

Spring 2017

ANT 4930 Research in Physician Interaction

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Spring 2017--ANT 4930:008/IDH 4930:007
 RESEARCH EXPERIENCE IN PHYSICIAN-PATIENT INTERACTION
 Class meets--Friday 9:30-12:20
 SOC 30/TGH ED conference room

INSTRUCTORS: Dr. Robbie Baer/Dr. Jason Wilson
 OFFICE: SOC 138/TGH 2057K, ED Admin Suite
 OFFICE HRS: Wed. 1-2 and by appointment

If you need to contact Baer, please use her email. She does not check Canvas for messages, so if you contact her that way, she will NOT receive your message.

Course Rationale:

This course is designed for USF students who plan a career as physicians or physicians assistants. It will focus on the importance of physician-patient interaction and communication and patient advocacy. Students will learn the importance of the patient's perspective, and that physicians and patients have different perspectives.

Students will also get training and experience in basic qualitative research methods, as well as content on medical anthropological research on aspects of physician-patient interaction and communication. Student will participate in an actual group research project at TGH over the course of the semester.

This course will contribute to the students in a number of ways:

1. Expose the students to people of differing backgrounds (USF global citizenship goal)
2. Involve undergraduate students in actual research (USF undergraduate research goal)
3. The student's research findings will be given back to the community (USF community engagement goal).
4. Students will be better prepared to undertake their own individual honors research projects (USF student success goal).

COURSE OBJECTIVES: This course will provide an opportunity for students who anticipate a career as physicians or physician assistants to participate in an actual study of physician-patient communication and interaction. Students will read background material on the importance of physician-patient communication and interaction, patient advocacy, as well as on qualitative research techniques, and research ethics. They will design a group research project on the topic, collect and analyze the data, and on the last day of class, present the report to representatives of the Emergency Department of Tampa General Hospital, where the research will be carried out. This experience will

prepare the student to carry out individual research, as well as to become better health care providers.

LEARNING OUTCOMES: Students will be able to:

1. Describe problems in physician-patient interaction and communication.
2. Describe why patient-physician communication and patient advocacy are important.
3. Understand key issues in ethical aspects of research in health settings
4. Plan and conduct a qualitative research study in a health setting

INCOMPLETE AND S/U GRADES: Incomplete grades will be given only under highly unusual circumstances. Students should refer to university policy regarding conditions and procedures for incomplete. S/U can only be taken by non-majors. Deadline for choosing S/U is no later than one week after the last day to add classes.

ABSENCE FOR ATTENDANCE PROFESSIONAL MEETINGS: The instructors will attend conferences at times during the semester. Students will be notified in advance and guest lectures or films will be scheduled for those class periods.

BOMB THREATS: In case of a bomb threat, class will meet in front of the Faculty Office Building at the regularly scheduled time. From there, we will proceed to an alternate location. Bomb threats will not affect dates of examinations or due dates of assignments.

ACADEMIC HONESTY/DISHONESTY: You are required to commit yourself to academic honesty including abstaining from cheating, plagiarism, and other acts of academic dishonesty including misrepresentation and fabrication. There will be no excuses accepted for any form of cheating. The USF policy is: **USF REGULATION - 3.026 ACADEMIC INTEGRITY OF STUDENTS.**

It can also be found at:

<http://www.ugs.usf.edu/catalogs/0708/adadap.htm>..

If you are caught participating in any act of academic dishonesty, you will be reported to the Chair of the Anthropology Department. You will receive an *F* for the assignment and possibly an *FF* grade for the course.

ATTENDANCE POLICY: Attendance will not be taken, but class participation is a part of the student's overall grade (see below). Students who miss a class for whatever reason have the obligation to contact classmates to catch up on material.

SALE OF NOTES OR TAPES: Not permitted.

