

Special Topics in Medical Humanities and Health, Literature and Cinema: **Diversity and Healthcare**

**Dr. Loretta Collins Klobah**

**Code:** INGL/ ENGL 4996

**Credit hours:** 3

**Prerequisites:** None

**Professor:** Dr. Loretta Collins Klobah

**Office:** #7, Edificio Pedreira (sotano)

**Office Hours:** Tuesdays, 1:00-4:00 p.m., by appointment

Friday after class, by appointment

**E-mail contact:** collinsklobah.loretta@gmail.com

**Course Description:** A specialized interdisciplinary study of formal trends and critical issues in literature and film, as related to themes pertinent to Medical Humanities, Bioethics, and Compassionate Healthcare. Textual materials include essays, short stories, poetry and a variety of videos and films from various cultural contexts. This course will focus on Diversity and Cultural Competence.

Note: For the purposes of this course, the field of Medical Humanities is understood as an interdisciplinary study of fields of Fine Arts and Humanities (such as literature, film, theater, the visual arts, philosophy, ethics, history and religion) and Social Science (Human Communication, Psychology, Sociology, Cultural Studies and Anthropology) and their application to medical education and practices. Both the Arts and the Humanities and areas of Health and Medical Studies provide insight into the human condition, suffering, social disparities and responsibilities, ethics, personhood and life processes. By viewing literary studies and film studies in relation to Science and History, through the lens of Medical Humanities, students will gain new insights into the fields of literary and film analysis and criticism.

The course will be taught in three-hour sessions to permit the viewing of entire films when necessary.

**Course Objectives:**

By the end of the course, students will:

1. Develop knowledge of the fields of Medical Humanities, Health and Bioethics through a study of literature and film, as well as an understanding of how these specialized topics are related to the overall study of literature and film.
2. Gain a better understanding of literature through the introduction of a topically based study of literature and film texts.
3. Know the terminology associated with literature and film, literary and film analysis, theoretical approaches to film and literature.

4. Learn to approach, appreciate and analyze films based on literary works with a critical perspective.
5. Appreciate the variety of social constructions related to different aspects of the human condition and health, such as physical well-being, illness, adversity, suffering and death.
6. Have explored cross-cultural issues, diversity, and cultural competence through medical education texts, literature, video and film.
7. Develop/ enhance capacity for empathy, interpretive skills, self-reflection and critical thinking by considering a range of perspectives related to the study of culture, literature and film in the context of the Medical Humanities.
8. Develop a better understanding of cross-cultural healthcare issues, social disparities, gender concerns, race, ethnicity socio-economic status and religious practices through the mixture of literature, film and medicine.
9. Gain a better sense of new trends and topics of interest in interdisciplinary studies of the Arts and Humanities.
10. Be able to view a film critically and to analyze a film both technically and thematically, and to connect film, literary narrative, narrative medicine, and the culture which produces both texts.
11. Know the sources, both electronic and conventional, of research materials for the study of film and literature as associated with film and have engaged in research assignments to work with these.
12. Present the results of his/ her research in a final presentation.
13. Have written in-class essays on literature and/or film.

**TIME AND CONTENT DISTRIBUTION (45 hours): Course outline for subtopic: Diversity, Cultural Competence, and Healthcare Disparities**

**I. Course Introduction: Cultural Competence in Healthcare; the role of Humanities; terms and definitions (4 hours)**

**II. Case #1: Hmong: history in the homeland; the immigrant experience; patient and family-centered healthcare; cultural beliefs about illness and healing; spirituality; shamanism in the Diaspora; Hmong diasporic literature (Der Vang; Fadiman; Hmong literary anthology) and film; changes and integration in hospital policies and practices (8 hours)**

**III. Case #2: Somali: history in the homeland; the immigrant experience; patient and family-centered healthcare; spirituality; gender issues; pregnancy care and doulas; Somali diasporic literature by women (Osman and Shire); changes in hospital policies and practices (6 hours)**

**IV. Case #3: Afghan: history in the homeland; the immigrant experience; patient and family-centered healthcare; spirituality;**  
the medical practitioner; refugees; Afghan diasporic literature (Hosseini) and film (6 hours)

**V. Case #4: Oglala Lakota: history; healthcare disparities; rural medicine; spirituality; traditional healing; Don Warne, M.D.;**

Oglala Lakota literature (Long Soldier and Trudell)) (6 hours)

**VI. Case #5: Navajo (Diné): history; healthcare disparities, rural medicine; spirituality; traditional healing;**

Dr. Lori Arviso Alvord, M.D., integrated medical practices; Navajo literature (Belin) and video (6 hours)

**VII. Case #6: African American: history; healthcare disparities; bioethics; medical trials; recognition of**

Af am contribution to medicine; feature films (6 hours)

