Medical Humanities

2015–2016
Course Offerings
C.M.H., M.M.H., D.M.H.
A Message from the Dean

In the Caspersen School of Graduate Studies, the program in Medical Humanities realizes anew the ancient ideal of the mind/body dyad that is human life itself. The driving force is the way the MMH and DMH programs develop medical humanists, individuals working across the health care professions who bring the traditions of humanistic inquiry, compassion, and judgment to bear on the treatment of illness. Those traditions include the many ways cultures have of representing, narrating, analyzing, knowing, and organizing that treatment and its all-important human interaction between patients and health care professionals. A chief example is the place that ethics has in the MMH/DMH curriculum generally and in our emphases on human subject research and palliative care. Our foundation class in what the humanities mean for medicine, our variety of course work, our students’ direct experiences in New Jersey hospitals, and the individual student’s chosen dissertation topic all contribute to this crucial form of graduate professional education. In this manner, Medical Humanities at Drew participates in the ever-widening emphasis among health professionals that the phrase “medical care” means the convergence of rigorous medical science and robust humanistic thought, informed by the professional’s own life experience. The program’s students thrive in this convergence; its faculty are some of its most effective practitioners. The Caspersen School of Graduate Studies eagerly continues its leading role in the burgeoning national field of medical humanities.

Robert Ready
Dean

MEDICAL HUMANITIES
COURSE LISTINGS KEY
MDNR  Studies in Narrative Medicine
MDET  Studies in Ethics
MDSM  Studies in Social Medicine
MDHM  Studies in History of Medicine
MDFA  Studies in Medicine and Fine Arts
MDAS  Studies in Addictions
MDGS  Studies in Gender
Fall 2015

MDET 801 Bioethics
Prof. TBA
Thur., 7–9:30 p.m.

3 credits An examination of central matters of moral concern in medicine and the life sciences, including some of the following: end of life care, euthanasia, requirements of consent, allocations of resources, disclosure of genetic information, and manipulation of genetic material in germ cells. The selected issues are considered in the contexts of moral justification and moral decision making, with attention to fundamental matters of ethical theory.

MDSM 841 Essentials of Palliative Care I
Prof. Jeanne Kerwin
Wed., 4–6:30 p.m.

3 credits Americans are struggling to orchestrate end-of-life care for themselves or a loved one in a way that reflects their understanding of a “good death” and in a medical system that is increasingly complex and driven by mechanisms beyond the control of the patient. Core principles of palliative care will be defined, barriers to the provision of palliative care will be explored, and interventions that can be delivered to patients and their families in various settings will be studied. Laws, regulations, policies and systems that create barriers to good end-of-life care will be examined, as well as innovative approaches to challenge the status quo of end-of-life care in America.

MDNR 818 Poverty, Stress and Health: The Impact of Inequality
Prof. Rosemary McGee
Mon., 7–9:30 p.m.

3 credits Our culture and society have created an environment that fosters an unhealthy populace that increasingly suffers from debilitating, chronic illness. Society and the medical industrial complex have failed to address the root cause of chronic illness, which is consistently shown to be stress in its many forms, and for those at the far end of the economic and financial continuum, this root cause may be at the core of their many maladies. This course will examine the concepts and effects of inequality, the social determinants of health, and the stress of poverty. The silent epidemics of chronic disease are presented as examples of the interwoven complications among poverty, stress, and health. The physiological response to stress is examined as psychoneuroimmunology—the interconnectivity among mind, brain, and body, establishing the link between environmental and emotional stress, and disease. Justice, rights, responsibility, and reform are additional topics of discussion, as are possible approaches to breaking the cycle of poverty and poor health.

MDAS 872 Alcoholism and Gender: A Literary Analysis
Prof. Philip Scibilia
Tue., 7–9:30 p.m.

3 credits It is dangerous at best, and completely wrong at worst, to assume that alcoholism or any other substance of abuse has the same underlying causes in men and women. The dynamics are different and best depicted in literature. This seminar will focus on understanding gender and addiction as depicted in the work of Hemingway, Barnes, O’Hara and London.

MDFA 862 The Value of Art (same as ARFA 805)
Prof. Roberto Osti
Tue., 4–6:30 p.m.

