

## **Health Humanities Pathway Certificate**

### **Description**

The Health Humanities Pathway Certificate allows students to understand themselves and their communities within healthcare contexts that go beyond the simple structures of providers, patients, and caregivers. It provides them with the tools to see “medicine” as one aspect of what constitutes “health,” by asking them to pay attention to other determinants of health and how those determinants intersect with each other. This Pathway will be completed with a humanistic approach, which embraces critical thinking, fosters empathy, compassion, and reflection, and celebrates the power of imagination as a force for envisioning more just systems of healthcare.

### **Background and Definition**

The health humanities as a field is interdisciplinary in principle and methodology. It evolved from the medical humanities, which focused on the need to allow for physicians and other healthcare providers to see patients as more than a collection of symptoms and statistics. While the health humanities continues to work on the “patient-narrative” approach used initially in the medical humanities (which based an important part of its research in the study of fictional and nonfictional texts or media related to the field), it goes beyond patient-narratives by recognizing that everyone may be involved in healthcare decisions at some point in their lives and therefore draws much of its practices from a wider understanding of the social determinants of health, intersectionality, and disability studies. Overall, it aims at going beyond an emphasis on the idea of scientific accuracy and objectivity as the only way to understand the healthcare experience.

### **Action and Pedagogy**

Independently of whether students want to become healthcare professionals, the health humanities pathway certificate will teach them to approach healthcare-related practices (and related fields) from a critical perspective grounded on the importance of listening, taking responsible action based on respect for the dignity of everyone involved, and using the tools of the humanities to generate effective change that dismantles structural, discriminator, and exploitative medical models present in healthcare. In this sense, this pathway will prepare students who are committed to the improvement of society as informed citizens, beyond their chosen majors and minors, and celebrates WCU’s strategic plan by promoting community engagement and diversity.

## **Health Humanities Learning Goals and Outcomes**

(Requirements for Pathway Proposal: 3 to 5 learning Goals

Requirements for Syllabi within a Pathway: 2 learning goals, each using 2 learning outcomes.)

1. Critical Thinking in Health Humanities: SWBAT
  - a. Conduct informed discussions of current issues and controversies related to health and medicine using relevant disciplinary frameworks.

- b. Identify and appraise reputable source materials related to the medical humanities
  - c. Describe how scientific and technological changes affect and are affected by practices in health and medicine
2. Effective Communication in Health Humanities: SWBAT
- a. Interpret and summarize information related to health and medicine
  - b. Communicate findings in health and medicine using a variety of media depending on the intended audience.
  - c. Identify common cultural metaphors, imagery, and literary themes used to communicate about health and medicine
  - d. Critique technological media used to communicate in health and medicine.
3. Intersectional Awareness in Health Humanities: SWBAT:
- a. Describe how their own intersectional identities and personal histories concerning health and medicine are affected by larger cultural, historical, and institutional factors
  - b. Using an intersectional framework, discuss how the social determinants of health shape healthcare experiences and outcomes for patients and clients, providers, care-givers, and/or communities.
4. Informed Critique of Health and Medical Practice: SWBAT
- a. Assess the credibility and origins of diverse claims of medical expertise and discourses concerning health.
  - b. Critique professional and public perspectives on health and medicine through the lens of culture, social discourse, literature, history, philosophy, or other relevant frameworks.

- c. Identify the strengths and limitations of evidence-based practice in light of diverse patient values.
5. Analytical Perspectives and Intellectual Habits in Thinking about Health and Medicine: SWBAT:
- a. Articulate and raise reasoned challenges to their own beliefs, awareness, and viewpoints about health and medicine.
  - b. Recognize and interrogate cultural difference regarding health and medical contexts.
  - c. Demonstrate the ability to make informed decisions about health and medicine as consumers and citizens.
  - d. Compare ethical, political, historical, literary, artistic, philosophical, and cultural perspectives on health and medicine.

