

The Doctor-Patient Relationship

Spring 2017

UGS 303

Unique Numbers: 63320, 25, 30, 35, 40, 45, 50, 55, 60

Lectures: Tuesday and Thursday 3:30PM-5:00PM, WEL 2.246

Discussion Sections:

Taught by:

63320: Friday 8:00AM-9:00AM, CMA 3.108

63325: Friday 9:00AM-10:00AM, CMA 3.108

63340: Friday 10:00AM-11:00AM, CMA 3.108

Contact info:

Taught by:

63335: Friday 9:00AM-10:00AM, PAR 305

63345: Friday 10:00AM-11:00AM, PAR 305

63360: Friday 11:00AM-12:00NOON, PAR 305

Contact info:

Taught by:

63330: Friday 9:00AM-10:00AM, MEZ 2.118

63350: Friday 10:00AM-11:00AM, PAR 308

63355: Friday 11:00AM-12:00NOON, PAR 210

Contact info:

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Section Teachers: Miles Payton, Emilie Potter, Kelsey Ross

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Steve's Office Hours: Mondays from 1-3pm, and by appointment

Course Description: This course, taught by an experienced physician who is also a medical humanities scholar, will explore the doctor-patient relationship from the perspectives of patient autonomy, informed consent, and collaboration in decision-

making; the consideration of medical ethics and the role of religious beliefs; the role of culture on the interaction of the doctor and the patient; the shift toward a team based approach to healthcare and away from the traditional individually based and shaped doctor-patient relationship; the effect of government mandated healthcare policy on doctor-patient interactions; the whole of society as the doctor's patient; the physician's responsibility as an advocate for a health promoting environment; the physician's responsibility as an advocate for health as a human right; physician stress and self-care; and the influence of the humanities on medical practice. Examples from Dr. Sonnenberg's experiences from five decades as a practicing physician and educator will illustrate everything covered in this course.

Course Objective: This course aims to introduce students considering a career in medicine, or another healthcare discipline, to the authentic experience of the healthcare provider and patient. The patient in focus will be the individual needing healing, and the whole of society when it is the provider's patient.

Central to the course experience will be "getting inside the head" of the doctor and the patient. Taken as a whole, the course will convey the experience of a composite doctor, who combines many of the possible ways a physician might see herself or himself as she/he goes about being a healer. For the pre-healthcare student it will be a platform for deciding whether to continue on that academic path, and help that student set her/his college, graduate and/or professional school, and career goals.

It will inform those not considering a medical career about the work of the physician, and other healthcare providers, so they can be contributors to a society that is reshaping the healthcare system of the future.

Required readings will be available online at Canvas, along with links to assigned videos not viewed in class.

Core Objectives: This course will include **four** core objectives: *critical thinking skills, communication skills, social responsibility, and personal responsibility*. These objectives will be met through *difficult dialogues* and role playing exercises in lectures, and discussions in section meetings; analytical reaction papers (essays) examining the changing role of the physician in America; and readings, films, and lectures that address issues of social justice, diversity, and equality. The final examination will involve viewing a lecture given in fall 2013 by Dr. Sonnenberg on the influence of culture on medical diagnosis and treatment, and writing an essay reacting to that lecture, analyzing his argument. Here is the link to that lecture: <http://soa.utexas.edu/events/inaugural-lecture-institute-historical-studies-annual-workshop-2013>.

The fundamental mission of a signature course at the University of Texas at Austin is to connect students with faculty members in unique learning environments. By way of a rigorous intellectual experience, you will develop college level skills in

research, writing, speaking, and discussion through a collaborative, experiential, contemporary, interdisciplinary approach.

Course Outline and Agenda: We will begin with a consideration of the identity of the doctor, how she/he sees her/his role as humanist and scientist; next we will discuss the uncertainty surrounding the role of the doctor in the future, including an introduction to the way doctors might be expected to think and make decisions, and societal and governmental influences on how they might practice; our discussion will then focus on medical ethics, including consideration of subjects like informed consent to treatment, and decisions between palliative vs. more active care. We will then consider the role of religion and culture as these influence the healing relationship, followed by consideration of the influences that have changed the model of a deeply personal doctor-patient relationship, and focus on the leadership role of the physician, as healer to the whole society, advocating for such practices and policies as the promotion of peace and an end to violence. At this time we will visit the LBJ Library and Museum on campus, as we study the ways the federal government has increasingly viewed the provision of adequate healthcare as a human right of everyone in the United States, and also learn from educators there about information literacy: how to use the Museum and Library as a research resource. Information Literacy will be in focus throughout the course, as we try to understand the way doctors think and make decisions (**information literacy refers to the set of abilities we use to recognize when we need information and the ability to locate, evaluate, and effectively use the needed information**). We will then investigate the broadening of medical ethics to include a public dimension, and then themes of corporatization and entrepreneurship in healthcare. Next will come consideration of a Medical-Industrial Complex that might have its disadvantages as well as advantages. At this point the focus will shift to the theme of caring for all equally, of health as a human right. We will learn about the Hogg Foundation for Mental Health, and its efforts in promoting healthcare for all, and then investigate the very complicated ethical question of the way a physician must value all life and care for the well-being of all equally. In the course of this investigation we will study an example of the way one physician represented this medical ethical principle, transcending culturally and politically promoted healthcare disparities. This will lead us to a further consideration of death and dying, and care for the dying patient, as well as physician self-care in the face of the strain of dealing with decay and death. Then comes a special lecture by Dean Clay Johnston of the Dell Medical School, on a model of healthcare that works to eliminate disparities, followed by another special lecture by Peter Mullan, who heads the Waller Creek Conservancy, which seeks to create a health-producing park for the benefit of all Austinites. Two other related special events will be a lecture by Mark Hernandez, M.D., who heads the Community Care Collaborative, and a panel on Women's Health in which we will meet three distinguished women healers. At the end of the course we will also focus on the value of the Humanities as a way of promoting physician self-care. One lecture will be by Rafael Campo, M.D., a distinguished poet and teacher at Harvard Medical School, the other by Professor Sonnenberg. During the semester we will have heard about the coming together of groups of healthcare providers and

