

## MDID 7110: "Layers of Medicine – Digging Deeper" Syllabus

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 Sponsoring Department: Medical Education  
 Department Code:MDID 7110

**Credit Hours: 2**

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### Course Information

#### Brief Description of Course

The Layers of Medicine series of courses is an ongoing dialogue about the interdisciplinary complexities and challenges of health care. This dialogue is rooted in both the very large and the very small. We will attend to the 'big picture' conceptualization of what medical care means and the broader socio-cultural factors that shape its delivery. At the same time, we will attend closely to the unique particularities of the patient-doctor relationship: analyzing ethically and practically challenging scenarios and examining issues of professionalism in medicine.

Medical education in the clinical years is designed to synthesize and apply scientific knowledge to the clinical setting. The practice of medicine is complex, messy, and challenging on interpersonal, ethical, and sociocultural levels. We will study and discuss a broad range of issues that do not have easily formulated answers, with the fundamental assumption that reflective skills are critical to the development and practice of a physician, which will be honed with tools and practice throughout the course.

The material covered in this elective course follows topics and approaches covered in the required LOM courses, which can be thought of as foundational "layers" of knowledge necessary, alongside scientific and clinical courses, for delivering best and most appropriate care. This elective provides a more intensive exploration, thus extending our geological metaphor to "digging deeper" into what those foundations hold.

Exploring foundations means risking stability and potentially rebuilding, which we understand to be a central goal to any academic pursuit. Therefore, we see this course as particularly focused on the current goals of the School of Medicine toward greater diversity, equity, and inclusion. We plan to explore not only *topics*, such as health inequities in particular communities, but also *approaches* to medical education and practice, with creating an actively anti-racist, truly inclusive curriculum as an immediate impetus. The metaphor of "layers" has always reflected the intent to have the material

covered in this course be interspersed with other aspects of the curriculum. What we are able to discover together in this course could and should be partnered with other educational and clinical activities.

Individual sections of this course will cover topics chosen by instructors, based on material covered in LOM, but more focused, in-depth, and relevant to current events, issues, and concerns. Each section instructor will provide details of topics covered in the syllabus and description for that section.

### Course Objectives

As a result of successfully completing Layers of Medicine—Deeper Dives, students will be able to:

1. *Students will be able to critically reflect on the experience of medicine, as a patient, as a learner, as a provider, and as a teacher using different approaches and practices. (Units 2, 3)*
  - Students will practice using narrative-based approaches.
  - Students will evaluate the relationship between self-care and the practice of medicine.
  - Students will continue development of language to analyze various ethical dilemmas.
  - Students will explore through a variety of media the culture of medicine, their place and identity within it, and the implicit and explicit power dynamics at play.
  - Students will practice effective communication in oral and written formats.
2. *Students will take responsibility for how their personal and professional development affects their knowledge acquisition and practice of medicine. (Units 1, 2, 3)*
  - The course will allow students to build upon their own personal development outside of medicine to continue to develop a professional identity.
  - The course will allow students to develop a working definition of professionalism as it applies both individually as well as to the field of medicine as a whole.
  - The course will allow students to demonstrate responsiveness to patient needs that supersedes self-interest.
  - Students will demonstrate compassion, integrity, and respect for others.
  - The course will allow students to demonstrate respect for patient privacy and autonomy.
3. *Students will be able to successfully integrate multiple viewpoints of medicine including cultural, gender specific, socioeconomic, religious and ethical. (Units, 1, 4, 5)*
  - Students will recognize a variety of lenses through which medicine can be viewed.
  - Students will be able to reflect on how their own viewpoints and values influence/may influence their medical training and eventual patient care.
  - Students will demonstrate accountability to patients, society, and the profession.
  - Students will demonstrate sensitivity and responsiveness to a diverse patient population, including, but not limited to, diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
  - Students will demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations.

\*\*Please refer to <https://medicine.utah.edu/students/programs/md/curriculum/program-objectives.php> for detailed information on UUSOM Program Objectives.

### Course Format & Schedule

Sessions will fall under one or more of the following units, such that faculty can tailor the course while still ensuring broad exposure. The units are intended to allow for flexibility of schedules, see timeline below.

**Unit 1:** Health Inequities

**Unit 2:** Reflective Strategies

**Unit 3:** Personal / Professional Development and Growth

**Unit 4:** Medical Ethics

**Unit 5:** Health Systems Issues

**Timeline**

This elective course will be offered in Spring 2021 (AY20-21) at least once in each of the following formats, so at least 3 sections will be offered. Students choose which section works best for their schedule; each section is a total of 20 hours synchronous contact time:

- Section 1: 2-hour meetings once/week for 10 weeks
- Section 2: 2-hour meetings twice/week for 5 weeks
- Section 3: 4-hour meetings once/day for 1 week

-NOTE- Student enrollment will determine number of offerings.

