humility, balanced skepticism, and metacognition. This course will “toggling” between System 1 and 2. This toggling function is enabled by this course, is related to recognition of these factors, and appropriate person making the decision. High quality critical thinking, as taught in is dependent on a number of factors related to both the case and the slower and less efficient, is more accurate. One system is not necessarily error prone. System 2 is based on deliberate consideration, and, while it is 1 is based on pattern recognition and is fast and efficient, but potentially processes to make decisions, called “System 1” and “System 2”. System fundamental premise of the course is that humans use dual cognitive mechanisms and resilience in health, disease, and healing. 6. Examine psychological benefits to patients. 4. Develop an exercise prescription that influence the placebo effect, behavior change, and adherence. 3. Appraise meditation and mindfulness and the potential physiologic and psychological benefits to patients. 4. Develop an exercise prescription using the key components identified in class. 5. Describe the impact of trauma (physical and psychological) on health and the role of defense mechanisms and resilience in health, disease, and healing. 6. Examine the concept of humor as a source of healing. 7. Apply each session topic to themselves or their patient experiences.

HMN 715: Critical Thinking for Medical Practice

2 Credits/Maximum of 2

This two-credit, six-session course is part of the sequence of Medical Humanities courses required for first-year medical students at the Hershey campus of the Penn State College of Medicine. Critical thinking is a skill that is fundamental to high quality medical practice, and supports clinical effectiveness by promoting diagnostic accuracy, effective synthesis of clinical data, and efficient decision-making. This course draws upon medical knowledge that has been already learned in medical school curriculum to give students practice in developing habits of mind related to high-quality processing of a variety of medical, psychological, and social data related to the care of patients. The fundamental premise of the course is that humans use dual cognitive processes to make decisions, called "System 1" and "System 2". System 1 is based on pattern recognition and is fast and efficient, but potentially error prone. System 2 is based on deliberate consideration, and, while it is slower and less efficient, is more accurate. One system is not necessarily better than the other; whichever system is best for a particular case is dependent on a number of factors related to both the case and the person making the decision. High quality critical thinking, as taught in this course, is related to recognition of these factors, and appropriate "toggling" between System 1 and 2. This toggling function is enabled by five habits of mind that include curiosity, open-mindedness, intellectual humility, balanced skepticism, and metacognition. This course will introduce the concepts of System 1 and System 2 thinking and the cognitive toggling function between them, and will give students opportunities to define, explore, and practice the habits of mind. This will be achieved through activities that include 1) pre-session reading, reflection, and viewing of materials, 2) Interactive faculty facilitated discussion, and 3) collaborative group discussion of challenging clinical cases and board-style questions.

Prerequisite: Students must be enrolled as full- or part-time students in the undergraduate medical education program at the College of Medicine

HMN 723: Communications

3 Credits/Maximum of 3

This 12 week course during the second year of Phase I focuses on the application of verbal, nonverbal, and written communication skills in the context of patient care, team dynamics, and leadership. Communication builds on theoretical framework for communication skills presented in earlier humanities courses to help students construct a practical toolbox of skills as well as the opportunity for the application and rehearsal of skills in realistic patient-care related scenarios. There is heavy emphasis on selfreflection and self-assessment in order to provide students with the skills necessary to improve their communication skills lifelong. During the course, students will progress through four modules: 1) Self, which focuses on self-assessment of internal bias, assumptions, and values, and how these individual characteristics impact the way we communicate as providers and team members, 2) Dyads, which is the most intensive portion of the course, and focuses on specific skills such as techniques for establishing rapport, nonverbal communication, silence, listening, asking/questions, and framing statements, 3) Teams, which expands the techniques and insights learned during modules 1 and 2 for application in scenarios involving interprofessional teams and families, and 4) Systems, which focuses on the role of good communication within a healthcare system, including a session on communication skills of effective leaders, and a case study that explores the impact of a patient-related communication breakdown on a healthcare institution. Each session may involve pre-reading, and will begin with a short large-group interactive session related to the day’s topic. The majority of each session will be devoted to small group workshops facilitated by trained faculty during which students can apply skills to a standardized patient care scenario. Evaluation methods are detailed below. The course will be offered once annually during Phase I of the Undergraduate Medical education Curriculum.

CONCURRENT: Head/Neck Anatomy FPCC 723, NBS 723, SHS 721

HMN 741: Education for Physicians on End of Life Care (EPEC)

2.5 Credits

This course introduces the essential clinical competencies required to provide quality end-of-life care.