administrators, as well as experts from other fields, in the development of healthcare and healthcare-related for profit and non-profit organizations and corporations. During this final phase of the semester we will revisit this phenomenon, and simultaneously explore a series of readings about the lives of physicians who helped shape the American healthcare system of the past, contrasting their opportunities with those of the people from whom we will have heard during the semester, who are shaping the system today.

As part of our study of the influences on the doctor in contemporary America, and her/his many potential roles, you are required to attend ONEEVERYONE: A Conversation with Ann Hamilton, at 7PM, Thursday, January 26, at the LBJ Auditorium in the LBJ School. Ann Hamilton is a visual artist who has created ONEEVERYONE for the Dell Medical School. At this event you will learn about the relationship of medicine and the arts.

Throughout, we will try to “get inside the heads” of doctors, and through them the heads of their individual patients and the society they hope to heal. We will emphasize careful, critical thinking among ourselves through difficult dialogues, discussions, and written essays.

This course will address Signature Course Essentials: Writing will be an important component of this course: three essays with options of revising the first two are assigned. Oral Communication will be in focus during full class difficult dialogues, and general class participation in the lectures and the sections. Attending the Ann Hamilton event is a Signature Course essential and is required and scheduled. It substitutes for the otherwise required University Lecture. It is also part of the Difficult Dialogues course curriculum.

Ethics and Leadership Flag and Difficult Dialogues Designation: This course carries the Ethics and Leadership flag. Ethics and Leadership courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. It also carries a Difficult Dialogues designation. This means that in our class discussions we will focus on developing the skills you need to participate in constructive dialogue about controversial and potentially divisive issues. A substantial portion of your grade will come from assignments involving ethical issues, the process of applying ethical reasoning to real-life situations, and engaging in difficult dialogues.

Lectures Will Be Recorded: Go to Doctor-Patient Relationship on Canvas, then Modules, where you will find a Module that contains a link to the lectures. Click on that, and eventually type in “Sonnenberg” in the search box on the page with the title “CNS lectures.” You will then arrive at all the lecture recordings.

Grading Policy (Grades will include Pluses and Minuses):

- Lecture Attendance and participation in specific exercises in lectures is mandatory and will include twitter cards **(15% of grade)**.
- Section attendance and participation in specific section exercises is mandatory **(15% of grade)**.
- Writing two four page essays reflecting critical thinking and analysis of aspects of the doctor-patient relationship (**each 15% of grade, a total of 30%**, with the option of revising each essay after initial scrutiny by your section teacher).

There will be no “final examination,” as such. The third essay will be your four page response to viewing the Instructor’s Fall 2013 UT Institute for Historical Studies lecture, thinking about it critically, analyzing it, and reacting to it.

- Writing a third four page essay analyzing his Institute for Historical Studies argument **(30% of grade)**.
- General class participation will be part of the course grade **(10%)**.

University Policies: Religious holy days: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an additional, substitute assignment within a reasonable time after the absence.

Students with Disabilities: You will need to provide documentation to the Dean of Student’s Office so the most appropriate accommodations can be determined. Specialized services are available on campus through Services for Students with Disabilities (SSB 4.104, 471-6259). Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam.

Policy on Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services web site at <http://deanofstudents.utexas.edu/sjs/>.

Use of E-mail for Official Correspondence to Students: All students should be familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. The complete text of this policy and instructions for updating your e-mail address are available at <http://www.utexas.edu/its/policies/emailnotify.html>.

University of Texas Core Values and Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community. As a student of the University of Texas at Austin, you affirm you shall abide by the core values of the University and uphold academic integrity.