**Educational and Instructional Modalities**

Modality	Percentage
Synchronous zoom or in-person reading & writing sessions	25%
Asynchronous independent reading & writing sessions	75%

Example of material that might be covered as one session in a unit:

Power Dynamics

Asynchronous Reading Assignment:

Cassell, E. "Consent or Obedience? Power and Authority in Medicine." N Engl J Med 2005; 352:328-330  
DOI: 10.1056/NEJMp048188

Donetto, S. "Talking about Power in Medical Education." Med Educ 2012; 46, 12: 1141-1143

National Academy of Medicine. "Perspectives on Health Equity and Social Determinants of Health." Special Publication of NAM, 2002.

Asynchronous Written Assignment Prompt: This session's topic is "Power Dynamics," and in this written assignment, we would like to you to reflect specifically on a moment in which you felt a loss of power or status because you misspoke or made a notable communication error: the colloquial phrase often used is "put your foot in your mouth." This moment might have been during a clinical encounter, but could also come from everyday life. What happened? How did you react in the moment? What was your thought process after you left that encounter? How did you feel the power dynamic (there always is one!) in the moment shift? Do you think of that moment in a different light now (if significant time has passed)? Bonus reflection: Have you been on the receiving end of someone else putting their foot in their mouth? Same questions as above.

Example of Synchronous Session: Guided discussion with faculty facilitators, who follow a lesson plan:

1. Discussion of reading and written assignment. Each student expected to contribute.
2. Discussion of scenario, based on a real-life event, e.g.: Dr. X, a neurologist, enters a patient's room to discuss a treatment plan. The patient has severe microcephaly, a condition that usually presents with severe cognitive and communication impairments. In his career, Dr. X has never had a patient with this level of microcephaly who could communicate with him. Dr. X begins to address the patient's mother only, but realizes after a few minutes of talking that the patient understands everything and communicates well. Dr. X has not spoken to her, only about her, since he entered the room.
  - a. Describe the power dynamic in place once Dr. X began talking

- b. What bias, attitudes, and assumptions (remember that these are not necessarily bad!) informed Dr. X's initial actions?
  - c. What can Dr. X do in that moment?
  - d. After discussion, facilitator reveals what the real Dr. X did in that moment.
    - i. Students are invited to offer what else they might have done
    - ii. Facilitator closes this part of the discussion with hopeful and helpful discussion of "tools" to keep in one's communication "toolbox"
3. Additional discussion: Power differentials and differences more generally. The scenario discussed is about someone perceived as different or other. What can you apply from this scenario to other scenarios? Some talking points:
- a. Different cultures face different health inequities. Cultural humility and awareness includes recognizing that differences DO matter. This is not about erasing differences (e.g., "colorblindness"), but draws attention to stereotypes and assumptions based upon race, ethnicity, cultural background, country of origin, religious beliefs, or even how someone is dressed or otherwise presents themselves.
  - b. How can you ask about differences, including not only aspects of identity like ethnicity but also lived experiences like health care access, in a way that conveys that you are asking because it is necessary to this interaction (and not because you are simply curious)? Is it ever ok to just be curious?
  - c. How are the National Academy of Medicine (formerly Institute of Medicine) recommendations useful in learning:
    1. how to appropriately ask these questions?
    2. the significance of these questions in terms of clinical relevance as well as collecting data for social determinants of healthcare inequities?
  - d. What about when you get it wrong? Or when someone gets something wrong about you? What can you think about now that might help you in the moment? What "tools" do you want in your "toolbox"?

### Final Project (Independent or Group)

Each student will create a final project that addresses and connects concepts presented in the course and offers interpretation or adds a new element. Requirements:

1. Proposal, to be approved by instructor before work begins.
  - a. Group proposals should outline exactly how each student will contribute to the proposal
  - b. choose appropriate medium/media (e.g., artistic project, manuscript, lecture with slide deck)
2. Project
  - a. Shows engagement with course goals and material
  - b. Reflects at least 10 hours individual work
  - c. All reference materials fully and appropriately cited
3. Reflection on process
  - a. How was time spent
  - b. What challenges did you face?
  - c. Describe plan for dissemination/publication (not required to actually disseminate/publish, but must present a plan)

### Role of the Student in this Course

Students are expected to keep up with readings, complete all assignments, adhere to deadlines, and communicate any issues as they arise.

### Required Textbooks/Readings

All readings will be available through Canvas Files.

### Additional Resources

TBD

## Assessment & Grading

	Weight	Must Pass/ Must Complete	Due Date
<b>Participation</b>			
Synchronous sessions	N/A	Must pass	TBD
Peer feedback	N/A	Must pass	TBD
<b>Written assignments</b>			
Individual	N/A	Must pass	TBD
Discussion format	N/A	Must pass	TBD
<b>Final Project</b>			
Individual or group	N/A	Must pass	TBD

### Grading System

Students will receive a final letter grade of PASS (P) or FAIL (F) for this course:

**Pass:** A student who earns a passing score on the must-pass elements of the course will receive a course grade of pass. One grade on one must-pass element (total, not in each category) may be dropped from the student's total grade.

