**LETTER OF NOTIFICATION – 3**

NEW OPTION, EMPHASIS, CONCENTRATION, or MINOR

(Maximum 18 semester credit hours of theory courses and 6 credit hours of practicum courses)

1. Institution submitting request: University of Arkansas Fayetteville

1. Contact person/title: Dr. Terry Martin, Senior Vice Provost for Academic Affairs
2. Phone number/e-mail address: (479) 575-2151/tmartin@uark.edu
3. Proposed effective date: Fall 2019
4. Title of existing degree program:

(Indicate if the degree listed above is approved for distance delivery)

1. CIP Code: 34.0199 Health-Related Knowledge and Skills, Other
2. Degree Code:
3. Proposed name of new option/concentration/emphasis/minor (circle one): Minor in Medical and Health Humanities
4. Reason for proposed action:

To allow students already taking these courses to combine them for a specialty; to promote interdisciplinary perspectives on health and medicine; to enhance existing majors for pre-health professions and social service students and their applications to professional schools.

Medical humanities is a rapidly growing field and programs at the undergraduate level have more than quadrupled since 2000, from 14 to 58 in 2016 (Berry SL, Lamb EG, Jones T. “Health Humanities Baccalaureate Programs in the United States.” Hiram, OH: Hiram College Center for Literature and Medicine, Hiram College; 2016).

Instituting such a program at the University of Arkansas would make us competitive nationally, and within the state, as only Hendrix College offers such a minor (with fewer course offerings, requiring only 6 hours for the minor).

1. New option/emphasis/concentration/minor objective:

To provide our students preparing for careers in healthcare, social services, and health-related fields with a multi-faceted, interdisciplinary conceptualization of medical treatment, health systems, and patient care.

1. Provide the following:
   1. Curriculum outline - List of courses in new option/ emphasis/concentration/minor – Underline required courses

No required courses

Requirements for a Minor in Medical and Health Humanities

A minimum of 18 hours consisting of the following:

3 hours from one introductory course:

ANTH 1023 Introduction to Cultural Anthropology

COMM 1023 Communication in a Diverse World

HIST 1123 Institutions and Ideas of World Civilization II

PHIL 2103 Introduction to Ethics

PSYC 2003 General Psychology

SOCI 2013 General Sociology

SOCI 2033 Social Problems

GNST 2003 Introduction to Gender Studies

PBHL 1103: Personal Health and Safety

PBHL 1303 Introduction to Human Sexuality

9 hours from the following core courses or committee-approved special topics courses (taken from two different departments):

ANTH 3533 Medical Anthropology

ANTH 3563 Culture and Medicine

COMM 3763 Health Communication

ENGL 3873 Medical Humanities Colloquium

HIST 4883 Health and Disease: 1500 to the Present

HUMN/SCWK 3163 On Death and Dying

PBHL 2663 Terminology for the Health Professions

PHIL 3123 Bioethics

SPAN 4583 Advanced Spanish for Health Professions

6 hours from the following elective courses:

ANTH 3583 Body and Identity

COMM 2323 Interpersonal Communication

COMM 4343 Intercultural Communication

COMM 4763 Health Communication Campaigns

HDFS 1403 Life Span Development

HDFS 2413 Family Relations

HDFS 4233 Childhood Obesity: Context and Preventions

HDFS 4423 Adult Development

HDFS 2443 The Hospitalized Child: Child Life Programming

HDFS 2433 Child Development

HDFS 3423 Adolescent Development

HDFS 3443 Families in Crisis

HDFS 3453 Parenting and Family Dynamics

PSYC 3013 Social Psychology

PSYC 3023 Abnormal Psychology

PSYC 3093 Developmental Psychology

PSYC 3103 Cognitive Psychology

SCWK 4143 Addiction and the Family

SOCI 3193 Race, Class, and Gender in America

SOCI 3723 Deviant Behavior

SOCI 4153 Race and Society

At least 9 hours must be in courses numbered 3000 or above. A maximum of 6 hours will be allowed from any one department.

Students may petition the Medical and Health Humanities Steering Committee to have other courses accepted as requirements for the minor. Additionally, the committee intends to update these elective options if and when relevant new courses become available.

