

Elective template

**Course: Psychiatry and Pop Culture MS4 Elective Course Number PSY 2112**

**Academic Group:** Medical School

**Department:** Psychiatry

**Faculty Coordinator:** Sarah Baker, MD (sarah.baker@utsouthwestern.edu)

**Asst. Fac. Coordinators:** Ashley Woolbert, MD (Ashley.woolbert@utsouthwestern.edu)

**Periods Offered:** Blocks 7 and 8 (Academic year 2024-2025)

**Length:** 4 weeks

**Credit hours:** 2 (1 credit/2weeks of elective time)

**Max # of Students:** 12

**Grading:** Pass/Fail

**Repeat for Credit:** NO

**Allow multiple enroll in term:** NO

**Special consent to enroll:** No

**If Yes, Departmental:** Y/N

**Instructor:** Y/N

**Final exam:** No

**Method of delivery:** N/A

**First Day Contact:** Kelston Thomas, MD and Sarah Baker, MD

**First Contact Time:** Thursday, 9:00 a.m.

Class meets on Thursdays from ~9 a.m.-4 p.m. For week 3, class also meets on Friday afternoon at an Art Museum. Students must be present for all classes in order to receive credit for the course.

**First Day Location:** NC Building, 5th floor conference rooms: **2201 Inwood Road, Dallas, TX 75390**

Shuttle info located here: [Shuttles](#) | [Patient Resources](#) | [UT Southwestern Medical Center \(utswmed.org\)](http://UTSouthwesternMedicalCenter.org)

**Prerequisites:** General Psychiatry clerkship, MS4 status

**I. Course Description**

Psychiatry in Pop Culture is a course designed to guide medical students through an array of literature, fine art, music, podcasts, and film pieces with relevance to clinical psychiatry. Guest lectures and table discussions will be utilized to enhance student understanding of cultural works as well as psychiatric knowledge. From there, students will inspect assigned pieces in class and from home then complete worksheets to ensure their understanding of the clinical knowledge available in each piece. By this practice, students will become capable of analyzing psychiatric references in the world around them. Moreover, students will gain a greater appreciation for the complexities and joys of practicing psychiatry through its representation in artistic platforms. Students will demonstrate their ability to apply the knowledge they have learned by finding one unique work from any media and presenting to their peers this work's pertinence to clinical psychiatry.

# Elective template

Goals ( <i>examples-edit as needed</i> )	Objectives ( <i>describe activities that will support how goals are to be achieved</i> )	Assessment methods ( <i>examples-explain how student will be evaluated</i> )
<b>Patient Care: Assessment and Management</b> 1. The student will be demonstrating advanced knowledge of common and uncommon psychiatric diagnoses and their criteria 2. The student will be able to demonstrate knowledge of psychopharmacology and select reasonable treatment strategies 3. The student will gain an appreciation of various psychotherapeutic modalities and their use in treating psychiatric disorders Applicable EPAs: 1.01 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests. 1.03 Develop and carry out patient management plans that are safe, effective and efficient.	<ul style="list-style-type: none"> <li>The student will engage with various forms of media (movies, television programs, books, poetry, music, publicized information about public figures with mental illness, etc.) and point out features in fictional characters and public figures psychiatric histories to generate a differential diagnosis.</li> <li>The student will select psychopharmacologic and psychotherapy treatment strategies for hypothetical treatment scenarios, with consideration of side effects, medication indications, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The student will actively engage and participate in class discussion and activities</li> <li>The student will complete worksheet assignments as homework (graded pass/fail for completion and following instructions), with feedback being provided on medical knowledge questions that have objective answers</li> <li>Students will select a piece of media of their choosing that has psychiatric relevance and demonstrate mastery of the above by generating a 15-min oral presentation to teach peers about the subject (graded pass/fail for completion and following instructions), with feedback being provided after the course.</li> </ul>
<b>Medical Humanities and Cultural Appreciation:</b> 1. The student will gain an understanding of the prevalence and importance of psychiatry in pop culture 2. The student will learn to explore the influence of clinical psychiatry on pop culture	<ul style="list-style-type: none"> <li>The student will engage with various forms of media as above and will participate in open-ended class discussions about each work's cultural importance and different views on psychiatry are represented</li> <li>The student will also complete open ended essay responses to think critically about how various</li> </ul>	<ul style="list-style-type: none"> <li>As above, satisfactory participation in class discussions, homework, and final presentation</li> </ul>

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3. The student will demonstrate an ability to analyze psychiatric themes in pop cultural works such as literature, fine art, music, auditory media, and film	psychiatric themes are depicted in each work	
<b>Interpersonal and communication skills:</b> 1. The students will demonstrate verbal communication skills in both their writing and oral discussion 2. The students will demonstrate presentation and teaching skills. Applicable EPAs: 3.01 Communicate effectively with patients, families, colleagues and the public through oral and written means.	<ul style="list-style-type: none"> <li>The student will participate in class discussions.</li> </ul> The student will complete written homework assignments The student will generate and deliver a didactic presentation.	<ul style="list-style-type: none"> <li>Observations of faculty and staff</li> <li>The student must meet suggested answer response lengths in their written work</li> </ul>
<b>Professionalism:</b> 1. Students must demonstrate a commitment to carrying out professional responsibilities in a timely fashion. 2. Students must communicate in a timely manner with course leadership about planned and unplanned absences and other difficulties in meeting course requirements Applicable EPAs: 4.01 Demonstrate the professional and behavioral attributes of a physician including honesty, integrity, compassion, tolerance, altruism, reliability, awareness of implicit bias and respect for patient confidentiality. 4.02 Incorporate ethical standards in their interactions with patients, colleagues and society and appropriately manage conflicts of interest in order to uphold patient and public trust.	<ul style="list-style-type: none"> <li>Completing coursework</li> <li>Accountability to peers and teachers</li> <li>Meeting deadlines</li> <li>Email and verbal communication</li> </ul>	<i>Observations of faculty and staff</i>

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### III. Methods of Instruction:

- A. Didactic: Lectures from course facilitators and guest speakers. Class discussion with course facilitators and peers
- B. Clinical: Self-guided learning through completion of written coursework and homework curriculum

### IV. Overview of student responsibilities

The class meets for a whole day once each week during the block, except for the third weeks of the course, when the class meets twice weekly (Thursday (all day)/Friday afternoon). Students must attend and participate actively at each in-class session to meet the requirements for the course. Outside of class, they must independently consume a large amount of course material including books, movies, television series, and podcasts each week in preparation for next week's class, which usually takes several days of dedicated work. After or while digesting each piece of work, they complete written homework assignments which often total upwards of 10 pages of writing per week. There is a required out-of-class "field trip" to the Dallas Museum of Art. Some of the course material is sufficiently lengthy (books, entire seasons of television series and podcasts) that they must start engaging with that work more than one week in advance. Throughout the course, the student should be working on preparing their 15-minute oral presentation, which will be presented on the last day of the rotation (Friday). They also are expected to provide feedback on the course.

At the beginning of every offered rotation, the leaders check the various material and update links to online content as needed. They also will engage in refreshing the course material based on previous feedback, personal interest, and cultural relevance. While this material review is taking place, the sources of video content are reviewed, and if, for example, something is no longer available on a particular streaming service, it is removed or instructions for accessing it are updated. The class is fairly reliant on streaming services, and assumes students have access to Netflix at a minimum. Content that cannot be streamed can of course be rented through our various video platforms.

### IV. Method of evaluation of students and requirements: Evaluation based on assessment methods listed above, grade is Pass/Fail