Course description (1012)

Modern medicine strives to embrace both technological advances and humanistic care. However, in practice, the reality often results in a conflicting picture: the closer we are to a specialized and technology-based system, the farther we are away from patient-centered care. By reading doctor-patient stories documented in English essays, short stories, biographies, and films, this course has two goals: (1) to enrich students' English vocabulary related to health care systems and health-seeking behaviors, and (2) to cultivate students' understanding and reflection on how the complexity, advances, and limitations of medicine and health-care systems shape individual's health-seeking behavior and doctor-patient communication.

General topics to be covered include the following: specialized and institutionalized health care systems; medical uncertainty and complexity; technological advances and limitations; medical errors and malpractice; patient psychology; patients and their caregivers; patient roles in teaching hospitals; confidentiality and patient privacy; power relationship in doctor-patient communication; patient compliance; social roles of doctors; and disease and illness.

Reading material includes selected chapters from the following books:
2. Rosenbaum, Edward E. 1988. The Doctor: when the doctor is the patient. New York: Random House [reserved in the NCKU Medical Library]; and
3. Sanders, Lisa 2009. Every Patient Tells a Story Medical Mysteries and the Art of Diagnosis USA: Broadway Books. [reserved in the NCKU Medical Library]

Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group homework</td>
<td>25%</td>
<td>1-2 oral presentation and group theme list; WK5-WK11 (10-15 minutes); WK16-17 (20-25 minutes);</td>
</tr>
<tr>
<td>Individual homework</td>
<td>10%</td>
<td>Reflective writing</td>
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<tr>
<td>Quiz</td>
<td>10%</td>
<td>‘before next class’</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
<td>English proficiency in reading &amp; writing (for general purpose and for medical purpose); Your knowledge about this subject; WK13 or 14;</td>
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<tr>
<td>In-class participation</td>
<td>20%</td>
<td>full attendance=70 points; 3 points off for every un-excused absence of class hour; 0-30 points=active/responsive/attentive in-class participation;</td>
</tr>
<tr>
<td>Green notebook</td>
<td>10%</td>
<td>Theme list, lexical notes, mnemonics etc…</td>
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</table>
Reflective writing

At least 2 pieces of reflective writing in English.

(1) Describe at least ONE health-care related events you (or people around you) have experienced in real life context. (The other two could be events you have observed from assigned reading, movie, or news report etc, or your responses to writing by others).

(2) Comment on how you feel about it, how it is related to themes from your green note book, and what you have learned from it. There is no requirement on the length of your writing.

Do not post writings in the last minute. You will post at least 2 pieces of writing before midterm and at least 1 posting before the Friday of WK16.

Each posting receives a grade between 1-5 points.

Building up your theme list

In this course, ‘theme’ means key concept shared in various health-related events or behaviors. It ranges from a general concept (e.g., doctor-patient communication) to a specific one (e.g., doctor-shopping). The themes may be generated from class discussion, group discussion, assigned readings, movie, your search of relevant information from internet. During this semester, students will keep notes of themes which are interesting or meaningful for them and organize their theme-list in their own way.

IMPORTANT NOTES

Please read the following notes carefully and feel free to consult with May for any notes that needs further explanation.

1. The number of group members will be announced in WK3. Group members will receive an evaluation from each other which will be the base of the individual score of each member.

2. All written assignments must be uploaded to the Moodle website (http://moodle.ncku.edu.tw/) by 4PM, one day prior to your presentation day. To facilitate your oral presentation, a Power Point document of the presentation content is required. For details in preparing the PPT document, please download ‘Guidelines for PPT Present-Undergraduate Students’ from the Moodle website.

3. On your presentation day, prepare hardcopies for every classmate. The layout of your PPT hardcopy for student: 列印/講義/純粹黑白/6張投影片 (i.e. 6 slides in each page). More than 6 slides in one pages is not reader-friendly at all.

4. To avoid virus attack via USB and to have good control of time, all digital documents for oral presentation, e.g., PPT, Mpeg, Mp3 etc, MUST BE zipped and upload to Moodle website BY THE DEADLINE. Students are advised to test all the relevant links in the classroom computer 10-minute earlier before the class meets.

5. For every 24 hours that an assignment was submitted late, 10 points will be deducted from the grade. Written-assignments submitted 72 hours after the deadline will not be accepted and will receive a grade of zero.
6. This course values greatly on students' on-time and full attendance (from WK1 to WK18). Students who miss any class meeting need to complete their leave request via an online system. Please visit the section 'Leave Request System' on Moodle website of this course.

7. **This course starts at 12:20 and has a 10-minute break around 13:45.**

8. This course is part of the teacher’s research project in teaching efficiency. At the end of the semester, students will be consulted to see if they agree to have their participation as the research material. Students are free to say no if they do not like to take part as subjects of the research.⁶

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**Assignment 1: By the Friday of WK3 (March 8th, 2013)**

1. Turn in an identification photo (1” or 2”) with your English name and Student ID number written on the back;
2. Choose your group members. The number of group members is ____ students;
3. Update your personal information on the moodle website. This includes:
   3a. Update your email. Write the email address that you check most frequently.
   3b. Modify your username for this course in the following format. (本堂課所有除期中考外的考卷、moodle username 皆以“英文名字／中文名字羅馬拼音-中文名字”的模式，使用不一致者，很容易導致成績輸入錯誤)
   
   English alphabets-Chinese characters
   😊 May-蔡美慧   😊 Meihui-蔡美慧   😊 MAY-蔡美慧   😊 May 蔡美慧

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**To sign in 加選本課:**

Anyone interested in this course are welcome to sign in online during the second registration stage. This course is not open for online registration during the third stage. Those who wish to be added to this course are advised to attend this course during WK1 to WK3. The instructor May will sign in students (1) who have a full attendance record of the first three weeks, or (2) who have completed a leave request, as announced on the moodle website of this course, for any class missed in the first three weeks⁷.

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⁶本課程屬於任課老師個人的教學改善計畫之一，May 會於期末時，徵詢同學意願是否同意將學生的個人參與，列為教學研究的資料，同學可以於期末選擇不列入研究資料。

⁷本課程歡迎有興趣者選課，欲加選之學生：1.請於第二階段自行從網路加選。（本課程於第三階段僅能透過老師加簽，無法自行從網路加選）2.若因額滿無法從網路加選，請於第一週至第三週準時參與本課，May 可為以下同學加簽：(1) 第一週至第三週出席上課者；(2)未出席前三週，但有依照 May 之規定完成 moodle 線上二階段請假手續者。