**VIII. Projects (3 hours)**

**TOTAL: 45 hours**

## **REQUIRED BOOKS**

**Note: students are required to buy the texts listed below. The other required readings will be on reserve.**

**Hmong American Writers' Circle. *How Do I Begin?: A Hmong American Literary Anthology*. Heyday. 2011.**

**Mai Der Vang. *Afterland*. Graywolf Press, 2017.**

**Ladan Osman. *The Kitchen Dweller's Testimony*. University of Nebraska, 2015.**

**Khaled Hosseini. *And the Mountains Echoed*. Bloomsbury, 2013.**

**Layli Long Soldier. *Whereas*. Graywolf Press, 2017.**

**Lori Alvord and Elizabeth Cohen Vam Pelt. *The Scapel and the Silver Bear: The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing*. Bantam Books, 2000.**

**Esther G. Belin. *Of Cartography*. University of Arizona Press, 2017.**

## **Teaching Strategies**

Lecture, Discussion, and online training course in cultural competence (30%), Reading Assignments (30%), Film Showings (30%), In-class written exams (10%). If necessary, 11.25 hours of the course can be offered by alternative means such as online instruction.

## **Ley 51**

Los estudiantes que reciben servicios de Rehabilitación Vocacional deben comunicarse con el (la) professor(a) al inicio del semestre para planificar al acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la Oficina de Asuntos par alas Personas con impedimento (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con el professor.

## Resources and Equipment Required

A TV/ VCR or TV/DVD and computer will be used for most class sessions. The class meets once a week in the Screening Room (Pedreira 106) as its assigned classroom to facilitate the showing of films. Students will need to have access to the internet, as their final research project will be created on and submitted to an internet site, such as PB Works.

### Methods of Evaluation

Attendance and Participation	(10%)
Online course on cultural competence	(10%)
3 in-class written exams (20% each)	(60%)
<u>Final internet-based research project</u>	<u>(20%)</u>
TOTAL	(100%)

**Grades:** A, B, C, D, F

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

## Bibliography (in process)

Beauchamp, T. L. and Childress, J. F. (2008) *Principles of biomedical ethics*. 6<sup>th</sup> Edition. Oxford, UK: Oxford UP.

Fadiman, A. (2012). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York, NY: Farrar, Straus & Giroux.

Frears, S. (Director). (2002). *Dirty Pretty Things* [Film]. London, UK: BBC Films & Celador Films.

Sargent, J. (Director). (1997). *Miss Evers' Boys* [HBO Television Film]. New York, NY: HBO.

## Tentative Syllabus:

**August 24: Introduction to course**

Definition of terms related to cultural and linguistic competence in healthcare settings  
[Cultural and Linguistic Competence in Healthcare.docx](#)

Video screening: Worlds apart Puerto Rico in Us Healthcare  
[https://youtu.be/HI2xR7ME\\_EI](https://youtu.be/HI2xR7ME_EI)

Cultural Competence Haiti  
<https://youtu.be/QKDMxLZHhPA>

Reading in class:  
Americas in Britain- NHS 70th <https://caribbean.britishcouncil.org/blog/americas-britain-%E2%80%93-nhs>

**FIRST ASSIGNMENT:** Take A Physician's Practical Guide to Culturally Competent Care <https://cccm.thinkculturalhealth.hhs.gov/>

The certificate that you earn for taking this course must be printed or sent to me digitally and submitted to me no later than **September 7th**.

### **August 31: Readings, TED talks and videos on Diversity in Healthcare and Cultural Competence (PR); definitions of terms**

#### **Definitions of terms:**

CLAS

<https://www.thinkculturalhealth.hhs.gov/assets/pdfs/EnhancedNationalCLASStandards.pdf>

What is CLAS? <https://www.thinkculturalhealth.hhs.gov/assets/pdfs/class-infographic-what-why-how.pdf>

Reading Assignment:

Hmong- Anne Fadiman's book in NY Times

<https://www.nytimes.com/2012/09/15/us/life-went-on-around-her-redefining-care-by-bridging-a-divide.html>

Tool for Assessing Cultural Competence Training <https://www.aamc.org/initiatives/tacct/>

Screening: **Hmong Shaman**

Sects <https://www.youtube.com/watch?v=y9krMk5neoY&feature=youtu.be>

Split Horn [https://youtu.be/4c\\_vuHg5qYw](https://youtu.be/4c_vuHg5qYw)

### **September 7: Case #1: Hmong Culture, Healing, Literature and Film**

Reading Assignment:

Excerpts from Anne Fadiman. *The Spirit Catches You can You Fall Down: A Hmong Child, Her American Doctors and the Collision of Two Cultures*.

Mai Der Vang. *Afterland*.

