

# UnCommon Read: The Patient Experience (Honors Course)

IDH 2930 - Section 26410

Mondays 3:00-3:50 pm

Spring 2026

## Instructor Information

Gregg Henderschiedt

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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 oldman 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 Honors Completion Requirements. 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 Requirements 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

12-Jan	Class Intro
26-Jan	Chapters 1 and 2 Dealing with Shock and Instilling Hope
2-Feb	Chapter 3 Website and family needs
9-Feb	Groups form
16-Feb	Chapter 4-6 Goal Setting
23-Feb	Group Presentation/Discussion Music Therapy
2-Mar	Chapters 7-9 Communication

9-Mar	Chapters 10-11 Group Presentation/Discussion on Art Therapy
23-Mar	Chapter 12 - 13 Empathy
30-Mar	Chapter 14 - Group Presentation/Discussion on Grief
6-Apr	Chapter 15 Group Presentation/Discussion on Resilience
13-Apr	Chapter 16 Group Presentation/Discussion on Burn Out
20-Apr	Class Wrap Up – Book Reflection Paper Due

## Academic Policies and Resources

[UF Syllabus Policy Links - Online Course Syllabi - University of Florida](#)

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## Honors Program Contact Information

- Honors Program, Honors Village Building 4 (our new location starting in late fall 2025), 352-392-1519
- Quick questions for an Honors advisor? Email [advisor@honors.ufl.edu](mailto:advisor@honors.ufl.edu)
- Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/UFHonorsAdvising>
- Honors Program Event Calendar: <https://www.honors.ufl.edu/news--events/calendar-of-events/>

Syllabus is subject to change as needed.