

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 Schulster 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](http://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  
ASSIGND READING

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

[Amazon.com: Letters of Transit: Reflections on Exile, Identity, Language, and Loss: 9781565846074: Aciman, Andre: Books](https://www.amazon.com/Books/Andre-Aciman/e/B000APCQ8C)

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>

14) December 8 and <https://www.linkedin.com/in/phorton1>

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**

\*Starr, Paul. *The Social Transformation of American Medicine*. New York: Basic Books, 1982. Book 1, Introduction, Ch. 1 & 2, Pp. 3 - 78.

Anderson, Matthew R., Lanny Smith, and Victor Sidel. "What is social medicine." *Monthly Review* 56, no. 8 (2005).

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

Sampson, Robert. "Neighborhood-Level Context and Health: Lessons from Sociology." In *Neighborhoods and Health*, eds. Ichiro Kawachi and Lisa Berkman. New York: Oxford UP, 2003. Pp. 132-146.

Strand, Kerry, et al. "Principles of Best Practice for Community-Based Research," *Michigan Journal of Community Service Learning*, Summer 2003, pp. 5-15.

Lefkowitz, Bonnie. "The Rio Grande Valley of Texas: Steps from the Third World." In her *Community Health Centers: A Movement and the People Who Made It Happen*. New Brunswick, NJ: Rutgers UP, 2007. Pp.116-134. (OR)

Lefkowitz, Bonnie. "The South Carolina Low Country: A Homegrown Black Power Structure." In her *Community Health Centers: A Movement and the People Who Made It Happen*. New Brunswick, NJ: Rutgers UP, 2007. Pp. 75 – 90.

**Class #3 A Review of Social Epidemiology**

Krieger, Nancy. "Theories for social epidemiology in the 21<sup>st</sup> century: an ecosocial perspective." *International Journal of Epidemiology* 30 (2001): 668 – 677.

\*Marmot, Michael. "Introduction." In Marmot, Michael and Richard Wilkinson, eds. *Social Determinants of Health*, 2<sup>nd</sup> ed. London: Oxford UP, 2000. Pp. 1-5.

Brunner, Eric, and Michael Marmot. "Social Organization, Stress, and Health." In Marmot and Wilkinson. Pp. 6–30.

Kawachi, Ichiro. "What is social epidemiology?" [Editorial] *SS&M* 54 (2002): 1739-1741.

**Class #4 Illness and Community - Theorizing Pathways**

Wright, Rosalind and Edwin Fisher. "Putting Asthma into Context: Community Influences on Risk, Behavior, and Intervention." In *Neighborhoods and Health*, eds. Ichiro Kawachi and Lisa Berkman. New York: Oxford UP, 2003. Pp. 233-262.

Balshem, Martha. "Cancer, control, and causality: talking about cancer in a working-class community." *American Ethnologist* 18 (1991): 152-171.

Christakis, Nicholas and James H. Fowler. "The spread of obesity in a large social network over 32 years." *NEJM* 357 (2007), No. 4: 370 - 379.

Filippelli, Gabriel and Mark Laidlaw. "The elephant in the playground: confronting lead-contaminated soils as an important source of lead burdens to urban populations." *Perspectives in Biology and Medicine* 53 (2010): 31- 45.  
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Optional reading: \*Lubelchek, Jay and Robert Weinstein. "Antibiotic Resistance and Nosocomial Infections." *The Social Ecology of Infectious Diseases*, eds. Kenneth Mayer and H.F. Pizer. Boston: Elsevier, 2008. Pp.241-274.

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

Braveman, Paula. "Measuring Health Inequalities: The Politics of the World Health Report 2000." In *Health and Social Justice*, ed. Richard Hofrichter. San Francisco: Jossey-Bass, 2003. Pp. 305-320.

Bambas, Alexandra and Juan Antonio Casas. "Assessing Equity in Health: Conceptual Criteria." In *Equity and Health: Views from the Pan American Sanitary Bureau*. Washington, DC: Pan American Health Organization, 2001. Pp. 12 – 21. <http://publications.paho.org>.

Bartley, Mel, Jane Ferrie and Scott Montgomery. "Health and Labor Market Disadvantage: Unemployment, Non-Employment, and Job Insecurity." In Marmot and Wilkinson, pp. 78-96.