<b>Course</b>	<b>Gen. Ed. Designations</b>	<b>Pathways SLOs Addressed</b>	<b>Assessed By</b>
ANT 312 – Medical Anthropology	Writing Emphasis	1a, 1b, 5b, 5d	1a – Reading journals and research paper 1b – Reading journals and research paper 5b – Reading journals and essay exams 5d – Reading journals and essay exams
CLS 270 – Life, Death, and Disease	Interdisciplinary, Writing Emphasis	1a, 1b, 1c 2a, 2c 5a, 5b, 5d	1a - Readings, Class Discussion, Discussion Posts, Blog Posts, Analysis Essay 1b - Blog Posts, Final Project 1c - Discussion Posts, Blog Posts, Class Discussion, Readings 2a - Blog Posts, Analysis Essay, Final Project 2b - Blog Posts, Discussion Posts, Analysis Essay 5a - Readings, Class Discussion, Discussion Posts, Blog Posts 5b - Readings, Class Discussion, Discussion Posts, Blog Posts 5d - Readings, Class Discussion, Discussion Posts, Blog Posts, Final Essay

HEA 276 – Achieving Health Equity	Behavioral and Social Science Distributive	3a, 3b 4a, 4b	3a - Discussion forum and participation assignments 3b - Discussion forum and participation assignments, health disparities assignment, exams 4a – Discussion forum and participation assignments 4b – Discussion forum and participation assignments
HEA 345 – Public Health and the Apocalypse	Writing Emphasis	2a, 2c 5a, 5d	2a – Analytical Essays 2c – Discussion Boards, Analytical Essays 5a – Discussion Boards 5d – Discussion Boards, Analytical Essays
HIS 214 – History of Medicine	Humanities Distributive; Diverse Communities	3a, 3b 5a, 5d	3a - “Informed Action Project” parts 1 and 2 3b – Midterm and final essay questions 5a – “Informed Action Project” parts 1-3 and midterm and final essays 5d - “Informed Action Project” parts 1-3 and midterm and final essays
PHI 371 – Medical Ethics	Ethics; Interdisciplinary	1a, 1c 5a, 5c	1a - presenting and discussing the ‘Ethics in the news’ assignments. 1c - At least one debate topic, and one paper topic, will cover these issues directly in Biomedical Enhancement and Cloning sections 5a – term paper 5c - The sections on the Medical Models of the Physician/Patient Relationship; Justice and Healthcare; Advance Directives and Living Wills; Medical Paternalism and Informed Consent; Decisional Capacity and the Right to Refuse Treatment; End of Life Decisions; will achieve this student learning goal. At least one debate topic will come from these sections
WRH 365 – Writing for the Health Professions	Writing Emphasis	1a, 1b, 1c 2a, 2b 3a, 3b 4a, 4b 5b, 5d	1a - Readings, Class Discussion, Discussion Posts, Health Evaluation Unit 1b - Health Evaluation Unit, Research Writing Unit 1c - Discussion Posts, Class Discussion, Readings, Health Evaluation Unit

			<p>2a - Health Evaluation Unit, Research Writing Unit, Healthcare in the Media Presentations</p> <p>2b - Health Evaluation Unit, Joining the Conversation, Research Writing Unit</p> <p>3a - Joining the Conversation, Health Evaluation Unit, Discussion Posts, Class Discussion</p> <p>3b - Readings, Discussion Posts, Class Discussion, Health Evaluation Unit</p> <p>4a - Readings, Discussion Posts, Class Discussion, Joining the Conversation, Health Evaluation Unit, Research Unit</p> <p>4b - Readings, Discussion Posts, Class Discussion, Health Evaluation Unit, Research Unit</p> <p>5b - Readings, Discussion Posts, Class Discussion, Health Evaluation Unit</p> <p>5d - Readings, Discussion Posts, Class Discussion, Health Evaluation Unit</p>