Moderators of Health, Wellness, & Rehabilitation
Program in Physical Therapy
Washington University School of Medicine
PT 626 – Spring 2014

COURSE SYLLABUS

I. Course Description (3 credits)

Moderators of Health, Wellness, and Rehabilitation (PT 626) is a three-credit, fourth semester course in the professional clinical doctorate curriculum. It is designed to explore perspectives, belief systems and attitudes toward health, wellness and disability that will influence how a physical therapist provides care for patients and how that care affects patients’ response.

The course content provides an essential link to clinical practice by integrating knowledge of individual perspectives and differences with the effects of myriad other moderators emanating from society, health care system sources, community, and family.

The philosophical basis of the course rests in the belief that humanism is a requisite of quality care, especially in our highly technological health care system. In turn, humanistic care can be delivered only by altruistic practitioners with the moral courage to withstand the pressures and stresses of professional life and continually seek appropriate evidence to support care that is meaningful and relevant to each individual patient. The perspective of each individual patient, therefore, becomes a primary data source for clinical decision-making.

The theoretical basis of PT 626 relies heavily on retaining concepts learned in pre-requisite social science coursework and in professional coursework targeted toward developing effective interpersonal strategies. The course is oriented principally toward understanding individual factors involved in patients’ beliefs, attitudes and behavior. However, perspectives from organizational and societal levels also must be integrated to achieve the course goals. Active efforts to change one’s own health behaviors are included to illustrate the challenges health care consumers meet in pursuing personal health goals. Achievement in this area is expected to strengthen a practitioner’s influence as a role model for health.

PT 626 employs lecture, discussion, self-study, and group processes to investigate factors that moderate the outcomes of physical therapy treatment. Success in the course relies on each student's vigorous pursuit of new knowledge and perspectives via a blend of dynamic interaction, collaboration, reflection, and independent study. The teaching process emphasizes active participation between faculty and students as a requisite for learning.
II. **Faculty**