**Fail:** A student who fails to earn a passing score on more than one of the must-pass course elements (total, not in each category) will receive a course grade of fail.

## Student Feedback

Providing feedback is an important aspect of your professionalism expectation, and helps with our curriculum quality improvement process. Your elective course director or coordinator will inform of you of any course feedback surveys. Surveys must be completed by the due date to demonstrate reliability for the professionalism competency.

## Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

- Accommodations**
- Addressing Sexual Misconduct**
- Dress Code**
- Examination and Grading Policies**
- Grade or Score Appeal**
- Professionalism, Roles & Responsibilities**
- Mistreatment**
- Infectious, Environmental and Bloodborne Pathogen Exposures Policy**

## Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

## Center for Disability & Access

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability, and students seeking to establish the existence of a disability, that would like to request accommodations are required to meet with the CDA to establish accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

Dr. Steven Baumann, Senior Director of Academic Success Program

## Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](https://safeu.utah.edu).

## Appendix

### Layers of Medicine Written Assignment Grading Rubric

Instructions for Facilitators: Give one (1) point for each written assignment for which students meet expectations and no (0) points for each written assignment for which students do not meet expectations. Offer comments to respond to each submitted assignment; please note in comment section when assignment is not submitted.

Note: Points are necessary for recording a PASS/FAIL grade in Canvas. The course is PASS/FAIL and points are not awarded as part of the final course grade.

Layers of Medicine Written Assignment Grading Rubric	
Meets Expectations	Does Not Meet Expectations
Submits work by deadline	No submission/Submission past deadline
Submission meets the minimum requirements for length and scope	Does not meet minimum length requirement/scope
Readable, may contain some minor grammatical/spelling errors	Egregious grammatical/typographical errors which significantly interfere with readability
Engages in content, clearly having read the required material	Does not engage the content in a way that shows material has been read
Demonstrates a process of personal reflection regarding current beliefs, ideas, and emotional responses	Does not demonstrate a process of personal reflection regarding current beliefs, ideas, and emotional responses
Demonstrates sensitivity and responsiveness to diverse patient populations and/or topics	Does not demonstrate sensitivity and responsiveness to diverse patient populations and/or topics

### Layers of Medicine Synchronous Sessions/Written Assignment Discussion Participation Grading Rubric

Instructions for Facilitators: Give one (1) point for each session at which students meet expectations and no (0) points for each session at which students do not meet expectations. Offer comments as appropriate, at least once by session 4; please note in comment section when student is not present.

Note: Points are necessary for recording a PASS/FAIL grade in Canvas. The course is PASS/FAIL and points are not awarded as part of the final course grade.

Layers of Medicine Synchronous Sessions/Written Assignment Participation Grading Rubric	
Meets Expectations	Does Not Meet Expectations
Contributes to discussion	Not present/ Does not participate or contribute to the discussion
Prepares for discussion adequately utilizing readings for session	Does not seem to have utilized recommended readings in preparation for the discussion for the session
Demonstrates sensitivity and responsiveness to diverse patient populations and / or topics	Does not demonstrate sensitivity and responsiveness to diverse patient populations and / or topics
Demonstrates insight about emotions and responds appropriately during interpersonal interactions	Does not demonstrate insight about emotions and/or does not respond appropriately during interpersonal interactions
Engages in discussion which shows new viewpoints or perspectives and demonstrates ability to incorporate new viewpoints or perspectives after a discussion	Does not consider viewpoints other than one's own in discussions
Demonstrates compassion, integrity, and respect for others	Does not demonstrate compassion, integrity, and respect for others

**Layers of Medicine Final Project Grading Rubric**

Each student will create a final project that addresses and connects concepts presented in the course and offers interpretation or adds a new element. This can be completed individually or as a group, though each person will be graded on their individual effort, which must be clearly conveyed in all aspects of the project.

Final Project – Grading Rubric		
Element of Final Project	Meets Expectations	Does Not Meet Expectations
Written Proposal	Gives a detailed response to all of the questions asked in the assignment by the due date	Does not give detailed response to all questions
Final Project	Shows engagement with course goals and material	Does not show engagement with course goals and/or material
	Reflects at least 10 hours individual work	Does not reflect 10 hours of individual work
	All reference materials fully and appropriately cited	Reference materials not appropriately cited
Final Reflection	Project is completed and turned in on time. Any delays are discussed with Course Directors in advance	Project is not completed, or turned in late with no advance discussion
	All questions in final reflection outlined in the prompt are answered, including challenges faced and plan for dissemination/publication	Questions in reflection prompt not answered