working knowledge of the main themes that characterize medical humanities, including literary analysis, an understanding of the history of medicine and bioethical inquiry, among others. In addition, students should obtain a general knowledge of the important intersection between medicine as a science and medicine as an art. This required clinical practicum, MHHS M595, will allow students the opportunity to relate what they learn in the Liberal Arts classroom to the art and science of medicine in a more clinical environment. Specifically, students should be able to apply the humanities knowledge learned in MHHS M501 and other relevant courses to their clinical practicum experience. Students will be required to keep a journal of their experiences, and produce a 2-page critical response paper after each session. These papers should reflect the students' understanding of the clinical situation in terms of the theoretical experience from the classroom. The journal and a final reflective paper will be submitted at the end of the practicum for a final grade. During the practicum, students should gain a greater appreciation for ethical issues in medicine, while learning strategies for resolving these sensitive issues in real time.

The clinical experience will:

- Introduce graduate students to various aspects of clinical medicine including but not

limited to doctor-patient interaction, qualitative research, ethics committee meetings and patient consultation, IRB processes, Grand Rounds, Morbidity and Mortality Conferences, Nursing, Medical Social Work and hospital chaplaincy.

- Introduce graduate students pursuing the certificate in Medical Humanities to the various aspects of clinical medicine listed above, while demonstrating the relevance of the humanities in these clinical situations.
- Provide students interested in pursuing a health-related career a better understanding of medicine and healthcare as it is practiced today.

### **The Individualized Practicum**

The practicum experience is a vehicle for integrating the knowledge gained in other courses, specifically M501, with new ways of thinking about medicine and healthcare. The practicum is individualized based on the students' interests. Students will be provided a list from which they may design their practicum experience with guidance from the director.

There are six required sessions and four optional, for a total of ten sessions.

The director of the practicum will arrange two group meetings through the practicum experience during which students will discuss their unique experiences, and share their research interests.

**Students are required to attend at least six sessions and BOTH group meetings.**

### **Student Learning Objectives**

*Knowledge/Comprehension:* Students should be able to relate what they've learned in the Liberal Arts classroom, specifically in MHHS M501, to what they experience in the clinical setting and demonstrate their understanding through journal writing and reflection.

*Application/Analysis:* Students should be able to apply the classroom knowledge to their understanding of clinical medicine/experience and should demonstrate this through identifying questions, and applying narrative context, in their journal record.

*Evaluation/Synthesis:* Students should be able to integrate their practicum experience with their individual research interests and defend this verbally through small group discussion.

*Analysis/Evaluation/Synthesis:* Students should be able to identify basic concepts of clinical ethics through observation of the patient-doctor relationship in various clinical experiences. This should be demonstrated through journal writing and reflection. Specifically, students should formulate a possible solution, or resolution, to the ethical problem and reflect on its usefulness and applicability.

*Analysis/Evaluation/Synthesis:* Students should ultimately be able to recognize the missing pieces of a successful clinical scenario. Viewed through the lens of narrative context, students will assess the situation and provide alternatives for a more successful experience for the doctors and patients. For example, students should be able to identify specific questions which might lead to a better understanding of the situation, or clinical story.

*Synthesis:* Ultimately, students will develop and formulate new ways of thinking about the following (as relevant to their specific, individualized clinical experience):

- cultural tension in medicine and healthcare
- ethical principles
- quality of life
- decision making
- beginning/end of life issues
- patient/clinician communication

### **Principles of Graduate Learning (PGLs)**

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### **Assessment**

**Learning Activity:** Journal – 25%

-entries following each site visit

**Purpose: to demonstrate increased awareness and insight following each site visit  
to keep a detailed record of the experience**

**Learning Activity:** Reflection papers – 25%

-2 page formal reflection paper following site visit, **submitted within one week of visit**

-based on experiences and observations

-posing questions, and offering solutions/resolutions when necessary

**Purpose: to communicate effectively increased awareness and insight  
to better understand the experience through assessment and critical reflection**

**Learning Activity:** Group meetings – 10%

-attendance and participation at 2 group meetings – time and location TBD

**Purpose: to learn from peers through sharing and feedback about individual clinical  
experiences  
to identify and better understand research interests**

**Learning Activity:** Final Reflection – 40% **Due date TBD on individual basis**

**Purpose: Final papers should reflect the students' understanding of the clinical situation as  
experienced throughout the practicum in terms of the theoretical experience gained in the  
classroom. Students should exhibit a more advanced understanding of the complexity of  
medicine and healthcare through specific examples and critical analysis.**

### **Grading Scale**

A: 95-100

A-: 90-94

B+: 87-89

B: 84-86

B-: 80-83

C+: 77-79

C: 74-76

C-: 70-73

D+: 67-69

D: 64-66

D-: 60-63

F: 0-59

Students may require two semesters to complete the requirements for the practicum. Students who choose to do this will register only once, but can spread the visits out over the entire academic year.

### **Practicum Opportunities**

The following opportunities will generally be available every semester. Students should meet with the director of the practicum, Emily Beckman, before attending anything.