Course Schedule and Assignments:

Week 1 - Introduction

Class #1, Tuesday January 17 — *Introduction to The Doctor-Patient Relationship*

Read Before Next Class:

- (1) How to Live Wisely from The New York Times by Light
- (2) The Hippocratic Oath
- (3) The Declaration of Geneva
- (4) The Two Cultures and The Scientific Revolution by Snow, Pages 1-54

Discuss these and next class readings in Friday Sections this week

Week 1 - An Uncertain Future

Class #2, Thursday January 19 — *The Future, Where Will it Take Us, Where Should it Go? Will the Practice of Medicine be a Branch of Pure Science, or a Branch of Applied Science and Technology? Will Medicine be an Interpersonal Art? Will it be a Combination of Science and Art? Will it Involve Guess Work? What Kind of Thinking Will Be Expected of Doctors? How Shall Doctors React to Criticism and Suggestions Generated Largely From Outside the Profession? What Will Being a Doctor Look Like?*

Read Before Second Class:

- (1) Physicians of the Future by Weed, New England Journal of Medicine, Vol. 304, Pages 903-907, 1981
- (2) How Doctors Think by Groopman, Pages 77-100, 271-279
- (3) Complications by Gawande, Pages 3-8, 208-227

Week 2 – More On An Uncertain Future

Class #3, Tuesday January 24 — *More On The Future, Where Will it Take Us, Where Should it Go? Will the Practice of Medicine be a Branch of Pure Science, or a Branch of Applied Science and Technology? Will Medicine be an Interpersonal Art? Will it be a Combination of Science and Art? Will it Involve Guess Work? What Kind of Thinking Will Be Expected of Doctors? How Shall Doctors React to Criticism and Suggestions Generated Largely From Outside the Profession? What Will Being a Doctor Look Like?*

Read Before Class:

- (1) Occupational Licensure in Capitalism and Freedom by Friedman, Pages 116-133
- (2) Giving The Patient His Medical Record by Shenkin and Warner, New England Journal of Medicine, Vol. 289, Pages 688-691, 1973

Week 2 - Medical Power, Government Oversight and Regulation

Class #4, Thursday January 26 — *Doctor Power, Government Power, Patient Power and Autonomy, Doctor-Patient Collaboration*

Read Before Class:

- (1) New England Journal of Medicine Editorial by Drazen, Vol. 372, Pages 1853-1854, 2015
- (2) New England Journal of Medicine Three part Medicine and Society series by Rosenbaum, Vol. 372, Pages 1860-1864, 1959-1963, 2064-2068, 2015

Don't Forget: 7PM, LBJ Auditorium, Required Attendance at ONEEVERYONE: A Conversation with Ann Hamilton

Week 3 - Medical Ethics, Faith, Spirituality, The Role of Culture, End of Life and the Patient

Class #5, Tuesday January 31 — *Medical Ethics, Do No Harm, Informed Consent, Suffering, Palliative Care*

Read Before Class:

(1) A Casebook of Medical Ethics by Ackerman and Strong, Section 1.8, Pages 22-25, Section 1.9, Pages 25-28, Commentary, Pages 31-42, Section 2.3, Pages 50-53

(2) How Ethical Systems Change: Tolerable Suffering and Assisted Dying by Ekland-Olson and Aseltine, Pages 17-43

Week 3 - Medical Ethics, Faith, Spirituality, The Role of Culture, End of Life and the Patient

Class #6, Thursday February 2 — Guest Lecture by Psychoanalyst and Psychiatrist Daniel Morehead, M.D.

What If The Patient's Cultural Environment and Belief System Conflict with the Doctor's Treatment Plan? What If The Patient's Religious Convictions Conflict with the Doctor's Treatment Plan? What If the Doctor's Religious and/or Cultural Views Conflict with the Patient's Religious and/or Cultural Views? What If the Doctor Believes that Spirituality Should Be a Part of Healthcare? What If the Doctor Believes that Spirituality Should Not Be a Part of Healthcare?

Read Before Class:

(1) Images in Psychiatry by Gorman, American Journal of Psychiatry, Vol. 158, Page 375, 2001

(2) Treatment of Depression by Maimonides by Gesundheit, Or, Gamliel, Rosner and Steinberg, American Journal of Psychiatry, Vol. 165, Pages 425-428, 2008

(3) Maimonides and Depression by Pies, American Journal of Psychiatry, Vol. 165, Pages 1050-1051, 2008

(4) Accommodating Bigotry by Lane-Fall, Journal of the American Medical Association, Vol. 311, Pages 139-140, 2014

Guest: Daniel Morehead, M.D., a psychiatrist and psychoanalyst practicing in Austin, is a graduate of Texas A&M Medical School, trained at the University of North Carolina and the Menninger Clinic, served as Assistant Director of Residency Training at the Menninger Clinic, and has served as adjunct faculty at the Austin Presbyterian Theological Seminary for a Lecture and Q&A with Dr. Sonnenberg and the class

Week 4 - Medical Ethics, Faith, Spirituality, The Role of Culture, End of Life and the Patient

Class #7, Tuesday February 7— Guest Lecture by Rev. Barbara Holloway, a pastoral counselor and nurse

What If The Patient's Cultural Environment and Belief System Conflict with the Doctor's Treatment Plan? What If The Patient's Religious Convictions Conflict with the Doctor's Treatment Plan? What If the Doctor's Religious and/or Cultural Views Conflict with the Patient's Religious and/or Cultural Views? What If the Doctor Believes that Spirituality Should Be a Part of Healthcare? What If the Doctor Believes that Spirituality Should Not Be a Part of Healthcare?