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### III. Schedule

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Lecturer</th>
<th>Topic</th>
<th>Readings and Activities</th>
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</thead>
<tbody>
<tr>
<td>Wed 3/12</td>
<td>Stith</td>
<td>Course Introduction; Challenges to you in the clinic</td>
<td>Syllabus; watch video <a href="http://classes.kumc.edu/general/amaliteracy_NEW3.html">http://classes.kumc.edu/general/amaliteracy_NEW3.html</a></td>
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<td>8:30-9:45</td>
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<tr>
<td>Fri 3/14</td>
<td>Stith</td>
<td>Definitions of terms; theoretical models of socialization and liberation; Healthy People 2020</td>
<td>Group activity</td>
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<td>8:30-9:45</td>
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<tr>
<td>Wed 3/19</td>
<td>Deusinger</td>
<td>The Impact of Moderators on Humanistic and Compassionate Practice</td>
<td>Purtilo</td>
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<td>8:30-9:45</td>
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<tr>
<td>Fri 3/21</td>
<td>Ross</td>
<td>Determinants of Health and Disparities in Society</td>
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<td>8:30-9:45</td>
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<tr>
<td>Wed 3/26</td>
<td>Deusinger</td>
<td>Moderators of Compliance and Adherence: Fostering Health Changes in Self and Others</td>
<td>Read the Coy (1989) article before class</td>
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<td>8:30-9:45</td>
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<tr>
<td>Fri 3/28</td>
<td>Stith</td>
<td>Environmental Moderators: The Influence of Family Systems</td>
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<td>8:30-9:45</td>
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<tr>
<td>Fri 4/4</td>
<td>Harris Hayes</td>
<td>Adherence: An important but often forgotten determinant of treatment effectiveness</td>
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<td>8:30-9:45</td>
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<tr>
<td>Wed 4/9</td>
<td>Van Dillen</td>
<td>Adherence to Treatment: Importance to Treatment Efficacy</td>
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<tr>
<td>Wed 4/16*</td>
<td>Guest Faculty</td>
<td>Patient Stories and Conversations: Real People and their Perspectives</td>
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<tr>
<td>Fri 4/18 8:00-9:50</td>
<td>Students</td>
<td>Student Presentations: Lessons from the Literature All groups</td>
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<tr>
<td>Wed 4/23* 8:30-9:45</td>
<td>Guest Faculty</td>
<td>Patient Stories and Conversations: Real People and their Perspectives</td>
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<tr>
<td>Fri 4/25 8:30-9:45</td>
<td>Dyer</td>
<td>Personal Moderators: Eating Disorders</td>
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<tr>
<td>Wed 4/30 8:30-9:45</td>
<td>Stith</td>
<td>Personal Moderators: Depression, Anxiety, PTSD, and Other Mental Health Issues</td>
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<tr>
<td>Fri 5/2 8:30-9:45</td>
<td>Mackie</td>
<td>Interpersonal Moderators: Violence and Abuse in Relationships</td>
<td>Cambier</td>
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<tr>
<td>Wed 5/7 8:30-9:45</td>
<td>Smith</td>
<td>Personal Moderators: Surviving and Thriving Complex and Unexpected Illness</td>
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<tr>
<td>Fri 5/9 8:30-9:45</td>
<td>Bucklen</td>
<td>Social and Individual Moderators: End of Life Issues in Pediatrics</td>
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<tr>
<td>Wed 5/14 8:30-9:45</td>
<td>Mackie</td>
<td>Social and Individual Moderators: Child Sexual Abuse and its Impacts</td>
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<tr>
<td>Fri 5/16 8:30-9:45</td>
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<td><strong>No class - graduation</strong></td>
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<tr>
<td>Wed 5/21 8:30-9:45</td>
<td>Berger Dey</td>
<td>Social and Individual Moderators: Spirituality</td>
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<tr>
<td>Fri 5/23 8:30-9:45</td>
<td>Baum</td>
<td>Social and Individual Moderators: Managing Cognitive Problems in a Rehabilitation Population</td>
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<tr>
<td>Wed 5/28 8:30-9:45</td>
<td>McCartney</td>
<td>Environmental Moderators: Barriers to Independence</td>
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<tr>
<td>Fri 5/30 8:00-9:50</td>
<td>Students</td>
<td>Patient Stories and Conversations: Perspective Reports (Groups A, D, G, I, J)</td>
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<tr>
<td>Date &amp; Time</td>
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<tr>
<td>Wed 6/4</td>
<td>Students</td>
<td>Patient Stories and Conversations: Perspective Reports (Groups B, C, E, F, H)</td>
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<td>10-11:50</td>
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<tr>
<td>Fri 6/6</td>
<td>Haller</td>
<td>Personal Moderators: Perspectives on Sexual Orientation</td>
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<tr>
<td>Fri 6/13</td>
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<td>No class</td>
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<tr>
<td>Wed 6/18</td>
<td>Stith</td>
<td>Multiple Moderators – Complex or Typical?</td>
<td>Case history (in class)</td>
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<td>10:30-11:45</td>
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<tr>
<td>Thurs 6/19</td>
<td>Stith</td>
<td>Humanistic Responses to Challenging Moderators: A Colloquium</td>
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<tr>
<td>10:00-11:15</td>
<td>Deusinger</td>
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*Mandatory Class*
IV. Course Goals and Objectives

A. Course Goals

The purposes of this course are to:

1. Promote understanding of multiple variables affecting consumer and practitioner attitudes toward health, wellness, disease and disability, and skill in eliciting information about these variables during patient interview.
2. Provide experience in using the literature to ascertain the breadth and relative influence of multiple moderating variables that can affect health attitudes and health care practices of consumers who may be seen in physical therapy practice.
3. Develop strategies to enhance professional effectiveness to provide evidence-based care humanistically by learning to assist consumers to pursue healthy lifestyle changes and patterns.
4. Develop skills in the types of dynamic inquiry, interactive discussion and professional writing that comprise a model of collaborative work in professional practice.