Marmot, Michael, et al. "Health and the Psychosocial Environment at Work." In Marmot and Wilkinson, pp. 97-130.

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

Aronowitz, Robert. "Framing disease: an underappreciated mechanism for the social patterning of health." *Social Science and Medicine* 67 (2008): 1-9.

Pierce, Jessica and Andrew Jameton, "The Green Health Center." From *The Ethics of Environmentally Responsible Health Care*. Oxford and New York: Oxford UP, 2004. Pp. 61- 81.

Freund, Peter and George Martin. "Moving Bodies: Injury, Dis-ease and the Social Organization of Space." In *Critical Perspectives in Public Health*. eds. Judith Green and Ronald Labonté. New York: Routledge, 2008. Pp. 228-235.

Elliott, Carl. "Making a killing." *Mother Jones* 35, no. 5 (September-October 2010): 55-63.

#### **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

Schwartz, Robert S. "Racial Profiling in Medical Research." *NEJM* 344 (2001): 1392 – 1393.

Lee, Sandra Soo-Jin. "Racializing drug design: implications of pharmacogenomics for health disparities." *American J of Public Health* 95 (2005): 2133 – 2138.

Wright, Kai. "Upward mortality: nothing could hold my father back." *Mother Jones*, May-June 2006. Pp. 65 ff.

#### **Class #8 Social Geography: Visibility**

Barry, Ellen M. "Women Prisoners and Health Care: Locked Up and Locked Out." In *Man-Made Medicine: Women's Health, Public Policy, and Reform*, ed. Kary Moss. Durham, NC: Duke UP, 1996. Pp. 249 – 272.

Calvo, Janet M. "Health Care Access for Immigrant Women." In *Man-Made Medicine: Women's Health, Public Policy and Reform*, ed. Kary Moss. Durham: Duke UP, 1996. Pp. 161-182.

Kittay, Eva Feder, "Caring for the Vulnerable by Caring for the Caregiver: The Case of Mental Retardation." In *Medicine and Social Justice*, eds. Rosamond Rhodes, Margaret Battin, and Anita Silvers. New York: Oxford UP, 2002. Pp. 290- 300.

Lambert, Lori (Abenaki Mi'kmaq) and Eberhard Wenzel, "Medicine Keepers: Issues in Indigenous Health," *Critical Perspectives in Public Health*, eds. J. Green and R. Labonté. London and New York: Routledge, 2008. Pp. 180 – 191.

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

Zimmerman, Cathy and Charlotte Watts. "Documenting the Effects of Trafficking in Women." In *Public Health and Human Rights: Evidence-Based Approaches*, eds. Chris Beyer and H.F. Pizer. Baltimore: Johns Hopkins UP, 2007. Pp. 143 – 176.

Alliden, Kathleen. "Cross-cultural Psychiatry in Medical-Legal Documentation of Suffering: Human Rights Abuses Involving Transnational Corporations and the Yadana Pipeline in Burma." In *Postcolonial Disorders*, eds. Mary-Jo DelVecchio Good , et al. Berkeley: UC Press, 2008. Pp. 397-417.

Mukherjea, Ananya. "Cutting Risk: The Ethics of Male Circumcision, HIV Prevention, and Wellness." In *Bioethical Issues, Sociological Perspectives*, eds. Barbara Katz Rothman, Elizabeth Mitchell Armstrong, and Rebecca Tiger.

Amsterdam and London: Elsevier JAI, 2008. Pp. 225-243.

Farmer, Paul. "Social Medicine and the Challenge of Biosocial Research" (2000). In his *Partner to the Poor*, ed. Haun Saussy. Berkeley: U of California Press, 2010. Pp. 248-265.

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

Baker, Beth. "We are Nothing: Empowering Staff." In *her Old Age in a New Age: The Promise of Transformative Nursing Homes*. Nashville: Vanderbilt UP, 2007. Pp. 61-84.

Glass, Thomas and Jennifer Balfour. "Neighborhoods, Aging, and Functional Limitations." In *Neighborhoods and Health*, eds. Ichiro Kawachi and Lisa Berkman. New York: Oxford UP, 2003. Pp. 303-334.

Rosel, Natalie. "Aging in place: knowing where you are." *International J of Aging and Human Development* 57 (2003): 77-90.