Read Before Class:

- (1) Chronology of Bioethics Movement by Holloway
- (2) Dying in America, The Institute of Medicine
- (3) Forty Years of Work on End-of-Life Care by Wolf, Berlinger, Jennings, New England Journal of Medicine, Vol. 372, Pages 678-682, 2015
- (4) Life Journey and Need for Medical Care
- (5) Texas DNR

Guest: The Rev. Barbara Holloway has practiced nursing, served as a pastoral counselor, led in the development of bioethical discourse and practice in Austin, and has been an important contributor to thinking about and creating resources for dealing with end of life issues. She joins us for a Lecture and Q&A with Dr. Sonnenberg and the class.

Week 4 – Course Review and Looking Forward

Class #8, Thursday February 9 — *What is a University of Texas level paper? What is a Difficult Dialogue? What is the Humanities Institute?*

First Paper Prompt: In your first classes in this course you have been exposed to several ideas that until now may have seemed unconnected to being a doctor or a patient. There was the issue of science and the humanities, and their potential roles in medical practice and public health policy-making. You heard about the complicated ways healers think, sometimes very intuitively, sometimes in states of exhaustion; some assert their thinking is sometimes wise, some assert their thinking is sometimes unwise. You heard about the ways healers face ethical decisions with uncertainty, and the ways the relationship between the doctor and the patient is changing, sometimes changing in ways that are not in the control of the healer. You have heard about the ways forces outside the direct control of the practicing physician express distrust of those in the profession. And you were introduced to the way that religious beliefs might have relevance in medical practice.

In the very first article you read in this course you were urged to live wisely. As of right now do you think becoming a doctor would be a wise choice for you? Include very specific references to at least five of the readings to which

you have been exposed so far, and describe your current thinking about becoming a healer. Have you become less enthusiastic about a medical career? More enthusiastic? About the same? And why? **If you do not plan a career in healthcare, for this essay pretend that you are wondering if you should consider it, based on this course, and are more or less certain about how you felt at the start of the semester.**

First In-Class Difficult Dialogue: Should The Doctor Be a Scientist or a Humanist or Both? An Authority or a Collaborator or Both? An Ethicist? A Societal Leader? A Political Activist and If So, What Kind of An Activist? Followed by Class Discussion of the Doctor's Complex Role Within The Doctor-Patient Relationship.

The Moderator will call on five students, who will have each prepared a three minute presentation about an aspect of the multiple roles a doctor might play, as summarized above. Then class members playing the following roles will question the presenters from different perspectives, about their ideas of the doctor's role, and the way those roles might present conflicts regarding patient care. Students will play the roles of literary scholar, research scientist, biomedical engineer, medical entrepreneur, person in need of healthcare who has no insurance, chronically ill person, publicly elected official. Then the floor will open for Q&A with the rest of the class.

All class members participating in this Dialogue should base their comments on the readings of the first three classes, and refer to these specifically when they speak. **There will inevitably be conflicts between and among what presenters and questioners have to say, and the goal of this Dialogue is to consider those conflicting points of view.**

Discussion Sections Meet This Week to Discuss First Four Page Paper and Prepare for the First Difficult Dialogue. Attendance at the Ann Hamilton event will also help in preparation for the First Difficult Dialogue, as well as the First Paper.

Week 5 –Discussion of War and Violence as Public Health Problems and Difficult Dialogue

Class #9, Tuesday February 14 — The Physician's Role as Advocate for Societal Awareness of War, Terrorism, and Violence as Major Public Health Concerns

Today Dr. Sonnenberg will lecture on his experiences of advocacy.

Read Before Class:

- (1) The Repression of War Experience by Rivers, Proceedings of the Royal Society of Medicine, Section of Psychiatry, Pages 1-20 , 1918
- (2) PTSD Congressional Testimony by Dr. Sonnenberg, Before the United States Senate Committee on Veterans' Affairs, Pages 568-574, 1981; Pages 44-45, 395-403, 1988,
- (3) Our Wounds, Our Duty from The Austin American-Statesman by Palaima and Sonnenberg
- (4) Psychoanalytic Aspects, Aftermath of War in Violence in America-An Encyclopedia by Orsak and Sonnenberg, Pages 399-403

Class #10, Thursday February 16 — First Difficult Dialogue

The Reading for Tuesday's Class and Attendance at the Ann Hamilton event are the required forms of preparation for Class #10

Week 6 - Does the Society/Culture Define the Work of the Physician?