3 credits What is the value of art? How can it be quantified? In this course, we will discuss how, in recent decades, the prices of artworks sold at auction have skyrocketed and how art has become a branding phenomenon. Using a list of the 10 most expensive artists of this decade, we will take museum trips to see these works in person. We will also compare these 10 artists to 10 artists of 10 years ago and to 10 artists from 100 years ago, with the purpose of understanding how the art market works, and also how art was valued then and how it is valued today.

MDHM 905 The Joy of Scholarly Writing
Prof. Carol Wipf
Wed., 4–6:30 p.m.

3 credits In this class, students will embark on their individual dissertation journeys. Specifically, students will choose and refine their dissertation topics and initiate research into that choice. We will review research skills and resources related to the various fields represented by the students/topics in the course. Early writing assignments will build toward composing a prospectus draft, and then an extended 20-page piece of scholarly writing related to their dissertation topics (shaped by Caspersen School guidelines). Students will benefit from both sustained individual attention to their research and writing and group workshops. Work in this course will foster individualized, imaginative approaches to scholarly writing, as well as solid critical thinking and perspectives on research materials and methods.

[Students derive most value from the course if they enroll in their last or penultimate semester and are ready to begin the dissertation process. In order to enroll in The Joy of Scholarly Writing, students must have earned 24 or more credits.]

MEDHM 900A Clinical Practicum
Overlook Hospital Class
Times to be arranged in consultation with the director.
Supervised schedule of clinical instruction involving the Bioethics Committee, clinic and emergency room observation, Ethics Conference, grand rounds, Humanities Conference, ICU/CCU rounds, Morbidity and Mortality Conference, Narrative Conference, nursing home visitation, and teaching rounds. Submission of a written journal required. The practicum can be geared toward student interests and takes into account prior experience (if applicable). Prerequisites: MDHM101 and MDHM102.

MEDHM 900B Clinical Practicum
St. Barnabas Hospital Class
Times to be arranged in consultation with the director.
Supervised schedule of clinical instruction involving the Bioethics Committee, clinic and emergency room observation, Ethics Conference, grand rounds, Humanities Conference, ICU/CCU rounds, Morbidity and Mortality Conference, Narrative Conference, nursing home visitation, and teaching rounds. Submission of a written journal required. The practicum can be geared toward student interests and takes into account prior experience (if applicable). Prerequisites: MDHM101 and MDHM102.
MEDHM 901 Tutorial
Members of the Medical Humanities faculty.
Available in autumn and spring terms annually.

3 credits Open only to D.M.H. candidates interested in doing a tutorial with Drew-based faculty. Any doctoral student interested in registering for a tutorial must file a petition; forms are available on the Dean's Office website. Arrangements must be made with the tutorial director and program director prior to filing a petition. A student may only register for MEDHM901 or MEDHM903 twice. Course may be repeated.

Spring 2016

MDHM 799 Introduction to Medical Humanities and Humanism
Prof. Philip Scibilia
Tue., 4–6:30 p.m.

3 credits Medical Humanities is concerned with addressing the human side of medicine and therefore draws theoretical, critical and practical insights from across the social sciences and the arts to explore the meanings attached to illness, disease, embodiment, disability and health encounters. This course will connect today's medical humanities to the tradition of Renaissance humanism and trace the history of medical humanities from its inception to the present day. Major topics include the relations between medical humanities and the social sciences; origins, development, and appropriate scope of bioethics; literature and medicine and narrative approaches to health care; and Drew's initiative to "do the medical humanities."

MDHM 802 Introduction to Narrative Medicine
Prof. Sean Nevin
Thur., 7–9:30 p.m.

3 credits The course will explore narrative and interpretive techniques that may enhance communication within the health care community as a whole. Narrative is everywhere in medicine: in patient stories, in the notes we write, in our formal presentations and in conversations with colleagues and families. Traditionally, health care education has provided little training in how best to create and interpret such narratives. This course will use medical fiction, essays, poetry, great literature, illness narratives, medical autobiographies and case write-ups to introduce students to narrative medicine. The course will include some lecture but will largely be conducted as a seminar with writing workshops.