DISABILITY ISSUES: Any student with a disability is encouraged to meet with me privately during the first week of class to discuss accommodations. Each student must bring a current Memorandum of Accommodations from the Office of Student Disability Services which is prerequisite for receiving accommodations. Students in need of academic accommodations for a disability may consult with the office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. Accommodated examinations through the Office of Student Disability Services require two weeks notice. All course documents are available in alternate format if requested in the student's Memorandum of Accommodations.

RELIGIOUS HOLIDAYS: Any student who will miss class due to a religious holiday must notify the instructor in writing by the end of the second week of classes.

EMERGENCY ISSUES: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

REQUIREMENTS AND GRADING:

The grade for this course will be based on:

Class participation	15%
CITI course on research ethics/ HS forms	5%
Essay Set/Reflection on class project)	40%
Group report on class project	40%

Only under highly unusual circumstances will late papers be accepted (if these have been discussed in advance with the instructor). Permission for late submission of required work must be substantiated by medical or other appropriate documentation. All papers and essay sets must be typed. Assignments will not be accepted by email unless prior permission from the instructor has been obtained. However, drafts of all assignments will be accepted by email for Baer's feedback prior to the due date for submission. However, instructor review of a draft does not mean that the draft is perfect or necessarily an "A" paper.

Grades in this class will be "A+," through "F" (i.e., letter grades and "+s" and "-s"). Assignment and course letter grades will be based on a standardized score with "A" awarded for 93.4-100; "A-" for 90-93.3; "B+" for 86.7-89.9; "B" for 83.4-86.6, "B-" for 80-83.3; "C+" for 76.7-79.9; "C" for 73.4-76.6; "C-" for 70-73.3; "D+" for 66.7-69.9, "D" for

63.4-66.6; and “D-” for 60-63.3.

The class project: This class incorporates a group research project at the TGH ED. Students will participate in the design of the study focus, create the data collection instruments, analyze the data, and prepare and present a report on their findings.

Students will be each assigned 2 blocks of participant observation. One participant observation block (3 hours) will be with an assigned physician in a shadowing capacity (after class meeting Feb. 10). Students will sign up in class Feb. 5 for a time slot, which will indicate the name of the physician they are to shadow. Upon arriving, they are to ask for this physician and report to the pod where that physician is working. Do this before March 3. The other block will be based in the TGH ED waiting room (after class meeting Feb. 10). Students should spend one hour at the security desk watching arrival and processing, one hour at the pivot desk, and one hour in the waiting room, observing and talking informally with patients (especially those they’ve “met” at the pivot desk. Each participant observation block will be 3 hours (6 hours total).

Students will also be assigned to follow two patients, follow the patient through their visit, and then interview the physician who treated that patient (in class March 24). The patient following will take place during assigned 4 hour shifts with a specific physician (sign up for this in class March 3. They will go to the pod where their assigned physician is working. They will interview a patient as assigned by the physician. This is a new patient who hasn’t yet been seen. The student will follow the patient to everything; plan for this to take 4 hours for each patient.

The class project will involve an intervention to help patients understand how the ER functions. Leaflets will be distributed on some days. Each student will do key informant interviews with 7 patients who have received the leaflet and 7 who have not. Patients will be interviewed just as they are to be discharged. The 2 patients followed count for 2 of these interviews.

TEXTS—available in the bookstore:

Ebola, Culture and Politics: The Anthropology of an Emerging Disease, B. and B. Hewlett. Thomson, 2008

Bentley, Steven

2014 A License to Heal, iUniverse LLC, Bloomington, ID.

All other readings are on Canvas under “files.” Required films are on Canvas under “discussions.”