Class #11, Tuesday February 21 — For Whom Does the Doctor Work? Her/Himself? The Patient? The Government? The Society?

We will convene at the LBJ Presidential Library and Museum for Our Self-Guided Tour and Discussion of Information Literacy.

Read Before Class:

- (1) The Passage of Power by Caro, Pages 3-11
- (2) Caro on LBJ by Clinton from The New York Times
- (3) Thoroughly explore the website www.lbjlibrary.org/
- (4) Summary of the Affordable Care Act and Link to another ACA Website that may be more readable for some of you

Class #12, Thursday February 23 — For Whom Does the Doctor Work? Her/Himself? The Patient? The Government? The Society?

We will convene at the LBJ Presidential Library and Museum for Our Self-Guided Tour and Discussion of Information Literacy.

Continue to Read Before Class:

- (1) The Passage of Power by Caro, Pages 3-11
- (2) Caro on LBJ by Clinton from The New York Times, 2012 and
- (3) Thoroughly explore the website www.lbjlibrary.org/
- (4) Summary of the Affordable Care Act and Link to another ACA Website that may be more readable for some of you

First Four Page Paper Due at Discussion Sections This Week and Discussion Sections Begin Work on Second Analytical Essay

Second Paper Prompt: Today many physicians fear that the requirements of the Affordable Care Act will corrode the individually defined and determined doctor-patient relationship, as it has existed for decades. They fear they will not be able to share an intimate, personal relationship with their patients, because of the imposition of bureaucratic governmental regulation of medical practice. Physicians had the same fears when President Johnson led the way in making healthcare more available to the elderly and the poor. Look back over all the subjects we have covered in this course, what we have read, including the Affordable Care Act. Then write a four page essay in which you imagine yourself the kind of doctor you think you will be, and thinking critically and analytically, describe how your practice of medicine will be shaped by new governmental policies that increase the demands for healthcare for previously underserved people in America. Back up your picture of yourself as a physician with specific references to at least five of the course readings, and while you're thinking about what you'll write, work hard to learn as much as you can this week, when we visit the Johnson Library and Museum. If you do not intend to become a doctor for this essay pretend that you are.

Week 7 – Ethics Private and Traditional vs. Public and Newly Defined

Class #13, Tuesday February 28 — Ethics Private and Public

What If The Patient's Cultural Environment and Belief System Conflict with the Doctor's Treatment Plan? What If The Patient's Religious Convictions Conflict with the Doctor's Treatment Plan? What If the Doctor's Religious and/or Cultural Views Conflict with the Patient's Religious and/or Cultural Views? What If the Issue Has a Private and Public Dimension?

Read Before Class:

(1) A Casebook of Medical Ethics by Ackerman and Strong, Section 1.7, Pages 19-22, Section 2.2, Pages 48-50

(2) How Ethical Systems Change: Abortion and Neonatal Care by Ekland-Olson and Aseltine, Pages 15-33

Week 7 – Ethical Entrepreneurship

Class #14, Thursday March 2 — On the Corporatization of Healthcare

Today Healthcare is changing, so that it is no longer under the exclusive control of individual providers, small groups of providers, and hospitals largely run by providers. The number of single practitioners is shrinking in relation to the total number of practitioners, and both healers and non-healers are being

*trained to use business models in developing and maintaining healthcare facilities. **Today we will hear from two distinguished McCombs School of Business faculty members, Professors Kristie Loescher and Ed Anderson, who will discuss new educational programs, the advantages of employing knowledge from management science in developing healthcare systems, and the idea of ethical entrepreneurship.***

Read Before Class:

- (1) How CVS Quit Smoking and Became a Health Care Giant from The New York Times by Tabuchi
- (2) Modern Doctors' House Calls: Skype Chat and Fast Diagnosis from The New York Times by Goodnough
- (3) Specialty Pharmacies Proliferate, Along With Questions by Thomas and Pollack, from The New York Times
- (4) EpiPen by Thomas, from The New York Times
- (5) ADHD and the Medical-Industrial Complex by Silberman, from The New York Times
- (6) Psychiatry's Identity Crisis by Friedman, from The New York Times

Discussion Sections Meet This Week to Prepare for Second Difficult Dialogue

Second In-Class Difficult Dialogue: Is The Doctor a Public Servant, a Societal Activist, an Individual Practitioner, a Member of a Scholarly Entity, a Corporate Employee, a For-Profit Corporate Executive, a Not-For-Profit Corporate Executive?

For this In-Class Dialogue, the Moderator will question seven role playing students, who will have each prepared a three minute presentation about an aspect of the multiple roles a doctor might play, as summarized above. One student will explain that the doctor is an individual practitioner, one that she/he is a corporate employee, one that she/he is a for-profit corporate executive, one that she/he is a not-for-profit corporate executive, one that she/he is a public servant, one that she/he is a societal activist, one that she/he is a scholar who belongs in the academic world. Then class members playing the following roles will question the presenters: a private solo-practicing physician, a private group-practicing physician, a research scientist working for a pharmaceutical company, a research scientist working for a medical school, a medical entrepreneur, a chronically ill person, a publicly elected official.