B. Course Objectives

Impact of Society on Health Care Access and Health Care

1. Define the terms health, health literacy, public health literacy, social determinants of health, target and agent groups, stereotype, prejudice, discrimination, oppression, and privilege, and how they may be understood in the context of health care.
2. Use the cycle of socialization and the cycle of liberation to gain appreciation for the origin of beliefs and attitudes and how we can change them to educate and help others.
3. State the purpose of the publication “Healthy People 2020”.

Health Attitudes and Beliefs: Moderators of Intentional Behavior

4. Cite examples of how multiple biological and non-biological factors can moderate development of individual health attitudes, pursuit of health care and reaction to practitioner intervention.
5. Compare and contrast selected theoretical models used to explain how an individual’s intentional health related behavior is influenced by components of these models.
6. Describe societal definitions of health develop and how these definitions influence individual health behaviors and health care system dynamics.
7. Project the effect sociocultural factors have on the family system’s structure and dynamics and analyze how these influence an individual’s development of health attitudes, adaptation to health compromise and response to intervention.
8. Analyze predominant attitudes of the general (American) population toward persons with specific health-related conditions, disabilities or disease and cite how these attitudes can serve as barriers or resources toward independent and healthy living.
9. Use clinically feasible methods of measuring individual dimensions of health and show the usefulness of these measures for initial, interim and final contacts with patients receiving physical therapy.
Fostering Change in Health Behavior: An Essential Practitioner Skill

10. Design strategies for effective interaction with individuals experiencing a range of behavioral and emotional manifestations that result from stigma, trauma, loss or decline in functional independence.
11. Design methods to assist individuals to develop positive health attitudes and translate those into preventive or remedial action that directly influences health status.
12. Design interventions and interactional strategies physical therapists may use to promote respectful and healthy attitudes toward and about individuals with disability or health compromise.
13. Demonstrate the value of interpersonal and interprofessional collaboration in the health care arena by using effective strategies to work effectively with groups of individuals seeking to accomplish professional roles and goals.
14. Cite examples of how an individual practitioner’s credentials, attitudes and behavior can moderate the caregiving experience and design responses and strategies that assure the delivery of effective interventions consistent with the patient’s perceived needs and best evidence from the literature.

Patient Perspectives: An Essential Data Source

15. Demonstrate skill in interviewing for perspectives that explain a person’s view(s) of health, wellness, disability and disease and how these views influence pursuit of health care and healthy lifestyles.
16. Project the influence of individual perspectives on behavior that patients and practitioners may exhibit in the health care system and how these perspectives can serve as stressors or resources during one’s health care experience or professional career.
17. Use competing or confirming literature to guide the interpretation of patient perspective data as it is used in clinical decision-making.
18. Cite the potential influence organizational factors in the health care system, public laws and policies about accessibility and specific architectural or environmental barriers can have on individual perspectives about health and functional independence.

Patient Perspective: Special Topics

19. Reflect on your observations and feelings after hearing or reading about considerations that should be taken into account when you are interacting with and treating patients with specific conditions or circumstances.
20. Identify changes you will incorporate into your practice as a result of the new knowledge you gain from this class.

V. Class Sessions

All classes are conducted in lecture/discussion format with a high level expectation that discussion will be dynamic and targeted toward constructive analysis of concepts, theories and perspectives. Everyone (faculty and students alike) is expected to be present at each class session, prompt for the beginning of class and prepared to participate.
actively in classroom activities. Courtesy and consideration of the needs of speakers and faculty are critical expressions of professionalism and in keeping with generic abilities expectations. To maintain a professional atmosphere, all cell phones and pagers must be turned off during class. Surfing the internet, checking e-mail, text messaging, and using your cell phone on silent mode are distracting and inappropriate behavior for this class. In addition to expectations for professional behavior outlined in the Student Handbook, the format of PT 626 requires demonstration of:

- Respect for others’ perspectives even if in conflict with one’s own values;
- Self-respect, demonstrated by presentation of one’s own ideas in a positive and thoughtful manner;
- Commitment to a positive learning experience by active participation in group encounters and expression of enthusiasm for opportunities that can stimulate professional growth.