COURSE OUTLINE

Jan. 13 Class 1 Class meets at USF

1. Syllabus
2. Discussion of Readings—Social Determinants of Health and Health Disparities
 - a. Dressler, Bill
2016 Mortality among High-School Educated Whites in the US.
<http://www.anthropology-news.org/index.php/2016/09/29/mortality-among-high-school-educated-whites-in-the-us-an-anthropological-view/>
Case, Anne and Angus Deaton
2015 Rising morbidity in midlife among white non-Hispanic Americans in the 21st century. <http://www.pnas.org/content/112/49/15078.full.pdf>
 - b. Fassler, Joe
2015 How Doctor’s take women’s pain less seriously. The Atlantic.
<http://www.theatlantic.com/health/archive/2015/10/emergency-room-wait-times-sexism/410515/>
 - c. Rich, John
2011 Wrong Place, Wrong Time. Trauma and violence in the lives of young black men. Introduction p. 1-5, Chapter 3. Jimmy in the hospital p. 39-67, Chapter 6. A stone in the heart p. 83-110, Conclusion p. 196-201
 - d. Anderson et al
2016 Addressing Social Determinants of Health from the Emergency Department through Social Emergency Medicine. Western Journal of Emergency Medicine, XVII(4):487-9.
 - e. Discussion on Unnatural Causes: In Sickness and in Wealth—streaming thru USF library—**watch it before** you come to class.
<http://usf.catalog.fcla.edu/sf.jsp?st=in+sickness+and+in+wealth&ix=k&S=0811482249487905&fl=bo>
 - f. Powerpoints on health disparities—shown in class
3. Instructions on how to pick up your TGH observer badge

Jan. 20 Class 2 **Class meets at TGH ED**

1. Tour and Orientation to TGH ED
2. History and Culture of Emergency Medicine
Film—24/7/365 63 min.—this is on canvas—**watch it before** you come to class
3. Discussion of Physician and Institutional Perspectives
 - a. Bentley, Steven
2014 License to Heal, iUniverse LLC, Bloomington, ID.
 - b. Rainer, T H
2002 emergency medicine—the specialty. HKMJ 6(3):269-275.
 - c. Kershaw, S.
2008 City hospitals reinvent role of emergency. The New York Times, pp.1 Feb. 12.
<http://www.nytimes.com/2008/02/12/nyregion/12er.html>
 - d. IOM
2007 Hospital-Based Care: At the breaking Point.
<http://www.anp.edu/catalog/11621.html> pp. xi-16.
 - e. Haughton, James G.
2005 Emergency Services: Part of the Safety Net? Journal of Public Health Policy 26(3):282-285.

Jan. 27 Class 3 Class meets at USF

1. Introduction—Anthropology, Medical anthropology
2. Qualitative data collection
 - a. Angrosino, Projects in Ethnographic Research, Ch. 2, p. 11-22.
 - b. Angrosino, Doing Ethnographic and Observations Research, Ch. 3, p. 28-34.
 - c. Ebola Culture and Politics
3. Nutrition in Northern Mexico
4. Ethical Issues in Research with Human Subjects
5. Human Subjects Forms discussions and assignment
Protection of Risk to Human subjects and the Ethics of Ethnographic Fieldwork. In Designing and Conducting Ethnographic Research Ethnographer's Toolkit, Book 1. M. LeCompte and J. Schensul. AltaMira Press, 2010, pp. 285-317.

6. CITI assignment given
7. Human subjects forms handed out

Feb.3 Class 4 Class meets at TGH

1. Readings and Discussion
 - a. Morganti, Kristy et al.
2013 The Evolving Role of Emergency Department in the United States. Rand Corporation. pp. Viii-ix, 24-56.
 - b. National Hospital Ambulatory Medical Survey: 2011 Emergency Department Summary Tables—skim.
 - c. NYTimes
2015 Health Care Systems Try to Cut Costs by Aiding the Poor and Troubled
http://www.nytimes.com/2015/03/23/health/taming-health-costs-by-keeping-high-maintenance-patients-out-of-the-hospital.html?_r=0
 - d. Enard, Kimberly and Deborah Ganelin
2013 Reducing Preventable Emergency Department Utilization and Costs by Using Community Health Workers as Patient Navigators
Journal of Healthcare Management 58(6):412-428.
2. The Patient Perspective
 - e. Film—The Waiting Room (2012/ 1 hr 21 min.) Watch this via canvas **before class.**
 - f. Gordon, J. et al.
2010 The patient experience in the emergency department: a systematic synthesis of qualitative research. International Emergency Nursing 18:80-88.
3. Guest speakers - Karen Hendrickson and Laura Click – Patient Experience