All class members participating in this dialogue should base their comments on course readings, and refer to these specifically when they speak. **There will inevitably be conflicts between and among what presenters and**

questioners have to say, and the goal of this Difficult Dialogue is to consider those conflicting points of view.

Then we will open the floor for Q&A with everyone, again specific references to the readings are required.

Week 8 – Nutritional Entrepreneurship, or What’s Possible When A Very Charitable Businessman, A Very Powerful University, A Very Large Healthcare Corporation, A Progressive City Come Together and Support the Work of An Imaginative and Dedicated Healer

Class #15, Tuesday March 7 — Guest Lecture by Stephen Pont, M.D., Professor of Pediatrics, Dell Medical School, on The Doctor as Public Health Advocate for Healthy Nutrition

The Doctor’s Role as Advocate for a Healthy Environment, With a Focus on Nutrition and Obesity, Made Possible by a Unique Merger

Read Before Class:

(1)Cook, Eat, Man, Woman: Understanding the New Alliance for Food Security and Nutrition, Nutritionism and its Alternatives from Malawi, The Journal of Peasant Studies, Vol. 42, Pages 21-44, DOI: 10.1080/03066150.2014.971767, 2015 by Patel, Kerr, Shumba & Dakishoni

(2)Food for All: Inclusive Neighborhood Food Planning in North Austin, Prepared by the LBJ School Policy Research Project, directed by Lentz and Patel, Pages 6-43 and 63-74

Week 8 – Further Defining the Doctor’s Role in Society

Class#16, Thursday March 9 — Second Difficult Dialogue

Second Four Page Paper Due at Discussion Sections This Week

SPRING BREAK

Week 9 – Is There a Medical-Industrial Complex?

This Week Discussion Sections Begin Preparation for Third In-Class Dialogue Next Week, on Tuesday

Third In-Class Dialogue: Is There a Medical-Industrial Complex (M-I C) and Do You Want to Be a Part of It?

For this Dialogue the Moderator will question eight presenters, who will have each prepared a three minute presentation about an aspect of the multiple roles a doctor or citizen might play, as summarized here: one will represent the federal government who will assert that there is an M-I C and that it is a good thing, one who will represent the Association of American Medical Colleges who will assert that there is and that it is a good thing, one who will represent Major Philanthropy and will assert that there is and that it is a good thing, one who will represent Big Pharma who will assert that there is and that it is a good thing, one who will represent the Insurance Industry who will assert that there is and that it is a good thing, one who will represent The American Medical Association who will assert that there is and that it is a good thing, a citizen representative of the American Association of Retired Persons who will assert that there is and that it is a bad thing, and one who represents Planned Parenthood who will assert that there is and that it is a bad thing. Then class members playing the following roles will question the presenters: a private solo-practicing physician, a medical entrepreneur, a chronically ill person, a publicly elected official, a healer practicing non-traditional healthcare including massage therapy/acupuncture/herbal medicine, and a sexually active adult woman who wants to have access without prescription to every form of birth control and the ability to monitor her own reproductive health.

All class members participating in this Dialogue should base their comments on course readings, and refer to these specifically when they speak.

There will inevitably be conflicts between and among what presenters and questioners have to say, and the goal of this Dialogue is to consider those conflicting points of view.

Then we will open the floor for Q&A with everyone, again specific references to the readings are required.

Class #17, Tuesday March 21 — Is There a Medical-Industrial Complex Composed of Organized Medicine, Government, Academia, Big Pharma, Major Philanthropy, and the Insurance Industry?

Read Before Class:

(1) Eisenhower on Military-Industrial Complex—His Farewell Address to the Nation, January 17, 1961, from Public Papers of the Presidents

- (2) Trusted With Their Own Pregnancy Tests? by Kennedy, The New York Times
- (3) Harnessing The Immune System to Fight Cancer by Grady, The New York Times
- (4) In Cancer Trials, Minorities Face Extra Hurdles by Grady, The New York Times

Class #18, Thursday March 23— Is There a Medical-Industrial Complex Composed of Organized Medicine, Government, Academia, Big Pharma, and the Insurance Industry?

Read Before Class:

- (1) After Torture, Ex-Detainee Is Still Captive of ‘The Darkness’ by Risen, The New York Times
- (2) Where Even Nightmares Are Classified by Fink, The New York Times
- (3) When Doctors First Do Harm by Bloche, The New York Times
- (4) After Obama, Some Health Reforms May Prove Lasting by Goodnough and Pear, The New York Times
- (5) Destroying ACA and Planned Parenthood, American Psychiatric Association News Release
- (6) Do Free Markets Work in Health Care? by Brooks, The New York Times
- (7) Opioid Epidemic by Bosman, The New York Times

Week 10 - Is There a Medical-Industrial Complex Composed of Organized Medicine, Government, Academia, Major Philanthropy, Big Pharma, and the Insurance Industry? And How Do You See Yourself In Relation to It?

