

## The Doctor-Patient Relationship

Fall 2015

UGS 303

Unique Numbers: 63170, 75, 80, 85, 90, 95

Lectures: Tuesday and Thursday 3:30PM-5:00PM,  
CLA 0.130

Discussion Sections:

63170: Monday 3:00PM-4:00PM, WAG 112

63180: Monday 4:00PM-5:00PM, WAG 112

63190: Monday 5:00PM-6:00PM, WAG 112

63175: Friday 11:00AM-12:00PM, MAI 220C

63185: Friday 12:PM-1:00PM, MAI 220C

63195: Friday 1:00PM-2:00PM, MAI 220C

Instructor: Stephen Sonnenberg

Section Teachers:

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Steve's Office Hours: Mondays from 1-2pm, and by appointment

**Course Description:** This course, taught by an experienced physician who is also a medical humanities scholar, will explore the traditional/individual 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 health care and away from the traditional individually based and shaped doctor-patient relationship and the effect of government mandated health care 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 to the authentic experience of the doctor and patient. The patient in focus will be the individual needing healing, and the whole of society when it is the doctor'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-health care 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, so they can be contributors to a society that critically shapes the medicine 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 debates and role playing exercises in lectures and discussions in section meetings; analytical reaction papers (essays) examining the changing role of the physician in America; 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; then discuss medical decision making within the framework of the doctor-patient relationship,

including consideration of medical ethics and related subjects, like informed consent to treatment. We will consider the role of religion and culture as it influences the healing relationship. We will then focus on the leadership role of the physician, as healer to the whole society, advocating for such practices and policies as the promotion of health through the built environment, good nutrition, the embrace of health as a human right, and the recognition of war and violence as threats to public health. At the same time we will consider the leadership role of the doctor in the new medical team, and the coming together of large groups of health care providers and administrators, as well as experts from other fields, in the development of health care and health care related for profit and non-profit organizations and corporations. As part of our study of leadership you will have the option of attending a one hour University Lecture on Tuesday, September 22, 6:30 p.m. or 8:30 p.m., in Hogg Memorial Auditorium (arrive early as there will be many attendees and seating is limited). The title is Lessons in Leadership, and the excellent lecturers are Prof. Daron Roberts, Center for Sports Leadership and Innovation, Prof. Andrea Gore, College of Pharmacy, and Prof. Richard Reddick, College of Education & College of Liberal Arts. The Lecture will be videotaped and we will watch it as a class at our meeting on September 29<sup>th</sup>, and also have some time then to discuss it together. Attendance at the live lecture is optional, it would be a useful experience to hear these speakers “in the flesh” as well as watching the video in class, but the Jewish Holiday Yom Kippur starts at sunset, and for that reason attendance at the Lecture is not mandatory. Attendance at class on the 29<sup>th</sup> is mandatory, as always. We will then think about whether there is a “Medical-Industrial” Complex, review President Eisenhower’s Farewell Address of 1961, when he warned against a “Military-Industrial” Complex, and consider the changes in our health care system that promote ever-larger decision making entities that affect medical practice. Following that we will consider physician stress, patient mortality, death and dying, and the importance of knowledge of the humanities in the career of the doctor. During the course we will learn about Information Literacy, and visit the LBJ Presidential Library and Museum, where we will study President Johnson’s role as a health care reformer, and how that reform, and the recently enacted Affordable Care Act (Obamacare), affect the nature of independent medical practice. We will finish up with a series of readings about the lives of physicians who helped shape the American health care system of the past, coupled with talks and Q&A sessions with people who are shaping the system today.

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 debates, 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 debates, discussions about the debate topics, and general class participation in the lectures

and the sections. Attending and /or viewing a University Lecture is required and scheduled.

**Ethics and Leadership Flag:** 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. A substantial portion of your grade will come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

**Lectures Online:** Your class is using the Lectures Online recording system. This system records the audio and video material presented in class for you to review after class. Links for the recordings will appear in the Lectures Online tab on the Canvas for this class. You will find this tab along the left side navigation in Canvas. To review a recording, simply click on the Lectures Online navigation tab and follow the instructions presented to you on the page. You can learn more about how to use the Lectures Online system at <http://sites.la.utexas.edu/lecturesonline/>. Recordings are presented complimentary through the 12th class day. After the 12th class day you will need to pay a one-time course materials charge to gain access to all recordings for your class. The regular cost is \$16, however if you purchase access before the 12th class day, the cost is only \$12. Please note that your professor decides when and for how long recordings will be available for you to review. You can find additional information about the lecture capture system at: <http://sites.la.utexas.edu/lecturesonline/>.