* 1. Provide degree plan that includes new option/emphasis/concentration/minor

NA

* 1. Total semester credit hours required for option/emphasis/concentration/minor

(Option range: 9–24 semester credit hours)

18 hours

* 1. New courses and new course descriptions

ENGL 3873: Medical Humanities Colloquium

This course combines literary and critical texts that attend to the social rather than technical aspects of medicine, focusing on such topics as the human condition, personal dignity, social responsibility, cultural diversity, and the history of medicine. Through readings, class discussion, writing activities, and first-hand observation, students will practice critical analysis and reflection to instill in them a commitment to compassionate, community responsive, and culturally competent medical care. This course requires a service-learning component that involves close interaction with a physician at a local clinic and medically-relevant service hours at a local agency in addition to the classroom time commitment

Dr. Casey Kayser was hired to develop and teach this course in 2012; however, it has remained a generic special topics course since then. The course has been very successful and useful for premedical students, and since it is a unique course within the English curriculum, we've determined it should have its own course number and have submitted approval for this course concurrently to the minor. Dr. Kayser will continue to teach the course. Offering such a course parallels nationwide trends in teaching humanities within the premedical and medical school curriculum to produce more well-rounded and compassionate future healthcare providers.

* 1. Goals and objectives of program option/emphasis/concentration/minor

The medical and health humanities minor is designed to give students an overview of the ways in which various disciplines in the humanities inform, intersect with, and apply to understandings of the medical arts and sciences. The medical and health humanities minor is beneficial for students preparing for careers in healthcare, social services, and health-related fields, especially those who wish to understand how cultural, social, ethical, religious, literary, artistic, and other such perspectives can enrich conceptualizations and approaches to patient care. Approaching medicine from a humanistic perspective will help future healthcare and social service practitioners view patients and individuals with greater empathy and awareness, as well as provide them with the tools to critically analyze their own experiences. The minor is also appropriate for students from disciplines within the humanities and social sciences interested in researching and practicing in such areas related to the historical, social, and cultural dynamics that have informed medical institutions and treatment; patient advocacy; medical law and ethics; narrative medicine; and art, music, or narrative therapies.

* 1. Expected student learning outcomes

--Students understand the ways in which various disciplines in the humanities inform, intersect with, and apply to understandings of the medical arts and sciences.

--Students learn how cultural, social, ethical, religious, literary, artistic, and other such perspectives can enrich health education and medical practice.

--Approaching medicine from a humanistic perspective will help future healthcare and social service practitioners view patients and individuals with greater empathy and awareness, as well as provide them with the tools to critically analyze their own experiences.

* 1. Documentation that program option/emphasis/concentration/minor meets employer needs (if applicable):

The following research speaks to the impact that studying the humanities has in helping students develop skills essential for effective physicians:

“As science and medicine continually change, there has been a growing recognition that studying the arts and humanities may help learners develop qualities such as professionalism, self-awareness, and communication skills that are increasingly important for physicians.”

“Bringing the humanities and arts into medical education is one way to help students form deeper connections with patients, maintain joy in medicine, and develop empathy and resiliency.”

From Mann, Sarah. “Focusing on Arts, Humanities to Develop Well-Rounded Physicians.” Association of American Medical Colleges, *AAMC News*, 15 Aug. 2017.

Empathy is an important skill for physicians, and has also been associated with better clinical outcomes (See Hojat, M., et al. “Physicians’ Empathy and Clinical Outcomes for Diabetic Patients.” *Academic Medicine*, vol. 86, 2011, pp. 359–364.).

“Medical students were offered an elective course in the Medical Humanities for academic credit. The Jefferson Scale of Empathy Student Version (JSE-S) was administered at the beginning and end of an academic year in which humanities courses were offered.

Medical humanities coursework correlated with superior empathy outcomes among the medical students. Of students not enrolled in humanities courses, 71% declined or failed to increase in JSE-S score over the academic year. Of those who took humanities coursework, 46% declined or failed to increase in JSE-S scores. The difference was statistically significant (P = .03). The medical humanities curriculum correlated with favorable empathy outcomes as measured by the JSE-S.”