Class #19, Tuesday March 28 — Third Difficult Dialogue

Week 10 – On Caring for All Equally

**Class #20, Thursday March 30 — On Caring for All Equally – The Hogg Foundation for Mental Health
Guest Lecture by Octavio Martinez, M.D., Executive Director of The Hogg Foundation for Mental health**

Read Before Class:

- (1) Circuit Riders for Mental Health, The Hogg Foundation in Twentieth-Century Texas by Bush, Pages 9-28, 85-110

Guest: Octavio Martinez is a UT Austin undergraduate, Baylor Medical School M.D., formerly a banker who returned to medical

school, a psychiatrist who heads The Hogg Foundation for Mental Health. The Foundation's focus is on public health and service delivery

Week 11 – On Caring for the All Equally, Valuing Life, and the Healer Caring for Herself or Himself

Class #21, Tuesday April 4 — On Caring for All Equally

Read Before Class:

- (1) Fassin, Humanitarianism As a Politics of Life, Public Culture, Vol. 19, Pages 499-513, 2007
- (2) Fassin, The Parallel Lives of Philosophy and Anthropology, in The Ground Between, Das, Jackson, Singh, eds., starting with Page 60, Section on Precious Life and Unequal Lives through Page 70. The short Conclusion of Parallel Lives includes parts that require a great deal of advanced knowledge of philosophy and anthropology, and don't worry about detailed references to thinkers with whom you are not familiar

We will watch parts of Shlomi Eldar's Precious Life in class and discuss healing from the perspective of how life is subjectively valued, and the importance of the physician transcending that kind of thinking

Class #22, Thursday April 6— On Caring for Seriously Ill Patients, and Caring for One's Self. Guest Lecture by Michael Kasper, M.D.

Read Before Class:

- (1) The Emperor of All Maladies by Mukherjee, Pages 1-7, 11-36

Guest: Michael Kasper, simply put, is a doctor's doctor. He is a superbly trained and brilliant oncologist, whose patients become his friends, even as he deals with the challenge of working with many who are very seriously ill. He has a remarkable understanding of the Doctor-Patient relationship.

Week 12 – More on Coming to Terms With Mortality and Constructing a Nourishing, Self-Caring Life as a Healer

Class #23, Tuesday April 11—Death and Dying

Read Before Class:

- (1) Being Mortal by Gawande, Pages 1-10, 191-230

We will watch parts of Being Mortal in Class and discuss it

Week 12 – On Caring for All Equally — A Special Lecture

Class #24, Thursday April 13 — Guest Lecture by Clay Johnston, M.D., Founding Dean of the Dell Medical School

We Will Learn About the Physician’s Ability to Serve as an Advocate for a Health Promoting Environment and Health as a Human Right, Through Establishing that Model in Medical Education.

Read Before Class:

(1) Pathologies of Power: Rethinking Health and Human Rights by Farmer, American Journal of Public Health, Vol. 89, 1486-1496, 1999

Guest: Clay Johnston, M.D. is a graduate of Amherst College and Harvard Medical School, and a visionary medical educator who seeks to create an ethical partnership of academics, healthcare providers, and caring members of the community, where excellent healthcare is a right and not a privilege

Week 13 - Medicine Can Be A Very Creative Endeavor

This Week in Section Meetings We Will Begin Consideration of the Fourth Difficult Dialogue to Take Place on Tuesday, April 25 and the Third Essay, Due on May 13

Four Page Analytical Reaction Paper, Characterized by Critical Thinking, Well Organized Argument, Careful Documentation With Specific References From Course Readings

Paper Prompt: Watch Professor Sonnenberg’s 2013 Inaugural Lecture for UT’s Institute for Historical Studies annual workshop, “Trauma and Social Transformation.” The lecture is titled “Seduction and Rape: Dora Revisited and the Social Construction of Trauma.” In the lecture Dr. Sonnenberg discusses the way medical practice is shaped by the environment in which the doctor lives. Think back over the course, and using very specific references to at least eight of the readings, critically analyze Dr. Sonnenberg’s argument. Do you agree with what he says about Freud’s medical work with this patient? Do you disagree? Do you partially agree and partially disagree? Remember, back up your position with specifics from the course, as indicated.

Fourth In-Class Dialogue: Does the Path to Healer Self-Care Involve The Humanities, The Focused Study of Science, Frequent Leisurely Vacations,

Nurturing Close Personal Relationships, Spirituality/Religion/Faith, Regular Exercise, or a Combination of the Above? Followed by Class Discussion.

For this Dialogue the Moderator will question seven presenters, who will have each prepared a three minute presentation representing advocacy of one of the paths to self-care specified above. They will then be questioned by the entire class, with everyone invited to participate in this important conversation.

All class members participating in this Dialogue should base their comments on course readings, and refer to these specifically when they speak.

There will inevitably be conflicts between and among what presenters have to say, and the goal of this Dialogue is to consider those conflicting points of view.