### **Grading Policy:**

- Class Attendance and participation in specific class exercises is mandatory and will include twitter cards **(15% of grade)**.
- Section attendance and participation in specific section exercises is mandatory **(15% of grade)**.

*Information literacy [the set of abilities we use to recognize when we need information and the ability to locate, evaluate, and effectively use the needed information] will be in focus throughout the course, as we try to understand the way doctors think and make decisions, and*

- write two four page essays analyzing 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 a lecture with a University librarian to assist you in writing the second of these two short analytical essays; that lecture will occur in conjunction with our visit to the LBJ Library, when we will study health care reform during the Johnson administration.

*The final examination, also involving information literacy, will be viewing the Instructor's Fall 2013 UT Institute for Historical Studies lecture and writing a*

- four page essay analyzing his 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 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. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

**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, Thursday August 27**—*Introduction to The Doctor-Patient Relationship*

**Discussion Sections:**

- Sections will not meet this week.

#### **Week 2 – Introduction (Cont.) and The Doctor’s Uncertainty, Medical Ethics, The Role of Culture and the Individual/ Traditional Patient**

**Class #2, Tuesday September 1**—*The Future, Where Will it Take Us, Where Should it Go? Will the practice of medicine be a branch of pure science, and or a branch of applied science and technology? Will medicine be an interpersonal art? Will it be a combination of science and art?*

- Read:
  - How to Live Wisely from The New York Times
  - The Two Cultures and The Scientific Revolution by Snow, Cambridge University Press, 1961 p.1-54

**Class #3, Thursday September 3**—*Decision Making, Doctor-Patient Collaboration and Patient Autonomy #1*

- Read:
  - Complications by Gawande, Pages 3-8, 208-227

**Discussion Sections:**

- First meeting this week.

#### **Week 3 - The Doctor’s Uncertainty, Traditional Medical Ethics, The Role of Culture and the Individual/ Traditional Patient (Cont.)**

**Class #4, Tuesday September 8**—*Decision Making, Doctor-Patient Collaboration and Patient Autonomy #2*

- Read:
  - How Doctors Think by Groopman, Pages 77-100, 271-279

**First In-Class Debate:** Should The Doctor Be a Scientist or a Humanist or Both? Followed by Class Discussion of the Doctor as Scientist, Humanist, or Both, with Role Playing Class Members Questioning the Debaters

The format will be like a Presidential Debate. The Moderator will question three debaters, one who will argue that the doctor-patient relationship should be strictly scientific, one arguing that it should be strictly humanistic, one arguing that it should be a combination of the two. Then class members playing the following roles will question the debaters: a literary scholar, a research scientist, a biomedical engineer, a medical entrepreneur, a person in need of health care who has no insurance, a chronically ill person, a publicly elected official.

All ten class members participating in this debate should base their comments on the readings of the first four classes, and refer to these specifically when they speak.

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

**Class #5, Thursday September 10—*Medical Ethics, Do No Harm, Informed Consent***

- Read:
  - 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

**Week 4, #1 - The Doctor's Uncertainty, Traditional Medical Ethics, The Role of Culture and the Individual/ Traditional Patient (Cont.)**

**Class #6, Tuesday September 15 — *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 Health Care? This is a Two Way Street #1***

- Read:
  - Images in Psychiatry by Gorman, American Journal of Psychiatry, Vol. 158, Page 375, 2001, and
  - Treatment of Depression by Maimonides by Gesundheit, Or, Gamliel, Rosner and Steinberg, American Journal of Psychiatry, Vol. 165, Pages 425-428, 2008, and
  - Maimonides and Depression by Pies, American Journal of Psychiatry, Vol. 165, Pages 1050-1051, 2008, and

- 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, 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, #2 - Ethics and Leadership – An Introduction**

**Class #7, Thursday September 17—** *Medical Ethics and the Public: Large Scale Conflict of Interest*

- Read:
  - New England Journal of Medicine Editorial by Drazen and
  - Three part Medicine and Society series by Rosenbaum, all Vol. 372, 2015