#### Division of Continuing Medical Education

- Archived IUSM Medicine Grand Rounds Sessions  
Website: <http://cme.medicine.iu.edu/cme-activities/enduring-materials/medicine-grand-rounds/>
- Pediatric Grand Rounds – takes place every Wednesday from 8:00 AM to 9:00 AM at the Riley Outpatient Center in the Auditorium
- OB-GYN Grand Rounds – takes place every Wednesday from September to June from 8:15 AM to 9:30 AM at Research III (R3)

#### Eugene and Marilyn Glick Eye Institute – Dept. of Ophthalmology

- Grand Rounds – presented Wednesday mornings (7:30 AM) for Ophthalmologists and ophthalmologists-in-training in the Spitzberg Conference Room at the Eugene and Marilyn Glick Eye Institute.  
Schedule: [http://www.iueye.iu.edu/index.php/download\\_file/view/1166/386/](http://www.iueye.iu.edu/index.php/download_file/view/1166/386/)

#### Melvin and Bren Simon Cancer Center

- Grand Rounds – each Friday morning (8:00 AM) the IU Simon Cancer Center Grand Rounds will highlight clinical and translational research topics. The lecturers will come from members of the IU Simon Cancer Center, visiting professors and fellows whose purpose is to highlight clinical research activities and spawn new ideas for collaborative activities.  
Schedule: [http://www.cancer.iu.edu/education/event\\_print.php?type=Grand Rounds](http://www.cancer.iu.edu/education/event_print.php?type=Grand Rounds)

#### Department of Psychiatry

- Grand Rounds – All lectures take place in the Riley Hospital Outpatient Center Ruth Lilly Learning Center Auditorium, from 11:00 AM – 12:00 PM, unless otherwise noted  
Website: <http://psychiatry.medicine.iu.edu/co/hidden/grand-rounds-2010-2011/>

#### Department of Anesthesia

- Grand Rounds – presented every Wednesday  
Website:  
<http://anesthesia.iu.edu/Education/Residency/AcademicActivities/GrandRounds.aspx>

#### Division of Gastroenterology/Hepatology

- Grand Rounds – held in the Regenstrief 4<sup>th</sup> floor GI suite conference room  
Website - <http://medicine.iupui.edu/GAST/education/rounds.aspx>

#### IU Dermatology

- Grand Rounds  
Website -  
[https://www.google.com/url?q=http://dermatology.medicine.iu.edu/index.php/download\\_file/view/382/1/&sa=U&ei=e-2tUbreFOq3ygGjs4DYAQ&ved=0CAkQFjAB&client=internal-uds-cse&usg=AFQjCNGgvIUau-8PhuenW0m1ehumEI6WYg](https://www.google.com/url?q=http://dermatology.medicine.iu.edu/index.php/download_file/view/382/1/&sa=U&ei=e-2tUbreFOq3ygGjs4DYAQ&ved=0CAkQFjAB&client=internal-uds-cse&usg=AFQjCNGgvIUau-8PhuenW0m1ehumEI6WYg)

#### Department of Surgery

- 16<sup>th</sup> Annual Mental Health Symposium – June 14<sup>th</sup> 8:30 AM – 4:00 PM  
Website - [http://events.iupui.edu/event/?event\\_id=8875](http://events.iupui.edu/event/?event_id=8875)

Department of Neurosurgery

- Grand Rounds – every Wednesday 5:00 PM  
Website - <https://www.google.com/url?q=http://medicine.iu.edu/neurosurgery/residency-program/grand-rounds-and-conferences-schedule/&sa=U&ei=Ce6tUeb3JsaIygHJnIH0Aw&ved=0CAcQFjAA&client=internal-uds-cse&usg=AFQjCNGLgzCoumYR0CgL8f86tcNAQab--w>

*Robert H. McKinney School of Law:*

Hall Center for Law & Health

- Health Law Society  
Website - <http://mckinneylaw.iu.edu/students/student-orgs/index.html>

*IRB Meetings:*

Lockefield Village – IUPUI

- Website - [https://www.google.com/url?q=http://researchadmin.iu.edu/HumanSubjects/hsdocs/2013\\_IRB\\_Meetings\\_Dates\\_and\\_Locations.pdf&sa=U&ei=m-6tUbyMBOOGyQHSjYGwAw&ved=0CAcQFjAA&client=internal-uds-cse&usg=AFQjCNG-aSAlirwplcK4St-\\_2Wus5S9-zQ](https://www.google.com/url?q=http://researchadmin.iu.edu/HumanSubjects/hsdocs/2013_IRB_Meetings_Dates_and_Locations.pdf&sa=U&ei=m-6tUbyMBOOGyQHSjYGwAw&ved=0CAcQFjAA&client=internal-uds-cse&usg=AFQjCNG-aSAlirwplcK4St-_2Wus5S9-zQ)

*School of Social Work:*

The 10<sup>th</sup> Annual Conference on Health, Disability and Law

- The 10<sup>th</sup> Annual Conference on Health, Disability and Law will be held Monday, May 21, 2012 at the Indiana University School of Law – Wynne Courtroom, Indianapolis. The topic of this year's conference is Obesity Bias and Bullying: Where are we now and what can we do about it. The conference runs from 8 a.m. to 4:45 p.m.
- Website - [http://socialwork.iu.edu/event\\_index.php](http://socialwork.iu.edu/event_index.php)

*Charles Warren Fairbanks Center for Medical Ethics:*

- IU Health Ethics Consultation Sub-Committee – 2 per month, 1.5 hours each
- IU Health Ethics Committee – monthly

In addition, students may be interested in the following regularly occurring meetings/events and may schedule visits accordingly:

Hospital Social Work

Midwifery Practice

Chronic Illness and Poverty

Indiana University Center for Bioethics

Ethics at Lunch

Spirit of Medicine

Fourth year elective: Narrative Medicine, Bioethics, Leadership in Medicine, Concepts of Human Sexuality for the Clinician

Morbidity and Mortality Conference

Clinic Observation

Infectious Disease Conference

Morning Report

Nursing Home Visits

Teaching Rounds

Tumor Board

Hospital Chaplaincy

Individual IUSM Faculty Readings/Mentoring