Feb. 10 Class 5 Class meets at USF

4. Film- The Doctor (1991/ 1hr 28 min.) **Watch this before** coming to class.
5. Discussion of Readings:
 - a. Weaver, Charlotte, and David Sklar
1980 Diagnostic Dilemmas and Cultural Diversity in Emergency Rooms.
Western Journal of Medicine 133:356-366.
6. Flores, G. et al.

2012 Errors of Medical Interpretation and Their Potential Clinical Consequences. *Annals of Emergency Medicine* 60(5):545-553.

7. Guest speakers- Seiichi Villalona and Christian Jeannot – Translation/Interpretation of Non-English Speaking Patients
8. You Tube clip on interpreters
9. Discussion of CITI assignment
10. Participation observation
 - a. Crane and Angrosino Ch. 5
 - b. Bernard, H. Russell
2011 *Research Methods in Anthropology*, 5th edition. Altamira Press, Lanham, Md. Ch. 13
11. Fieldnotes
 - a. Bernard, H. Russell
2011 *Research Methods in Anthropology*, 5th edition. Altamira Press, Lanham, Md. Ch. 14.

Homework: Participant observation physician shadowing. Sign up for your day and time in class.

Homework: Participant observation practice in the TGH ED waiting room. Sign up in class for your day and time.

Feb.17 Class 6 Class meets at USF

1. Human Subjects' forms due
2. Discussion of Participant Observation
3. Key Informants
In-depth, Open-Ended Exploratory Interviewing. In *Essential Ethnographic Methods, Ethnographer's Toolkit Book 3*, J. Schensul and M. LeCompte, AltaMira Press, 2013, pp. 135- 170.
4. Readings and Discussion
 - a. Roscoe, L. and E. Eisenberg, *The Role of Patients' Stories in Emergency Medicine Triage*. In press, *Health Communications*.
5. Development of Questionnaire
 - a. Read sample questions on Canvas, including:

- i. Office of Minority Health, U.S. Department of Health and Human Services 2013 National Standards for Culturally and Linguistically Appropriate Service in Health and Health Care. April.
<https://www.thinkculturalhealth.hhs.gov/pdfs/EnhancedCLASStandardsBlueprint.pdf>
- ii. Brach, Cindy et al. 2012 Ten Attributes of Health Literate--- Discussion paper. Health Care Organizations. Institute of Medicine. Oct.
http://www.ahealthyunderstanding.org/Portals/0/Documents1/IOM_Ten_Attributes_HL_Paper.pdf
- iii. ED Report—TGH
- iv. Class report 2016
- v. Etc.—docs on canvas

Homework: Key informant interviewing practice. Do one interview using your own questionnaire in a TGH Ed pod. Sign up in class for your day and time.

Feb.24 Class 7 Class meets at USF

1. Discussion of KI exercise, creation of questionnaire.
2. Key Concepts in Medical Anthropology
3. Disease and Illness, Explanatory Models
 - a. Kleiman, A., et al. Culture, Illness, and Care. *Annals of Internal Medicine* 88(2): 251-8, 1978.
 - b. The Biocultural Perspective
Garrett, L. *The Coming Plague*, Farrar, Straus & Girouk, N.Y. pp. 440-456, 1994.
 - c. Worldview, Value Orientation
 - i. Galanti, Geri-Ann. "Basic Concepts "and" Conclusions" In *Caring for Patients from Different Cultures*, 4th edition. Univ. of Pa. Press, Philadelphia, 2008.
 - ii. Opala, J and F. Boillot *Leprosy among the Limba: Illness and Healing in the Context of World View*. *Social Science and Medicine* 42(1):3-19, 1996.
 - d. Biomedicine as a Culture
Hahn, Robert A. *Biomedicine as a Cultural System*. In *Sickness and Healing: An Anthropological Perspective*, Yale University Press, pp. 131-172, 1995.