## **Week 5 – The Doctor’s Changing Role Regarding the Individual/Traditional Patient: The Healer’s Place in Society, and More on Ethics and Leadership**

**Class #8, Tuesday September 22 —** *Leadership, Teamwork, Private/For-Profit and Public/Non-Profit Corporatization, and the Computerization of Medicine #1*

- Read:
  - Physicians of the Future by Weed, New England Journal of Medicine, Vol. 304, Pages 903-907, 1981
  - The Town Shrink from The New York Times by Robert Sullivan
- Carefully examine Friends of the High Line (available with photos at <http://www.thehighline.org/about>)

**Guest:** Peter Mullan, Chief Executive Officer of the Waller Creek Conservancy for a Q&A with Dr. Sonnenberg

**Class #9, Thursday September 24—***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? This is a Two Way Street #2*

- Read:
  - A Casebook of Medical Ethics by Ackerman and Strong, Section 1.7, Pages 19-22, Section 2.2, Pages 48-50, and
  - How Ethical Systems Change: Abortion and Neonatal Care by Ekland-



**Guest:** Sheldon Ekland-Olson, Ph.D., Audre and Bernard Rapoport Centennial Professor, a Sociologist and Ethicist, current Director of the UT School of Human Ecology, former Dean of UT's College of Liberal Arts, former UT Austin Provost for a Lecture and Q&A with Dr. Sonnenberg and the class

## **Week 6 – The Healer's Place in Society (Cont.), and More on Ethics and Leadership**

**Class #10, Tuesday September 29—** *Leadership, Teamwork, Private/For-Profit and Public/Non-Profit Corporatization, and the Computerization of Medicine #2*

See Course Outline and Agenda above for information concerning University Lecture: ***Lessons in Leadership***, Featuring Prof. Daron Roberts, Center for Sports Leadership and Innovation, Prof. Andrea Gore, College of Pharmacy, and Prof. Richard Reddick, College of Education & College of Liberal Arts. In Class #10 we will watch a video of the Lecture and have some time to discuss it.

- Read:
  - How CVS Quit Smoking and Became a Health Care Giant from The New York Times by Tabuchi
  - Modern Doctors' House Calls: Skype Chat and Fast Diagnosis from The New York Times by Abby Goodnough

### **Discussion Sections:**

- **Begin work on first four page analytical reaction paper.**

**Class #11, Thursday October 1—** *The Physician's Responsibility as an Advocate for a Health Promoting Environment and Health as a Human Right*

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

**Second In-Class Debate:** Is The Doctor an Individual Practitioner, a Corporate Employee, a For-Profit Corporate Executive, a Not-For-Profit Corporate Executive?

Similar to the First In-Class Debate the format will be like a Presidential Debate. This time the Moderator will question four debaters, one who will argue 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. Then class members playing the following roles will question the debaters: 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 eleven class members participating in this debate should base their comments on course readings, and refer to these specifically when they speak.

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

**Discussion Sections:**

- First writing assignment handed out.

**Week 7 – The Healer’s Place in Society (cont.), and More on Ethics and Leadership**

**Class #12, Tuesday October 6** — *The Physician’s Role as Advocate for Societal Awareness of War, Terrorism, and Violence as Major Public Health Concerns*

- Read:
  - pPTSD Congressional Testimony by Dr. Sonnenberg, Before the United States Senate Committee on Veterans’ Affairs, 1981, 1988, and
  - Our Wounds, Our Duty by Palaima and Sonnenberg, Austin American-Statesman, 2009, and
  - For a Therapist in Afghanistan, Empathy is Good Medicine by Mashal, The New York Times, 2015, and
  - Psychoanalytic Aspects, Aftermath of War in Violence in America-An Encyclopedia by Orsak and Sonnenberg, 1999

**Class #13, Thursday October 8** — *The Doctor’s Role as Advocate for a Healthy Environment, With a Focus on Nutrition and Obesity*

- Read:
  - Cook, Eat, Man, Woman: Understanding the New Alliance for Food Security and Nutrition, Nutritionism and its Alternatives from Malawi, The Journal of Peasant Studies, 42:1, 21-44, DOI: 10.1080/03066150.2014.971767, 2015 by Raj Patel, Rachel Bezner Kerr, Lizzie Shumba & Laifolo Dakishoni

**Guests:** Raj Patel, Ph.D., Research Professor at the LBJ School of Public Affairs and Stephen Pont, M.D., Professor, Dell Medical School for a Q&A with Dr. Sonnenberg and the class

**Discussion Sections:**

- First drafts **DUE**.

