UnCommon Read: The Patient Experience (Honors Course)

IDH 2930 - Section 26505

Thursdays 1:55-2:45 pm

Spring 2025

Instructor Information

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352-273-3850

Office Hours: By appointment

Contact: For course questions, please email me through Canvas

Course Description

Follow the journey of a 19 year man who endured a two-month long medically induced coma, yet he could hear, see and feel throughout the experience. Explore what he has to say to health care professionals based on his unique experience.

Course Objectives

1. Students will gain a general knowledge of how patients experience healthcare, as described by the author of the textbook.
2. Students will synthesize what they've learned from the book with their own knowledge, perspectives, and experiences, analyzing issues and ideas in order to contribute to classroom discussions.
3. Students will strive to evaluate the topics covered based on a number of factors, including students' own backgrounds and aspirations, other voices in academic and journalistic discussions, and peers' viewpoints as expressed through class discussions

Required Textbooks and Software

The Patient Experience. by Brian Boyle

Skyhorse Publishing, 2023, ISBN978-1-5107-7371-4

Attendance Policy, Class Expectations, and Make-Up Policy

This is a discussion-based, seminar style course, so it is a given that students will attend every class session well prepared to participate actively in all discussions. Half of the grade in this course is based on attendance and participation because those two elements are vital to the success of the course. Excused absences must be consistent with university policies in the Undergraduate Catalog and require appropriate documentation

 A note on the structure of the course: A seminar-style discussion is a particular type of classroom conversation that is owned and driven by all participants. It is very different from a traditional classroom lecture in which the professor directs the conversation and speaks most of the time. The success of a seminar discussion is carried by and is the responsibility of every single member. In a sense it is a gathering of equals, so every member has a right to speak and to be heard (within the bounds of respectful and courteous conversation) with equal respect given and received. In more traditional classroom discussions, often students have a fear of saying the "wrong" thing, but one goal of the seminar is to generate a space of openness and freedom to share thoughts and ideas and to respond genuinely within the framework of the discussion.

We will know if we are successful in our seminar endeavors not only if each student is contributing and responding during every class session, but also if each seminar session is generating new ideas based on synthesis and analysis of the topics introduced in the book. In this sense, a successful seminar becomes a "text" of its own, such that students

may even use concepts generated during a discussion as paper topics for the course. Finally, in order to participate effectively, it is imperative that students prepare well for each class session. This goes beyond simply reading the required chapters for the week. Students should prepare as if they were responsible for leading that day's classroom discussion by taking time to think and reflect on the text and then preparing comments, questions, and notes to share with their peers.

Evaluation of Grades

Assignment	Percentage of Final Grade
Weekly Attendance	25%
Weekly Participation	25%
Book Reflection Paper	25%
Group Presentation	25%
Total	100%

Grading Policy

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
86-89	B+	3.33
83-85	B	3.00
80-82	B-	2.67
76-79	C+	2.33
73-75	C	2.00
70-72	C-	1.67
66-69	D+	1.33
63-65	D	1.00
60-62	D-	0.67
0-59	E	0.00

A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. (Exception: Honors Quest I and II sections require a C). Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Milestone / Completion credit.

More information on UF grading policy may be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Course Content

Date	Topic
16-Jan	Class Intro
23-Jan	Chapters 1 and 2 Dealing with Shock and Instilling Hope
30-Jan	Chapter 3 Website and family needs
6-Feb	Groups form
13-Feb	Groups work
20-Feb	Chapter 4-6 Goal Setting
27-Feb	Group Presentation/Discussion Music Therapy
6-Mar	Chapters 7-9 Communication
13-Mar	Chapters 10-11 Group Presentation/Discussion on Art Therapy

20-Mar	Chapter 12 - 13 Group Presentation/Disussion on Empathy
27-Mar	Chapter 14 - Group Presentation/Discussion on Grief
3-Apr	Chapter 15 Group Presentation/Discussion on Resilience
10-Apr	Chapter 16 Group Presentation/Discussion on Burn Out
17-Apr	Class Wrap Up – Book Reflection Paper Due

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Technical Help

If you need technical assistance, please visit the helpdesk website or call 352-392-4357

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Click here for guidance on how to give feedback in a professional and respectful manner. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students here.

University Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Click here to read the Honor Code. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html

Campus Resources:

Syllabus is subject to change as needed.