Screening: Shaman performs rite to protect a man's soul from the underworld (National Geographic) <https://www.youtube.com/watch?v=3UxIXli1kR0&feature=youtu.be>

*Hmong Shamanism in America*  
<https://www.youtube.com/watch?v=fciBMs7aJG4&feature=youtu.be>

**September 14: Case #1: Hmong Culture, Healing, Literature and Film**

Reading Assignment:

Hmong American Writers' Circle. *How Do I Begin?: A Hmong American Literary Anthology*.

Screening: *Worlds Apart Laos* <https://www.youtube.com/watch?v=-dHgiMAvkI&feature=youtu.be>

**September 21: Case #2: Somali Culture, Healing, Literature and Film**

Reading Assignment:

Somali Women Childbirth

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2659389/>

Somali prenatal profile of women

<https://ethnomed.org/clinical/pediatrics/perinatal-profile-for-patients-from-somalia>

Somali women in Minnesota

<http://www.southwestjournal.com/focus/where-we-live/2016/12/isuroon-fartun-weli-somali-women-minnesota/>

Doulas for Somali pregnancies

<https://psmag.com/social-justice/doula-midwife-birth-cost-savings-medicaid-53168>

Screening:

Cultural Competence Somali

[https://youtu.be/L\\_9R\\_MtZ6bA](https://youtu.be/L_9R_MtZ6bA)

**September 26 (On this Wednesday, Friday classes meet): Case #2: Somali Culture, Healing, Literature and Film**

Reading Assignment: Ladan Osman. *The Kitchen Dweller's Testimony*;

Excerpts from Warsan Shire. *Our Men Do Not Belong to Us*.

Screening: Landan Osman

<https://youtu.be/jVsgEL9EcEg>

**September 28: Case #3: Afghan Culture, Healing Literature, and Film**

Reading Assignment:

Caring for Afghan elders

<https://link.springer.com/article/10.1023/B:JCCG.0000015015.63501.db>

Afghan healthcare issues in the US/ California

[https://www.researchgate.net/publication/21741483\\_Health\\_issues\\_of\\_Afghan\\_refugees\\_in\\_California](https://www.researchgate.net/publication/21741483_Health_issues_of_Afghan_refugees_in_California)

Afghan healthcare California

<https://www.sacbee.com/news/investigations/afghan-refugees/article85859977.html>

Muslim healthcare

<https://ethnomed.org/cross-cultural-health/religion/health-care-in-islamic-history-and-experience>

Khaled Hosseini

<http://www.achievement.org/achiever/khaled-hosseini/>

Screening: Worlds Apart Afghani stomach cancer

[https://youtu.be/K5d\\_iPaUrWw](https://youtu.be/K5d_iPaUrWw)

She is My Son <https://www.youtube.com/watch?v=b1E9uWm9nJc>

### October 5: Case #3: Afghan Culture, Healing, Literature and Film

Reading Assignment: Khaled Hosseini. *And the Mountains Echoed*.

Screening: A Conversation with Khaled Hosseini

<https://youtu.be/aQcNeLBobzc>

Interview with Khaled Hosseini

<https://youtu.be/useqwpkN18E>

Khaled Hosseini Becoming a writer

<https://youtu.be/2oWstZMSMVo>

### October 12: Feriado

### October 19: Case #4: Oglala Lakota Culture, Healing, Literature and Film

Reading Assignment: Native Am healing

<https://news.aamc.org/diversity/article/culture-cures-healing-native-american-health/>

Indian Health Service

<https://www.ihs.gov/>

Oglala Lakota healthcare disparities Donald Warne

<https://www.ndcompass.org/trends/for-discussion/donald-warne-american-indian-health-disparities-in-north-dakota.php>

Oglala Lakota

<https://med.und.edu/indians-into-medicine/>

Interview with Don Warne

<https://www.ruralhealthinfo.org/rural-monitor/don-warne/>

Oglala Lakota rural health

<https://ruralhealth.und.edu/what-we-do/native-americans>

Native Am healthcare

<https://www.nlm.nih.gov/nativevoices/traveling/transcript-northdakota.html>

Native Am distrust of medicine

<https://www.wnycstudios.org/story/medicine-mistrust-native-american-reservations/>

Traditional Native American stories about medicine

<http://www.native-languages.org/legends-medicine.htm>

Screening:

Lakota in America: <https://www.youtube.com/watch?v=ie4m9LAVDGw>

Oglala Don Warne 1 of 5

<https://youtu.be/L7deyTBzuUE>

Oglala Don Warne 2 of 5

<https://youtu.be/pJgzrOBb6bA>

Oglala Don Warne 3 of 5  
<https://youtu.be/5bWrXKDcnFM>  
Oglala Don Warne 4 of 5  
<https://youtu.be/agc846n3uts>  
Oglala Don Warne 5 of 5  
[https://youtu.be/ppZXh1\\_ki4M](https://youtu.be/ppZXh1_ki4M)  
Don Warne  
<https://youtu.be/3phTundagzQ>