**Week 8 - Does the Society/Culture Define the Work of the Physician?****Class #14, Tuesday October 13** — *Is There a Medical-Industrial Complex Composed of Government, Academia, Big Pharma, and the Insurance Industry?*

- Read:
  - Eisenhower on Military-Industrial Complex—His Farewell Address to the Nation, January 17, 1961, and
  - Specialty Pharmacies Proliferate, Along With Questions by Thomas and Pollack, The New York Times, July 2015, and
  - Psychiatry's Identity Crisis, The New York Times, July 2015

**Third In-Class Debate:** Is There a Medical-Industrial Complex (M-I C) and Do You Want to Be a Part of It? Followed by Class Discussion.

Similar to the first two In-Class Debates the format will be like a Presidential Debate. This time the Moderator will question five debaters, one representing the federal government who will argue that there is an M-I C and that it is a good thing, one representing the Association of American Medical Colleges who will argue that there is and that it is a good thing, one representing Big Pharma who will argue that there is and that it is a good thing, one representing the Insurance Industry who will argue that there is and that it is a good thing, and a representative of the American Association of Retired Persons who will argue that there is and that it is a bad thing. Then class members playing the following roles will question the debaters: a private solo-practicing physician, a medical entrepreneur, a chronically ill person, a publicly elected official, a healer practicing non-traditional health care including massage therapy/acupuncture/herbal medicine.

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

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

**Class #15, Thursday October 15** — *For Whom Does the Doctor Work? Her/Himself? The Patient? The Corporation? The Government? The Society? #1*

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

- Read and Explore:
  - The Passage of Power by Caro, Knopf, 2012 and Clinton on Caro on LBJ from The New York Times, 2012
  - Thoroughly explore the website [www.lbjlibrary.org/](http://www.lbjlibrary.org/)

### **Discussion Sections:**

- **First paper DUE.**

## **Week 9 – Does the Society/Culture Define the Work of the Physician (Cont.)?**

### **Class #16, Tuesday October 20—** *For Whom Does the Doctor Work? Her/Himself? The Patient? The Corporation? The Government? The Society? #1*

- We will convene at the LBJ Presidential Library and Museum for Our Guided Tour and Discussion of Information Literacy
- Continue Reading and Exploring:
  - The Passage of Power by Caro, Knopf, 2012 and Clinton on Caro on LBJ from The New York Times, 2012
  - Thoroughly explore the website [www.lbjlibrary.org/](http://www.lbjlibrary.org/)

### **Class #17, Thursday October 22—** *For Whom Does the Doctor Work? Her/Himself? The Patient? The Corporation? The Government? The Society? #2*

- Read:
  - Summary of the Affordable Care Act

**Fourth In-Class Debate:** Is the Doctor a private contractor hired by a Patient, an employee of a Corporation, an employee of a Government, an employee of a Society?

Similar to the previous In-Class Debates the format will be like a Presidential Debate. This time the Guest Moderator and Discussant will question four debaters, one representing private solo-practicing physicians, one representing a large corporation that hires doctors to perform direct patient services, one representing a government agency that hires doctors to perform direct patient services, and one representing a philanthropic institution that advocates for a medical system that is run by the government along the lines of what exists in Sweden. The Guest Moderator and Discussant will interact with the Debaters and use the debate as a springboard for her comments and questions to the entire class.

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

**Guest Moderator and Discussant:** Professor Kristie Loescher, McCombs School of Business, expert in health care systems, former Director of Operations for the Medical Affairs Division of the Seton Healthcare Network in Austin.

**Discussion Sections:**

- Second writing assignment handed out.

**Week 10 – Physician Stress and the Sometimes Fine Line Between Respect for the Patient and Self-Protective Burnout**

**Class #18, Tuesday October 27—*Death and Dying, On Caring for Dying Patients #1***

- Read:
  - Being Mortal by Gawande, Pages 1-10, 191-230
- We will watch parts of Being Mortal in Class and discuss it

**Class #19, Thursday October 29—*Death and Dying, On Caring for Dying Patients #2***

- Read:
  - Fassin, Humanitarianism As a Politics of Life, in Public Culture Vol. 19, 2007, and
  - Fassin, The Parallel Lives of Philosophy and Anthropology, in The Ground Between, 2014, 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 mortality from the perspective of how life is subjectively valued

**Discussion Sections:**

- Drafts of Second Paper **due**.

