

## Elective Template

**Course:** Law, Medicine, and Literature **Course Number:** GEN 2102

**Departments:** Medicine, UT Southwestern Medical School; School of Law, Southern Methodist University

**Faculty Coordinator:** Thomas Wm. Mayo, JD, Adjunct Professor of Medicine, UT Southwestern; Professor of Law, Southern Methodist University

**Assistant Faculty Coordinators:** Reeni Abraham, MD, Associate Professor of Medicine, UT Southwestern

**Hospital:** (Location of rotation) None

**Periods Offered:** (6-10; once per year since runs across multiple blocks) class meets on Fridays from 3-5pm at SMU

**Length:** 4 months (January – April )

**Max # of Students:** 10 WAIT LIST OF 10 IS MAINTAINED – LISTING IS ENCOURAGED DUE TO CHANGES IN STUDENT SELECTION

**First Day Contact:** Prof. Mayo. 214.768.3767, tmayo@smu.edu

**First Contact Time:** 8:00 A.M.

**First Day Location:** SMU

**Prerequisites:** *Completion of third-year curriculum (special consideration may be given to MS2's and MD/PhD candidates in graduate school research) NOTE: This course may be taken concurrently with other courses*

### I. Course Description

Classes consist of discussions of readings (poems, plays, short stories, and novels), with frequent presentations by students. Currently the readings includes the following: (1) The Cider House Rules (John Irving); (2) On Doctoring, 3rd ed. (Stone & Reynolds, eds.); (3) Wit (Edson); (4) Whose Life Is It, Anyway? (Clark); (5) Limitations (Scott Turow); (6) Law Lit (Thane Rosenbaum); and (7) miscellaneous additional readings.

<b>Goals</b> ( <i>examples-edit as needed</i> )	<b>Objectives</b> ( <i>describe activities that will support how goals are to be achieved</i> )	<b>Assessment methods</b> ( <i>examples-explain how student will be evaluated</i> )
<b>Patient Care:</b> <i>Assessment and Management</i> 1. <i>Students will demonstrate the knowledge, attitudes and</i>	<ul style="list-style-type: none"><li>To enhance the insight of future physicians (and attorneys) into one another's profession, as well their own, and to give</li></ul>	<ul style="list-style-type: none"><li>Participate in discussions in a respectful and constructive manner.</li><li>Formulate questions for law students that enhance the</li></ul>

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<p><i>skills necessary to perform appropriately focused and accurate histories and physical assessments and document the findings accurately in the health record.</i></p> <ol style="list-style-type: none"> <li>2. <i>Students will assist in development of evaluation and treatment plans, and take responsibility for implementation.</i></li> <li>3. <i>Students will develop procedural skills related to xxx</i></li> </ol>	<p>them a chance to develop their own ways of communicating with one another.</p>	<p>medical students' understanding of and appreciation for the ethical and societal goals and limitations of law practice.</p> <ul style="list-style-type: none"> <li>• Respond thoughtfully and helpfully to the questions of law students concerning the ethical and societal goals and limitations of medical practice.</li> <li>• Prepare and present one class presentation with a law student.</li> <li>• Prepare one or more short written pieces during the course of the semester demonstrating an understanding of the issues and techniques studied during the course of the semester.</li> <li>• Demonstrate a willingness and ability to work constructively within a group to promote understanding and to enhance the group's ability to achieve a common learning goal.</li> </ul>
<p><b>Medical knowledge:</b></p> <ol style="list-style-type: none"> <li>1. <i>The Student will be able to explain ...</i></li> <li>2. <i>The student will know how to assess and manage common complaints in...</i></li> <li>3. <i>The student will know the pathophysiology of ...</i></li> </ol>	<ul style="list-style-type: none"> <li>• To deepen students' understanding of the study of literature as a way of gaining exposure to human experience and response and to the ethical dilemmas of daily practice through the writings of master story tellers.</li> </ul>	<ul style="list-style-type: none"> <li>• Read approximately 1600 pages of literary texts.</li> <li>• Be prepared before class to discuss each week's readings in a manner that illuminates the connection between the readings and a clinical situation or dilemma.</li> <li>• Present and discuss ethical problems addressed or suggested by the readings and to work toward a methodology for identifying and dealing with such issues in a clinical setting.</li> </ul>

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<p><b>Interpersonal and communication skills:</b>  <i>The students will effectively exchange information with patients, families, consultants and the team, including nurses, faculty, residents and ancillary staff.</i></p>	<ul style="list-style-type: none"> <li>• To develop an understanding that most of the information that physicians will deal with in their professional lives is gathered, organized and transmitted in narrative form - client and patient histories (in the form of complaints, histories, etc.) and practical clinical information (e.g., what worked last time).</li> </ul>	<ul style="list-style-type: none"> <li>• Sharpen their narrative skills by reading and analyzing great literature.</li> <li>• Develop their communication skills.</li> <li>• Increase their empathetic abilities and clinical sensitivities by promoting an understanding of a wide range of personalities and cultures.</li> </ul>
<p><b>Practice Based learning and Improvement:</b>  <i>Students will demonstrate the ability to assimilate scientific evidence and improve patient care practices.</i></p>	<ul style="list-style-type: none"> <li>• To develop a greater understanding of narrative ethics and casuistic (case-based) reasoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate paradigmatic cases that illustrate foundational moral principles or approaches to clinical situations.</li> <li>• Explore variations on these paradigmatic cases, many of which will be suggested by the readings, and to develop moral reasoning skills based upon important differences between and among different narratives.</li> <li>• Develop and appreciation of the strengths of narrative ethics and the relative strengths of alternative ethical methodologies and traditions, including principlist, religious, consequentialist, or virtue-based ethics.</li> </ul>
<p><b>Professionalism:</b>  <i>Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population</i></p>		<p>Observations of faculty and staff</p>
<p><b>Systems based practice:</b></p>		<p>Observations of faculty and staff  Reflection essay</p>

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<ol style="list-style-type: none"><li>1. <i>Know how .... fits into the larger system of health care.</i></li><li>2. <i>Work with the team and patients to optimize use of system resources</i></li></ol>		Group discussion
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### II. **Methods of Instruction:**

Didactic: The course will be led by Professor Mayo and Dr. Abraham. Students will be intensively involved in a seminar-based discussion of a wide range of literary materials (described above).

### III. **Overview of student responsibilities**

Students will participate in a reading seminar with approximately equal numbers of third-year law students from SMU/Dedman School of Law. Classes consist of discussions of readings (poems, plays, short stories, and novels), with frequent presentations by students. Students are encouraged to keep a journal throughout the course and to submit occasional brief writings on issues related to the readings and class discussion. Students also create a final project, which is required for an honors grade. Final projects may consist of one or more types of creative writing consistent with the readings and class discussions or other projects with the approval of the course director.

### IV. **Method of evaluation of students and requirements:**

The course will be graded based on a pass-fail basis; there is no written examination. Professors Mayo and Abraham will evaluate each student's performance to determine the extent to which the student achieved the course goals. Student evaluations of the course will likewise include the question whether the stated course objectives were achieved.

### V. **Course Web Site:**

**Detailed information about the course can be viewed at** <http://tinyurl.com/y4ug7dlu>. Students are encouraged to visit the web site and to contact Prof. Mayo if they want more information about this elective.

For More Information Please Contact Student Affairs

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