From Graham, J. et al. “Medical Humanities Coursework is Associated with Greater Measured Empathy in Medical Students.” *American Journal of Medicine*, vol. 129, no. 3, 2016 Dec, pp. 1334-1337. doi.org/10.1016/j.amjmed.2016.08.005

“Students who devoted more time to the humanities during medical school had significantly higher levels of positive physician attributes like empathy, tolerance of ambiguity, wisdom and emotional intelligence while at the same time reporting lower levels of adverse traits like burnout.”

From Mangione, S., Chakraborti, C., Staltari, G. et al. “Medical Students’ Exposure to the Humanities Correlates with Positive Personal Qualities and Reduced Burnout: A Multi-Institutional U.S. Survey.” *Journal of General Internal Medicine*, 29 Jan. 2018. doi.org/10.1007/s11606-017-4275-8

Please also see attached letter of support from Dr. Jeanne McLachlin, Director of Admissions and Recruitment at the University of Arkansas for Medical Sciences.

h. Student demand (projected enrollment) for program option/emphasis/ concentration/minor: We anticipate that the minor will attract 5-10 students in its early stages, but will grow. The following are comments from students expressing their interest in the availability of such a minor:

A minor in Medical Humanities is beneficial for any student pursuing a career in the medical field.  Because I am an English major aspiring to go to medical school, a minor in Medical Humanities would have effectively combined all of the fields that interested me into one academic genre.  Furthermore, medical schools today are looking for students who will be able to understand and practice patient-centered healthcare, which is a subject that is extensively studied in Medical Humanities.  If it were an option, I would have majored in this field!

--Joseph DeLoach, Senior (’15) Premedical Student

After taking the Medical Humanities colloquium with Dr. Kayser, I realized how useful the class will be for my career. It taught me how having a better understanding of the arts (literature, religion, culture, philosophy, etc.) will help me as a practicing physician to look at the patient as a whole and not just a set of symptoms. I think traditionally, physicians have tried diagnosing patients as just another number based on what type of physical symptoms they have. On the contrary, physicians who can look at a patient's religious beliefs, ethnic background, socioeconomic status, etc. are much better prepared to make a more accurate diagnosis and figure out the more appropriate course of treatment. Having a Medical Humanities Minor on campus would be an excellent way for pre-medical students to diversify themselves and be better prepared for a medical career in our ever-changing society. I would have pursued the Minor in a heartbeat!

--Chris Quesada, Senior (’15) Premedical Student

The importance of the medical narrative and other medical humanities is skyrocketing in modern medicine, and medical schools are quickly adapting to recognize that. For the first time in almost a century, medical schools are radically changing their curricula, and medical humanities are getting a seat at the table alongside other, more "traditional" topics. Even the MCAT, the medical school admissions exam, has changed to feature humanities and social sciences. Many admissions essay prompts feature topics relevant to medical humanities. To put it plainly: medical schools expect future physicians to have some understanding of medical humanities before they even begin their graduate training … To make future Razorbacks more competitive in their applications to join the medical field, a minor would be hugely beneficial. The presence of a minor on an application suggests not only a larger degree of proficiency in that subject, but also a larger degree of importance that that subject has to the applicant as a person. Creating a Medical Humanities minor would demonstrate to the academic world at large that the University of Arkansas continues to be on the cutting edge of progress: not just for the benefit of the quality of its curriculum, but also for the benefit of its students as they enter the constantly changing professional world.

--Margaret Grace Oliver, Senior (’14) Premedical Student

i. Name of institutions offering similar program option/emphasis/concentration/ minor and the institution(s) used as a model to develop the proposed program option/emphasis/concentration/minor (if applicable)

Saint Louis University

Washington University-St. Louis

Indiana University-Purdue University Indianapolis

12. Institutional curriculum committee review/approval date: November 14, 2018

1. Will the new option/emphasis/concentration/minor be offered via distance delivery? If yes, indicate mode of distance delivery: No.
2. Explain in detail the distance delivery methods/procedures to be used: N/A
3. Specify the amount of additional costs required for program implementation, the source of funds, and how funds will be used. No additional resources are required.
4. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date: January 21, 2019

Board of Trustees Notification Date: March 28, 2019

Chief Academic Officer: James S. Coleman Date: January 10, 2019