Class #25, Tuesday April 18 — Guest Lecture by Peter Mullan, Chief Executive Officer of the Waller Creek Conservancy

Aesthetic Appreciation and Leadership, Teamwork, Public/Non-Profit Possibilities for the Doctor of the Future

Read Before Class:

- (1) The Town Shrink from The New York Times by Sullivan
- (2) Carefully examine Friends of the High Line (available with photos at <http://www.thehighline.org/about>) and Text
- (3) A Smart Investment for America's Health—City Parks Alliance by Codevilla, Waterman and Nagel for the City Parks Alliance

Guest: Peter Mullan, Chief Executive Officer of the Waller Creek Conservancy, was educated at Princeton University and the Yale School of Architecture. Before coming to Austin he was the Executive Vice President of Friends of the High Line in New York City, an amazing park created on an old railroad line. Mr. Mullan is credited with blending the interests of many groups, allowing this health facilitating park to be created. He joins us for a Lecture and Q&A with Dr. Sonnenberg and the class.

Class #26, Thursday April 20 — The Doctor-Poet as Teacher and Healer: An Encounter with Rafael Campo, M.D.

Guest: Rafael Campo is a poet and essayist who teaches and practices internal medicine at Harvard Medical School and Beth Israel Deaconess Medical Center in Boston. Campo earned a B.A. and M.A. from Amherst College and an M.D. from Harvard Medical School. His primary care

practice serves mostly Latinos, gay/lesbian/bisexual/transgendered people, and people with HIV infection. He uses poetry as a vehicle for teaching medicine.

Read Slowly and Carefully Before Class:

(1) What The Body Told by Rafael Campo, Section V, What The Body Told

Week 14 - More on Caring for All Equally

Class #27, Tuesday April 25 — Guest Lecture by Mark Hernandez, M.D.

Read Before Class:

(1) William Osler: A Life in Medicine by Bliss, Pages 247-8, 249-50, 264-66, 281-83

(2) Read Jonas Salk: A Life by Jacobs, Pages 64-120

Guest: Mark Hernandez is Chief Medical Officer, Community Care Collaborative, Baylor Medical School M.D., focus is on public health and service delivery, specialty is internal medicine

Week 14 – More on Caring for All Equally — A Panel on Women’s Health and Empowerment with Joy Penticuff, Ph.D., Samantha Symons, M.D., Bri Tristan, M.D.

Class #28, Thursday April 27 — Three distinguished clinicians will discuss issues in women’s health in contemporary America

Guest: Joy Penticuff is a brilliant educator and medical ethicist. She holds an advanced degree in Nursing and a Ph.D. in Psychology. Her current major project is the development of an Ethics Center at The University of Texas at Austin

Guest: Samantha Symons is a UT Austin undergraduate, Southwestern Medical School M.D., very well trained psychiatrist developing proficiency in psychoanalysis, wife and mother of two young daughters

Guest: Bri Tristan, M.D. is a member of the faculty at Dell Medical School, where she directs training in the Department of Women’s Health; she is married and has two young daughters

Week 15 – Finishing Up

Class #29, Tuesday May 2 — The Role of Humanities in the Doctor's Thinking and Well-Being — A Personal Reflection by Professor Sonnenberg

Read Before Class:

- (1) A Short Course in Why Doctors Need a Longer Education by Sonnenberg, from The Austin American-Statesman
- (2) A Transcultural Observation of Posttraumatic Stress Disorder by Sonnenberg, Hospital and Community Psychiatry, Vol. 33, Pages 58-59, 1982
- (3) A Disputed Diagnosis of Posttraumatic Stress Disorder by Walker and Sonnenberg, Hospital and Community Psychiatry, Vol. 33, Pages 665-666, 1982
- (4) The Fiend That Sleeps But Does Not Die: Toward a Psychoanalytic Treatment of the Addictions by Sonnenberg in The Psychoanalytic Treatment of Severe Disturbance, Williams, ed.

Class #30, Thursday May 4 — A Discussion of the Final Essay, Again Described Here

Four Page Analytical Reaction Paper, Characterized by Critical Thinking, Well Organized Argument, Careful Documentation With Specific References From Course Readings

Paper Prompt: Watch Professor Sonnenberg's 2013 Inaugural Lecture for UT's Institute for Historical Studies annual workshop, "Trauma and Social Transformation." The lecture is titled "Seduction and Rape: Dora Revisited and the Social Construction of Trauma." In the lecture Dr. Sonnenberg discusses the way medical practice is shaped by the environment in which the doctor lives. Think back over the course, and using very specific references to at least eight of the readings, critically analyze Dr. Sonnenberg's argument. Do you agree with what he says about Freud's medical work with this patient? Do you disagree? Do you partially agree and partially disagree? Remember, back up your position with specifics from the course, as indicated.

Here's the link to the lecture:

<https://soa.utexas.edu/events/inaugural-lecture-institute-historical-studies-annual-workshop-2013>