**Week 11 – Physician Self-Care and Wisdom**

**Class #20, Tuesday November 3—*Death and Dying, On Caring for Dying Patients, and Caring for One's Self***

- Read:
  - The Emperor of All Maladies by Mukherjee, Pages 1-36
- Discussion, Q&A, moderated by Dr. Sonnenberg, with Michael Kasper, M.D., a

distinguished Austin oncologist

**Class #21, Thursday November 5— *The Role of Humanities in the Doctor's Thinking and Well-Being***

- Read:
  - A Short Course in Why Doctors Need a Longer Education by Sonnenberg, Austin American-Statesman, 2011, and
  - A Transcultural Observation of Posttraumatic Stress Disorder by Sonnenberg, Hospital and Community Psychiatry, 1982, and
  - A Disputed Diagnosis of Posttraumatic Stress Disorder by Walker and Sonnenberg, Hospital and Community Psychiatry, 1982, and
  - The Fiend That Sleeps But Does Not Die: Toward a Psychoanalytic Treatment of the Addictions by Sonnenberg in The Psychoanalytic Treatment of Severe Disturbance, 2010

**Discussion Sections:**

- Second paper **due**.

**Weeks 12, 13 and 14 – Contrasting Contemporary Trends and the History of American Medicine**

Five Austin physicians will be guests. In keeping with the goal of the course, the aim here is to learn about the authentic experience of the doctor and patient, “getting inside their heads.” Each guest will have the option of speaking for up to 40 minutes about how she or he evolved into the doctor she or he is, and what she/he understands about the experience of patients, and/or Dr. Sonnenberg will conduct a Q&A with the guest, and finally there will be a Q&A with the entire class. Each guest will be paired with a reading from the history of American medicine.

**Week 12**

**Class #22, Tuesday November 10**

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

- Read:
  - William Osler: A Life in Medicine by Bliss, Pages 247-8, 249-50, 264-66, 281-83
  - Read Jonas Salk: A Life by Jacobs, Pages 64-94

**Class #23, Thursday November 12**

*Octavio Martinez, UT Austin undergraduate, Baylor Medical School M.D., formerly a banker who returned to medical school, a psychiatrist who heads Hogg Foundation for Mental Health, focus is on public health and service delivery*

- Read:
  - Jonas Salk: A Life by Jacobs, Pages 95-120

## Week 13

### **Class #24, Tuesday November 17**

*Clay Johnston, Dean, Dell Medical School, a neurologist and medical educator*

- Read:
  - Something Hidden: A Biography of Wilder Penfield by Lewis, Pages 140-151, 190-210

### **Class #25, Thursday November 19**

*Samantha Symons, UT Austin undergraduate, Southwestern Medical School M.D., very well trained psychiatrist, wife and mother of two young daughters*

- Read:
  - Harvey Cushing: A Life in Surgery by Bliss, Pages 34-52, 393-397, 500-505, and reread How to Live Wisely from The New York Times

### **Discussion Sections:**

- Introduce final paper, See Description Below.

## Week 14

### **Class #26, Tuesday November 24**

*Bri Tristan, Member of Dell Medical School faculty in Ob-Gyn, will have a leadership role in education, has a special interest in women's health*

- Read and Explore:
  - What I Learned at the Weed Dispensary by David Casarett, The New York Times
  - Study patientslikeme website: <https://www.patientslikeme.com>

### **Thanksgiving**

### **Discussion Sections:**

- Monday Sections meet, Friday Sections do not.

## Week 15 - Conclusion

### **Class #27, Tuesday December 1**

*Lily Laux Lecture*

### **Class #28, Thursday December 3**

*Sean Kennaugh Lecture*

**Discussion Sections:**

- Final paper draft **due**.

**Final Examination: Paper due December 11<sup>th</sup> at 12noon***Four Page Analytical Reaction Paper*

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 references to at least five of the readings plus the University Lecture we heard and our visit to the Johnson Library, 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:

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