### October 26: Case #4 : Oglala Lakota Culture, Healing, Literature and Film

Reading Assignment: Layli Long Soldier, *Whereas; selection of writing by John Trudell*

### November 2: Case #5: Navajo (Diné) Culture, Healing, Literature and Film

Reading Assignment: Lori Arviso Alvord and Elizabeth Cohen Van Pelt. *The Scapel and the Silver Bear: The First Navajo Woman Surgeon Combines Western Medicine and Traditional Healing.*

At the Bedside: Traditional Navajo Practitioners in a Patient-Centered Health Care Model

[http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/journal/Documents/Volume%2023/Joe\\_23\(2\)\\_At\\_the\\_bedside\\_28.pdf](http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/journal/Documents/Volume%2023/Joe_23(2)_At_the_bedside_28.pdf)

Navajo healthcare

<https://medschool.ucsf.edu/features/you-will-become-well-delivering-patient-care-navajo-nation>

Navajo nation health

<https://www.pih.org/country/navajo-nation>

Navajo area IHS: <https://www.ihs.gov/navajo/>

Navajo medical students: <http://opa.uahs.arizona.edu/newsroom/news/2016/ua-colleges-medicine-and-navajo-nation-sign-agreement-establishing-scholarship>

Screening: Northern Arizona Navajo healthcare project

Navajo history, Death march: <https://www.youtube.com/watch?v=mUVbLLGds2g>

<https://www.capc.org/seminar/2017/the-northern-arizona-healthcare-navajo-video-project/>

Dr. Lori Alvord <https://www.youtube.com/watch?v=93LiJFvjZsg>

Navajo Sand painting: [https://www.youtube.com/watch?v=fcYYj7Ye6\\_A](https://www.youtube.com/watch?v=fcYYj7Ye6_A)

### November 9: Case 5#: Navajo (Diné) Culture, Healing, Literature and Film

Reading Assignment: Esther G. Belin. *Of Cartography.*

"A Map of Language Charted to Navajo Philosophy"

<https://www.hcn.org/issues/49.19/books-and-authors-a-map-of-language-charted-by-navajo-philosophy>

Esther Belin Diné poet

<https://www.hcn.org/issues/49.19/books-and-authors-a-map-of-language-charted-by-navajo-philosophy>

### November 16: Case #6: African American role in Medicine

Film screening: **Sargent, J. (Director). (1997). Miss Evers' Boys [Film]. NYC: HBO.**



**November 23: Feriado**

**November 30: Case #6: African American role in Medicine**

Film screening: *Something the Lord Made*

**December 7:** Projects + final exam period

## USEFUL LINKS

Cultural Competence Curriculum

<https://www.aamc.org/initiatives/tacct/>

RX the Quiet Revolution

<https://www.pbs.org/show/rx-quiet-revolution/>

Culture in Healthcare

<https://youtu.be/q9Tkb879dsY>

Cultural Competence in Healthcare

<https://youtu.be/dNLtAj0wy6I>

Institute for Diversity and Healthcare Equity

<https://youtu.be/zyHjSDZOQ9A>

Hispanics and healthcare

[https://youtu.be/dcJ3A0to\\_VQ](https://youtu.be/dcJ3A0to_VQ)

Diversity and Palliative Care

[https://youtu.be/\\_Lqls7QF1ZU](https://youtu.be/_Lqls7QF1ZU)

Healthcare disparities Disability

<https://www.ncbi.nlm.nih.gov/books/NBK361117/>

Schizophrenia latino

<https://youtu.be/ZLJmXQdxE8s>

Australian cultural competence in healing

[https://www.jmir.org/article/S1939-8654\(17\)30395-8/fulltext](https://www.jmir.org/article/S1939-8654(17)30395-8/fulltext)

Joseph Marshall III

[https://www.amazon.com/Crazy-Horse-Weeps-Challenge-America/dp/1682750256/ref=mp\\_s\\_a\\_1\\_4?ie=UTF8&qid=1534088533&sr=8-4π=AC\\_SX236\\_SY340\\_FMwebp\\_QL65&keywords=Joseph+Marshall+III&dpPl=1&dpID=51USZWMQ2dL&ref=plSrch#](https://www.amazon.com/Crazy-Horse-Weeps-Challenge-America/dp/1682750256/ref=mp_s_a_1_4?ie=UTF8&qid=1534088533&sr=8-4π=AC_SX236_SY340_FMwebp_QL65&keywords=Joseph+Marshall+III&dpPl=1&dpID=51USZWMQ2dL&ref=plSrch#)