MDHM 830 Medical Anthropology
Prof. Linda Van Blerkom
Tue., 7–9:30 p.m.

3 credits A study of human health from an anthropological (e.g., evolutionary, comparative, and biocultural) perspective. Topics under consideration include evolution of human disease patterns, health and ethnicity, comparison of Western and non-Western systems of medicine, alternative and complementary medicine, the political economy of health, and emerging diseases. This course considers the interplay of culture, biology, and environment in influencing human disease and behavioral responses to it.

MHSM 842 Essentials in Palliative Care II
Prof. Jeanne Kerwin
Wed., 4–6:30 p.m.

3 credits Case studies and readings will be supplemented with individual stories presented through multimedia approaches (film, patient narratives, poems and stories from patients and their families) to elucidate the importance of all aspects of palliative care. The focus will be on patient experiences, pain and symptom management, communication skills of clinicians, fears, understanding of prognosis, withdrawing or withholding of life-sustaining treatments, difficulties encountered by surrogate decision makers, psychosocial aspects of patient and family dynamics, and spiritual and religious aspects. We will examine how these aspects play a role in enhancing or preventing the delivery of palliative care in hospitals, nursing homes and other settings. Students will be better prepared to recognize suffering in all realms and to understand how to access resources for palliative care for patients and families in need.

MDHM 853 Medical Transgressions
Prof. Richard Marfuggi
Thur., 7–9:30 p.m.

3 credits A history of medicine usually recounts the triumphs, but seldom the failings, of those who practice this hallowed art and science. History, like life itself, often teaches through failure. This course will explore medical failures that violate not only the tenets of sound science but also the personhood of those seeking relief from suffering. The examination of man's responses to these transgressions will help us see that these individual and societal remedies now shape our concepts of healing. We will examine the origins of what has come to be known as medical ethics, peer review, and social justice, as well as legislative and judicial oversight. The possession of power and knowledge has been, and continues to be, used for good or ill. Medical history is being written today; only with vigilance will we ensure that it builds on solid foundations crafted in the spirit of beneficence, nonmalfeasance, justice, and respect for personhood.

MHSM 833 Medical Transgressions
Prof. Richard Marfuggi
Thur., 7–9:30 p.m.

3 credits A study of human health from an anthropological (e.g., evolutionary, comparative, and biocultural) perspective. Topics under consideration include evolution of human disease patterns, health and ethnicity, comparison of Western and non-Western systems of medicine, alternative and complementary medicine, the political economy of health, and emerging diseases. This course considers the interplay of culture, biology, and environment in influencing human disease and behavioral responses to it.

MDET 825 Social, Cultural and Religious Issues in Research
Prof. TBA
Thur., 4–6:30 p.m.

3 credits Some of the most difficult questions arising from new technologies and medical innovations are not those related to scientific, biomedical or legal issues. Rather, they are questions raised by the implications of innovation on concepts of personal, social and historic identity, responsibility toward others, and what it means to be human. This course explores the
roles of sociocultural and religious beliefs and research agendas and outcomes, and addresses moral questions raised about the appropriateness of new technologies. Topics to be addressed include assisted reproductive technologies, neurological imaging, genetic research and “therapies,” stem cell and xenotransplantation, and fetal diagnostic technologies. The course will combine lectures, discussion and case review.

**MDHM 900B Clinical Practicum**
St. Barnabas Hospital Class
Times to be arranged in consultation with the director.
Supervised schedule of clinical instruction involving the Bioethics Committee, clinic and emergency room observation, Ethics Conference, grand rounds, Humanities Conference, ICU/CCU rounds, Morbidity and Mortality Conference, Narrative Conference, nursing home visitation, and teaching rounds. Submission of a written journal required. The practicum can be geared toward student interests and takes into account prior experience (if applicable). Prerequisites: MDHM101 and MDHM102.

**MDHM 901 Tutorial**
Members of the Medical Humanities Faculty.
Available in autumn and spring terms annually.
3 credits Open only to D.M.H. candidates interested in doing a tutorial with Drew-based faculty. Any doctoral student interested in registering for a tutorial must file a petition; forms are available on the Dean’s Office website. Arrangements must be made with the tutorial director and program director prior to filing a petition. A student may only register for MEDHM901 or MEDHM903 twice. Course may be repeated.