Churchill, Larry. "Patient Multiplicity, Medical Rituals and Good Dying." In *Slow Cures and Bad Philosophers*, ed. Carl Elliott. Charlotte, NC: Duke UP, 2001, Pp. 33- 47

Gawande, Atul. "Letting go." *The New Yorker*, 2 August 2010 [Webarchive]

#### **Class #11 Stigma and Compassion**

\*Sered, Susan Starr and Rushika Fernandopulle. *Uninsured in America: Life and Death in the Land of Opportunity*. Berkeley: University of California Press, 2005.

Teitleman, Michael. "The Medical, the Mental, and the Dental: Vicissitudes of Stigma and Compassion." In *Medicine and Social Justice*, eds. Rosamond Rhodes, Margaret Battin, and Anita Silvers. New York: Oxford UP, 2002. Pp. 248- 258.

Frank, Deborah. "What If Food Were a Medicine? The Pediatrician and Childhood Hunger." In *Society and Medicine: Essays in Honor of Renée C. Fox.*, eds. C. Messikomer, Judith Swazey, and Allen Glicksman. New Brunswick, NJ: Transaction, 2003. Pp. 161-168.

#### **Class #12 Agency and Circumstance**

Robertson, Aileen, Eric Brunner and Aubrey Sheiham, "Food is a Political Issue." In *Marmot and Wilkinson*, Pp. 172-195.

Hunt, Linda, Rolando Tinoco Ojanguren, Norah Schwartz, and David Halperin. "Balancing Risks and Resources: Applying Pesticides without Using Protective Equipment in Southern Mexico." In *Anthropology in Public Health*, ed. Robert A. Hahn. New York: Oxford UP, 1999, Pp. 235 – 254.

Jarvis, Martin and Jane Wardle. "Social Patterning of Individual Health Behaviours: The Case of Cigarette Smoking." In *Marmot and Wilkinson*, Ch. 11. Pp. 224-237.

Bayer, Ronald. "Stigma and the ethics of public health: not can we but should we?" *SS&M* 67 (2008): 463-472.

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

\*Farmer, Paul. *Pathologies of Power*. Berkeley: University of California Press, 2005. Selected pages.

"What Could Have Saved John Worthy?" *Hastings Center Report* 28 (1998), No. 4: Special Supplement

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

## **Syllabus**

### **Introduction to Physical Examination**

**Spring Semester 2021**

Thursday, 6:00PM-8:00PM

Instructors: Keat Sanford, PhD, Rhea Sanford, PhD, RN,

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:**

Bates' Guide to the Physical Examination and History Taking, Ninth Edition, Lippincott Williams and Wilkins, 2007, ISBN – 13: 978-0-7817-8519-8.

Symptoms to Diagnosis: an evidenced based guide. McGraw Hill, Lange. Recent edition. Stern, Cifu, Altkorn.

The Human Side of Medicine: Learning What It's Like to be a Patient and What It's Like to be a Physician. Laurence A Savett MD, ISBN -0-86569-319-6.

Some preference in registration will be extended to students in the Combined Programs in Medicine and Dentistry, students in the Premedical/Pre dental 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.
9. Explore the dynamics and nuances of the doctor-patient relationship.
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.

Session	Lecture	Readings	Instructor
1.	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	Selected readings Bates’ – overview of Medical History, ROS, and Physical Examination	Sanfords
2.	Review of Complex Patient Histories, Problem Lists, Clinical Reasoning,	Patient Scenarios will be presented and evaluated	Sanford, medical students
3	Complete Review of Systems and Orientation to the Physical Exam components	Bates’ selected readings	Sanford, medical students
4	Physical Examination: General Appearance, Vitals, Skin, Head and Neck	Bates’ selected readings	Sanfords, medical students, faculty
5	Physical Examination: Thorax and Lungs	Bates’ selected readings	Sanfords, medical students, faculty
6	Physical Examination: Cardiovascular	Bates’ selected readings	Sanfords, medical students, faculty
7	Physical Examination: Abdomen, Male & Female Exams	Bates’ selected readings	Sanfords, medical students, faculty
8	Physical Examination: Musculoskeletal System	Bates – Guide to Physical Exam and Medical History	Sanfords, faculty, medical students
9	Physical Examination: Nervous System	Bates selected readings	Sanfords, faculty medical students
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.