VI. Required Reading/References

There is no single required textbook for this course. However, completion of the following readings is required by the date indicated on the schedule. Reference to these resources is expected in class discussion and assignments:


*Can be found at becker.wustl.edu through e-journals.

Any readings assigned by any faculty member to enhance lecture material also will be regarded as required. Correct citation of concepts addressed in these readings and in lectures or class discussion will be expected in grading of assignments. Sources from the literature must be selected to support each assignment. The Program requires students to use the citation style used by the AMA.
VII. Grading Criteria

Grades will be determined on a standard percentage basis as follows:

- A  90-100%
- B  80-89%
- C  70-79%
- D  60-69%
- F  59% and below

Although students may receive University credit for a "D" grade, an average of less than 70% in this course will not be acceptable in the Program in Physical Therapy.

All assignments must be presented in a professional manner and using no smaller font than 12 pt. For assignments that have a grading rubric, include the rubric at the front of your paper. A penalty of five (5) percentage points per day will be levied against late papers if prior arrangements are not made with the course coordinator.

An important facet of PT 626 is collaboration with others in two of the five assignments. Development of effective working relationships with members in your assigned groups will enable excellence in the oral presentations and group writing assignments. It will be assumed that group members will actively and equitably participate to achieve that outcome. Failure to demonstrate this or any other professional obligation can result in a penalty (not to exceed 10 percentage points during the course). In addition, each member of the group will:

- Actively use self-assessment to determine directions for professional development;
- Seek feedback from others and demonstrate the ability to profit from that feedback;
- Offer feedback and suggestions to others in a manner that will encourage open discussion and problem solving.

The course grade for PT 626 is a function of the following percentage values for each assignment (exclusive of potential penalties for late submission and/or lapses in professional behavior).

All grading rubrics are posted on SharePoint and should be attached to your papers. Turn in your papers to the Moderators mailbox.

1. Teaching Encounter: Lessons from the Literature  
   (Due April 18)  
   This assignment requires you to teach members of your class about the influence of the following variables on patient and practitioner perspectives and behavior. Each of the following topics will be addressed by one group in the teaching encounters:

- Aging as a personal and social phenomenon;
- Stress and its influence on quality of life;
- Communication habits, patterns and disorders;
- Working with the dying patient
• Rural and urban differences in health and health care;
• Risky behavior as a cause of disease/injury;
• Visual attractiveness/stigma of disfigurement;
• Pain and its influence on health;
• Prisons, criminals and health care;
• Immigrants and immigration.

Members of your group should collaborate on investigating and reporting how to best deliver humanistic and effective physical therapy care in the presence of these variables. You should:

• Decide early in the semester which members will prepare the oral presentation and which will be responsible for the paper (those who write this paper will be responsible for the oral presentation in the Patient Perspectives Unit). The paper should be 4-5 pages; the oral presentation may not exceed 10 minutes. (See grading rubrics for specific criteria required for this assignment).
• Refine the topic and determine an emphasis for the presentation and for the paper. Both formats should address the same topic but from a different point of view or emphasis, and seek to capture important ideas or “rival views” of the topic to expand knowledge about the topic.
• Select 5 key references that support your topic. Some may be websites, but at least three must be refereed references for both the oral presentation and the paper.

2. Health Behavior Change 30%
(Due 5/14)
This assignment requires you to plan and execute a change in a personal health related behavior so that you understand better the stresses facing patients as they attempt to make health-related changes in their lives and be a role model for others seeking to change. You must plan a 30-day trial to:

• Change (increase or decrease) the frequency, intensity, duration, variety or consistency of your current exercise regimen or
• Change your dietary patterns by adding, subtracting or otherwise modifying your typical habits or
• Change lifestyle pattern that may put you at risk for injury, stress or an adverse health condition.