**MDHM 906: The Joy of Scholarly Writing: Beginning the Dissertation Process**
Prof. Liana Piehler
Wed., 4–6:30 p.m.
3 credits In this class, students will embark on their individual dissertation journeys. Specifically, students will choose and refine their dissertation topics and initiate research into that choice. We will review research skills and resources related to the various fields represented by the students/topics in the course. Early writing assignments will build toward composing a prospectus draft, and then an extended 20-page piece of scholarly writing related to their dissertation topics (shaped by Caspersen School guidelines). Students will benefit from both sustained individual attention to their research and writing, and group workshops. Work in this course will foster individualized, imaginative approaches to scholarly writing, as well as solid critical thinking and perspectives on research materials and methods.
[Students derive most value from the course if they enroll in their last or penultimate semester and are ready to begin the dissertation process. In order to enroll in The Joy of Scholarly Writing, students must have earned 24 or more credits.]

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**Summer 2016**

**SESSION I: MAY 16–JUNE 23**

**MDAS 872 Alcoholism and Gender: A Literary Analysis**
Prof. Philip Scibilia
Mon., Wed., 6–9:30 p.m.
3 credits It is dangerous at best, and completely wrong at worst, to assume that alcoholism or any other substance of abuse has the same underlying causes in men and women. The dynamics are different and best depicted in literature. This seminar will focus on understanding gender and addiction as depicted in the work of Hemingway, Barnes, O’Hara and London.

**MDAP 836 The Pharmaceutical Industry**
Instructor TBA
Tue., Thur., 6–9:30 p.m.
3 credits This seminar will examine the growth of the pharmaceutical industry from its early beginnings to its present role as a multinational, multibillion-dollar industry. The course will introduce students to the drug discovery and development process from inception to market. Selected readings and discussions will analyze the following: inequalities that emerge from and are reinforced by market-driven medicine, the responsibilities of drug developers to health care and general wellness on a global scale, and the controversial role pharmaceutical marketing and promotion play in enabling the flow of information that is quite difficult to convey to patients and doctors.

**SESSION II: JUNE 27–AUGUST 4**

**MDGS 880 Gender and Medicine: Perspectives in Gender and Sexuality: Women and Medicine**
Professor Kate Grogan
Mon., Wed., 6–9 p.m.
3 credits “Through the pursuit of an ever-changing, homogenizing, elusive ideal of femininity—a pursuit without a terminus, requiring that women constantly attend to minute and often whimsical changes in fashion—female bodies become docile bodies—bodies whose forces and energies are habituated to external regulation, subjection, transformation ‘improvement’”—Susan Bordo This course explores the complex relationship between women and medicine and the politics of women’s health in Western culture. We will focus primarily on the role of women as patients and subjects of medical science, looking specifically at a select group of distinctly female maladies. Students will examine the social construction of gender and interrogate how cultural norms, gender role stereotypes, and gender power dynamics have informed, shaped, and driven the pursuit of medical knowledge. For instance, we will explore how hysteria (a diagnosis commonly given to women during the late 19th century) served in the maintenance of a paternalistic medical tradition that often pathologized women’s minds and bodies and was simultaneously employed subversively by women as a form of creative rebellion against patriarchal social conventions. This course will also touch upon the experiences of women as medical professionals—how they have influenced and been influenced by a historically masculine arena. Topics will be approached through multiple lenses, including modern history, literature, film, and popular media.
MDET 821 Clinical Ethics
Instructor TBA
Tue., Thur., 6–9 p.m.

3 credits. A study of the application of biomedical principles in the clinical arena, situations that require assessment of competing principles, and the process of resolution when differences in ethical judgments make consensus difficult. Among the topics to be considered are: the bioethics committee; end-of-life decisions, including do not resuscitate orders and advance directives; confidentiality, communication issues; just distribution of scarce resources; and clinical decision making within cost constraints.