Homework--Pre-test interview guide at TGH ED pod. Do one interview. Sign up in class for your day and time.

March 3 Class 8 Class meets at TGH ED

1. Finalize Interview guide. Data collection begins.
2. Biomedicine as a culture cont.
 - a. Payer, Lynn. Cultural Bias in Medical Science, United States: The Virus in the Machine, and Plus Ca Change. In *Medicine and Culture: Varieties of Treatment in the United States, England, West Germany, and France*, Lynn Paper, ed. New York: H. Holt, pp. 23-34, 124-155, 1988.
 - Roter, Debra and J. Hall. Ch 9. - Conseq. of Talk, Ch 10 - Improving Talk through Intervention. *Doctors Talking with Patients/Patients Talking with Doctors* 2nd ed. Praeger, Westport, CT, 2006.
 - Cassell, Joan. *Life and Death in Intensive Care*, Temple University Press, pp.1-15, 105-117, 155-176, 2005.
3. Guest speaker—David Wein—Medicine in New Zealand

Homework: Begin patient shadowing/KI interviews in pods. Sign up in class for your day(s) and time(s).

March 10 Class 9 Class meets at TGH

1. **Ethnomedicine**
 - a. **Descriptions**
 - i. McCombie, S.C. Folk Flu and Viral Syndrome: An Epidemiological Perspective. *Social Science and Medicine*, 25(9): 987-993, 1987.
 - ii. Wood, Corinne Shear. The Traditional Healer: Holistic Healing in Response to Stress of Disease. In *Human Sickness and Health: A Biocultural View*, pp. 291-334. Palo Alto, CA: Mayfield Publishing Company, 1979.
 - b. **Efficacy**
 - c. **Interactions with Biomedicine**
 - i. Hammerschlag, C.A., Page. In *The Dancing Healer*, Harper and Row, NY, 1988.
 - ii. O'Connor, B. Hmong Cultural Values, Biomedicine and Chronic Liver Disease. In *Healing Traditions*, Univ. of PA, Press, Philadelphia, pp. 80-108, 1995.

- iii. Bastien, J. Cross-Cultural Communication Between Doctors and Peasants in Bolivia. Social Science and Medicine 24(2):1109-1118, 1987.
- iv. Anderson, Barbara Gallatin. An Approach to the Resolution of the Mexican-American Resistance to Diagnostic and Remedial Pediatric Heart Care. In Clinically Applied Anthropology, N.J. Chrisman & T.W. Marezki, eds., Reidel, Dordrecht, pp. 325-350, 1982.

2. Guest speaker Robin Atkins, Bloodless Medicine at TGH

March 17 Spring Break

March 24 Class 10 **Class meets at TGH ED**

TGH ED 2057K ED Admin Suite

1. Session with ED docs

March 31 Class 11 Class meets at USF.

1. 11:00am-12:20pm: Guest Lecture—Dr. Eisenberg—research on communication issues
 - a. Assign one Eisenberg article
2. Intro to data analysis and excel

April 7 Class 12 Class meets at TGH ED
TGH ED 2057K ED Admin Suite

1. Data due
2. Film-- Split Horn – 58 min. On canvas—**watch before class.**
3. Data Analysis
4. Guest speaker—Zay

April 15 Class 13 Class meets at USF

1. Data analysis
2. Essay set due.

April 22 Class 14 Class meets at USF

1. Data Analysis, report preparation.
2. Reflection paper due.

**May 1 MONDAY Class 15 4-6PM
TGH ED 2057K ED Admin Suite**

Report presentation