Success in completing this assignment requires that you:

• Select your direction for change and start implementing it at least by 4/7/14 so you will have time to follow through for 30 days and report your experience and its outcomes in the paper due 5/14. Record your perspectives and behaviors in a “log” to be attached to your paper.
• Prepare a ~5 page written summary describing the process/outcomes of your change experience. Use a scholarly professional approach with 5 key references cited appropriately. (See grading rubric for specific criteria required for this assignment.)
3. **Patient Perspectives Reports**  
(Due June 4)

The patient perspectives assignment (presentation or paper) will emerge from the small group interviews with your assigned faculty member in which you will hear the individuals’ personal health, wellness and adjustment stories. Although you will need to be somewhat informed about the medical characteristics of the individual’s health, the focus of these interviews should be on the perspectives of the person experiencing his/her health condition rather than the condition itself. Ten individuals have generously offered to share their stories, perspectives and experiences with:

- Ankylosing Spondylitis  
  Nancy Rubin
- Congenital Disability of a Child  
  Pam Wendl
- Diabetes, peripheral neuropathy  
  Allen Daniel
- Family Mental Illness  
  Melanie Koleini
- Multiple Sclerosis  
  Mary Carty
- Obesity  
  Pat Pendleton
- Organ Transplant  
  Betty Fadden
- Osteoarthritis  
  Pat Way
- Parkinson Disease  
  Becky Pew
- RA, fibromyalgia, and Sjogren's disease  
  Annie Miller

This assignment requires your group to:

- Attend the mandatory class sessions to meet with your assigned guest faculty member, twice as scheduled. The time in between these meetings will enable you to reflect, synthesize the data you collect, and organize your thoughts for the second encounter.
- Listen for information about (at least) the following:
  - The basic characteristics of the individual’s health condition;
  - The types of intervention (allopathic, naturopathic, alternative) provided to or sought by the individual in response to the condition;
  - The behavior of practitioners who provided those interventions, including successes and failures in interpersonal communications and “the laying on of hands”;
  - The internal or external barriers encountered by the individual in adjusting or accommodating to the condition;
  - The reactions of the individual’s family system to the health condition in general and the individual’s experience with it;
  - The reactions others have had to the condition and how this individual describes the condition in personal and professional situations;
  - The strategies this individual has used to respond to the condition’s visibility, long-term implications and short-term challenges;
  - The overall impact this individual perceives his/her condition has had on self-image/esteem, attitudes toward health expectations of health care practitioners, life goals, and/or approach to preventing/treating health problems of other kinds.
• Half of your group will plan a memorable and creative presentation of no more than 10 minutes that captures your faculty member’s perspectives and recommends professional strategies to respond to those perspectives. References (5 key ones) should be cited to expand our understanding of this topic.
• The other half of the group will prepare a 3-4 page written summary using a scholarly approach with 5 key references cited appropriately.

4. **Book Review**  
   (Due June 11)

Using the list of books provided to the students on SharePoint, each student will select one to read on his or her own. (If you find a different book, seek Dr. Stith’s “approval” for this assignment.) The books are to be read to understand the perspective of patients (or their families) living with various conditions and what that experience as like. Read the book, provide a 1 page report on the book, and then write 1-2 paragraphs on how you might apply what you learned from the book to the practice of physical therapy.

5. **Personal Reflections**  
   (Due within one week of the selected sessions)

• Students will self-select 3 lectures/sessions after which you will write a 1-2 page personal reflection on 1) what you learned from the lecture, 2) what emotions were evoked in you as a result of hearing the lecture, 3) what further information you need to better understand the effect of the circumstance or condition on patients, and 4) what you plan to do differently in your practice as a result of your learning this semester.

6. **Roundtable Colloquium**  
   (Due June 25 –finals week)

Each student is required to attend the final class (6/19/14) of this course to participate in roundtable discussions about four topics:

• Helping patients take personal responsibility for health and lifestyle change.
• Managing humanistic care in busy clinic environments.
• Responding to inappropriate patient overture (sexual or not).
• Seeing non-compliance as a patient privilege.

Following this class, each student will submit a reflection on one of the four bulleted topics, citing 1 peer-reviewed reference that supports your impression.