Medical Humanities Faculty 2015–2016

Phyllis DeJesse (R.N., Jefferson, D.M.H., Drew) Affiliate Associate Professor of Medical Humanities
C. Wyatt Evans (Ph.D., Drew) Assistant Professor of History
Kate Grogan (D.M.H., Drew) Adjunct Assistant Professor of Medical Humanities
Jeanne Kerwin (D.M.H., Drew, M.D.) Adjunct Assistant Professor of Medical Humanities
Richard Marfuggi (D.M.H., Drew, M.D., University of Vermont) Adjunct Assistant Professor of Medical Humanities
Rosemary McGee (DMH, Drew) Adjunct Assistant Professor Medical Humanities
Margaret Michelli (Ph.D., Rutgers University) Adjunct Assistant Professor of Medical Humanities
Roberto Osti (Dip. D.A., L’Universita di Bologna, MFA) Adjunct Assistant Professor of Medical Illustration
Virginia Phelan (Ph.D., Rutgers) Affiliate Associate Professor of Comparative Literature
Liana Piehler (Ph.D., Drew) Adjunct Assistant Professor of English
Jonathan Reader (Ph.D., Cornell) Professor of Sociology
Philip Scibilia (D.M.H., Drew) Convenor of Medical Humanities, Assistant Professor of Medical Humanities
Jerome Travers (Ph.D., Fordham) Adjunct Assistant Professor of Family Studies
Linda Van Blerkom (Ph.D., Colorado) Professor of Anthropology
Daniel N. Watter (Ed.D., NYU) Adjunct Assistant Professor
Jennifer Holly Wells (M.A., Ph.D., Drew) Adjunct Assistant Professor of English
Laura Winters (Ph.D., Drew) Adjunct Associate Professor of English
Carol Wipf (Ph.D., Illinois, Champaign-Urbana) Adjunct Associate Professor of English
Frank Wyman (Ph.D., M.A., Drew, J.D., George Washington) Adjunct Professor of Medical Humanities

Practicum and Residents Certificate—
Atlantic Health System

Atlantic Health System—composed of Morristown Medical Center (MMC), Overlook Medical Center (OMC), Chilton Medical Center (CMC), Newton Medical Center (NMC) and Goryeb Children's Hospital—is one of the largest nonprofit health care systems in New Jersey.

Its programs, including pediatrics, orthopedics, cancer care, rehabilitation medicine, women's health, cardiovascular care and neuroscience, are consistently lauded for their excellence by physicians and patients alike. Atlantic Health System is accredited by The Joint Commission and is a member of AllSpire Health Partners—an alliance of seven hospital systems that addresses quality, population health management, best practices and medical research in the Northeast region. It is also an affiliate of The Mount Sinai Hospital and Icahn School of Medicine at Mount Sinai.

Atlantic Health Medical Humanities Faculty

Jeffrey Brensilver, MD, Chief of Medicine, OMC
Stuart Green, DMH, LCSW, MA, Family Medicine
John Gregory, MD, Director, Palliative Care Program, OMC
Nancy Gross, MMH, MA, Humanities Educator
Jeanne Kerwin, DMH, CT, Bioethicist and Coordinator of Palliative Care Program, OMC
Karen Knops, MD, CMH, FAAHPM, Director, Palliative Care Program, MMC
David Kuo, MD FACP, Associate Program Director, Internal Medicine Residency MMC
Jeff Levine, Ph.D., Director, Academic Affairs
Rosemary McGee, DMH, Humanities Educator, MMC
Michele Neier, MD, Pediatric Hematology-Oncology

St. Barnabas Medical Center Clinical Faculty

Anthony Carlino, M.D., Ph. D., Assistant Program Director
Kristin Fless, M.D., Intensivist
Anthony Gagliardi, M.D., F.A.C.P., Chairman
Mindy Houg, M.D., Assistant Program Director
Ashish Parikh, M.D., F.A.C.P., Program Director, Director, Internal Medicine Faculty Practice, Director of Student Activities
Fariborz Rezai, M.D., Intensivist
Sunil Sapru, M.D., Associate Program Director, Co-Director, Student Activities
Paul Yodice, M.D., F.A.C.C., Director, Critical Care Services
Apply

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