

**Rush Medical College  
Humanities & Medicine  
(August 28, 2015)**

**Block Faculty:**

**Course Director**

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**Other Faculty Members:**

Annie Morse  
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Susan Imus, MA, LCPC, BC-DMT, GL-CMA  
Associate Professor & Chair  
Department of Dance/Movement Therapy & Counseling  
Columbia College Chicago  
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Caroline Latta, Ph.D.  
Professor of Theatre  
Columbia College Chicago  
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**General Description of the Course:**

This elective is an 18 session course that examines how empathy, observation and interpretation impact and are impacted by one's experiences of literature and the arts. Particular attention will be paid to the ways in which observation and engagement with the arts parallels observation and engagement in patient care. Individual sessions will focus on the role of perspective in describing medical events, differences and similarities in observational skills in the arts and medicine and the use of movement and drama exercises to examine how one experiences and is experienced by others. Course activities will include museum visits, movement activities, acting exercises and reading and writing about selected works of literature.

## **Course Objectives:**

### *Sessions 1-4 & 9: Jay Behel*

1. Reflect on the role of the arts & humanities in one's life. Recognize the ways in which this cultural life will impact and be impacted by one's medical practice.
2. Contrast the role of empathy and empathic engagement in art and in medicine.
3. Discuss the impact of genre, authorial intent, context and medium on one's experience of texts.
4. Recognize the impact of artistic perspective on the experience and portrayal of major medical events.

### *Sessions 5-8: Annie Morse*

1. Hone students' observational abilities through looking at works of art.
2. Build verbal and interpersonal communication skills through observation, description, and analysis of works of art.
3. Use artwork as a tool to build and consider empathy in future medical practice.
4. Consider personal biases and judgment in evaluating works of art in relation to future medical practice.

### *Sessions 10-14: Susan Imus*

1. Examine the role that movement plays in the therapeutic relationship
2. Examine assumptions about their own body-mind and that of their patients
3. Identify their own movement preferences.
4. Learn to attune and identify mis-attunement through their non-verbal communication in their therapeutic relationship
5. Examine self-care and its effect on their practice
6. Learn Movement Thinking Strategies
7. Play through dance and movement

### *Sessions 15-18: Caroline Latta & Staff*

1. Expand receptivity and observation through active use of the senses
2. Increase the ability to respond to others' social cues and to be aware and take responsibility for the cues we send
3. Explore how relationships are created
4. Explore how vocal sound reveals emotional states
5. Sharpen auditory skills so that we accurately process what we hear
6. Embody the concerns of patients in the doctor/patient relationship by reading, watching, discussing, and enacting parts of play scripts dealing with medical issues

## **Course Components:**

1. Exploration and discussion of the role of empathy and interpretation in literary and medical story-telling.
2. Museum-based explorations of observation, empathy and bias in responding to the visual arts.
3. Movement-focused examination of body language and movement as means of understanding, engaging and communicating with people in a medical context.
4. Exploration of how body language and tone influence the ways in which people enact their roles as doctor and patient.

5. Examination of the patient role as portrayed on stage.
6. Concluding session to reflect on lessons learned and explore “next steps” for ongoing development of this aspect of one’s identity as a physician.

**Learning Resources:** (required, recommended or other useful sources)

**Required:**

Edson, M. (1999). *Wit*. Dramatists Play Service, New York.

Moore, L. (1998). *Birds of America* Vintage, New York.

Porter, K.A. (1939, reprinted 1990). *Pale Horse, Pale Rider*. Pages 141-208. Houghton Mifflin Harcourt, New York.

Stone, J. (2004). *Music from Apartment 8: New and Selected Poems*.

**On-line materials:** As assigned by individual instructors.

**Department generated materials:** N/A

**Course Expectations:** (preparation, punctuality, absentee policy, University Honor Code)

The expectation is that students will interact with the course faculty, staff and students in a respectful and professional manner. Students will turn in all assignments on time, actively seek help when needed, and communicate any course related concerns to the course directors as soon as possible. Engaged and enthusiastic participation in all activities is essential to the success of this course, and students will arrive on time for all sessions and actively participate in discussions and other exercises.

**Course Requirements:** (attendance, participation, assignments, deadlines)

Students are expected to attend all course activities and to arrive ready to participate. Attendance is not optional. Additionally, timely completion of all out-of-class preparation and required assignments is expected. Specific assignments and deadlines as follows:

1. Read *Pale Horse, Pale Rider* (pages 141-208) and selections from *Birds of America* and *Music from Apartment 8*.
2. Complete reflections, interpretations based on readings or other written product at end of sessions 2-4 & 9.
3. Submit journal entries or other written assignment for preceding week at beginning of Sessions 6-8 and 10-18 and at 8 AM on the Tuesday following Session 18.
4. Participate in installation project during sessions 6-9.
5. Submit short reflection paper, “Embodiment: A Way to Know Your Patient.,” by 8 AM on the Thursday following Session 14.
6. Read *Wit* and other assigned readings by beginning of Session 17.

**Tutoring:** N/A

**Contacting Instructors:** Email (from Rush email addresses), as listed above, is preferred method of communicating with instructors.

**Testing and Grading (Approved by the Committee on Student Evaluation and Performance)**

*The following will be evaluated to determine students' grades. Grade options are Pass and Fail only.*

Attendance and active participation at all sessions is required to pass  
Submission of written assignments or alternatives  
Submission and discussion of journal entries

**Absence from an Examination:** Not applicable

**Correcting for a Failure:** No routine remediation process. Extraordinary circumstances will be evaluated on a case by case basis.

**Deferred Examinations:** Not applicable

**Rush policy for Students with Disabilities and Request for an Accommodation**

In keeping with its goal to promote diversity among its student population, Rush University is committed to attracting and educating students who will help to make the population of health care professionals representative of the national population, including students with disabilities. In addition, Rush University wishes to insure that access to its facilities, programs and services are available to students with disabilities. The University provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Americans with Disabilities Act (ADA) of 1990 and the Rehabilitation Act of 1973. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that enables a qualified student with a disability to have an equal opportunity to participate in all Rush University student activities. To be eligible for accommodations, a student must have a documented disability as defined by the ADA and Section 504 of the Rehabilitation Act of 1973. Both the ADA and Section 504 define disability as (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such a condition.

**For information or to request an accommodation, please contact your college representative listed below.**

*Please do not make requests for accommodation to individual faculty members, lecturers or course directors or block administrators.*

Rush Medical College – Paul Severin, M.D.  
(312) 942-6194  
[Paul\\_j\\_severin@rush.edu](mailto:Paul_j_severin@rush.edu)

Further information can be found at:

<http://www.rushu.rush.edu/catalog/aboutrush/disabilityrights.html>

**Request an Accommodation:** Any request for an accommodation for reasons other than a documented disability should be directed to Dr. Robert Leven, Assistant Dean of Basic Science Education.

**Schedule/Room Assignments:** Sessions will appear on M1 Fall and Spring Timetables. Location(s) will be communicated by Course Director.