Prerequisite: This humanities elective course requires the student to have successfully completed Medical Humanities (Year I) and Ethics and Professionalism (Year II), as well as successful completion of all required third-year medica
HMN 742: Putting It Into Words: A Right-Brain Retrospective of Formative Moments in Medical School (PIW)
2.5 Credits
This creative writing workshop requires MS IVs to convey their reflections as medical students in a variety of genres which, collectively, result in a portfolio and publication.

**Prerequisite:** good standing as MS IVs

HMN 743: Graphic Medicine: Comics and Medical Narratives
2.5 Credits
In this course, students will explore the use of graphic storytelling (or Comics) as a medium for communicating medical narratives.

HMN 744: Humanities: Patients as Teachers, Students as Filmmakers Video Project: TheVideo Slam
2.5 Credits
This course teaches medical students about the full impact of illness and serious procedures on patients and their families.

**Prerequisite:** successful completion of third year of medical school

HMN 745: Medicine and Ethics Under Pressure
2.5 Credits
This course explores situational and systemic challenges to ethical behavior in biomedical research and the practice of medicine.

HMN 746: CAM and Integrative Holisitic Medicine
2.5 Credits
This course presents current topics in Integrative Holistic Medicine and discusses the transition from Complementary and Alternative Medicine.

**Prerequisite:** successful completion of all third year core clerkships

HMN 748: Controlling Human Heredity: Lessons From History
2.5 Credits
This course reviews the key steps in the development of our thoughts and practices relating to childbirth and medical genetics over the past 400 years.

**Prerequisite:** successful completion of all required 3rd year clerkships

HMN 749: Sufferers and Healers: Lessons From History
2.5 Credits
This course reviews the key steps in the development of medicine from its supernatural beginnings steeped in magic and religion through the creation of medical science.

**Prerequisite:** successful completion of all required 3rd year clerkships

HMN 750: Creativity, Art, and Healing (CAH)
2.5 Credits
This course introduces students to the core components of the creative arts and healing.

**Prerequisite:** successful completion of all third year core clerkships

HMN 751: The Narratives of Aging: Exploring Creative Approaches to Dementia Care
2.5 Credits
This course invites students to examine brain aging in an historical and cultural context, and contrast dominant reductionist understandings of dementia with a more humanistic, biopsychosocial model of care resurgent in recent years that places greater relative emphasis on the remaining strengths, capacities, and creativity of persons with dementia rather than focusing on deficits and losses.

**Prerequisite:** successful completion of all required 3rd year core clerkships

HMN 752: Chronic Disease and the Self
2.5 Credits
Utilizes published autobiographical patient narratives and live patient interviews to explore the impact of illness.

**Prerequisite:** successful completion of the first three years of medical school

HMN 753: Finding ‘Right’ Answers: Solving Ethical Dilemmas in Medical Practice
2.5 Credits
At the end of the four weeks students will be equipped with four cognitive frameworks for thinking about and solving ethical issues in their clinical practice.

**Prerequisite:** successful completion of all required 3rd year core clerkships

HMN 754: The Practice of Virtue in Medicine
2.5 Credits
This course requires the student to study and recognize the great human virtues and to learn to practice virtue in medicine.

**Prerequisite:** successful completion of all required 3rd year core clerkships

HMN 755: Compassionate Surgical Care
2.5 Credits/Maximum of 999
This course, intended for students pursuing residency in surgically-based specialties, seeks to explore the interactions that occur between patient and surgeon, from both perspectives, through group discussions, simulated patient scenarios, real patient encounters, and assigned reading.
the present. The course will consist of a Standardized Patient session
metaphor to study effective approaches to medical communication in
the Impressionist Movement over a century ago can provide a useful
much like our patients demonstrate. As such, the painters that launched
challenging cadre of artists, each with their own communication style
about what art had value and worth. The impressionists presented a
and in the process challenged the cognitive bias of that generation
canvas. It also embraced the art of observation in the natural setting,
a more open and less rigid approach to communication on the artist's
accepted artistic standards of that time. This new painting style fostered
approach to communication through painting that was distinct from
The Impressionist Movement of the late 19th century created a novel
physicians deal more effectively with a variety of challenging patients.
Understanding the importance of providing the patient with space
to tell their story can result in improved understanding and a more
efficient diagnostic process. Recognizing the value of observation can
increase a physician's sensitivity to patients and diagnostic clues.
An awareness of preconceptions when caring for patients, especially
those that are different from us, can help to guard against cognitive bias.
In addition, appreciating different interactive styles can help
physicians deal more effectively with a variety of challenging patients.
The Impressionist Movement of the late 19th century created a novel
approach to communication through painting that was distinct from
accepted artistic standards of that time. This new painting style fostered
a more open and less rigid approach to communication on the artist’s
canvas. It also embraced the art of observation in the natural setting,
and in the process challenged the cognitive bias of that generation
about what art had value and worth. The impressionists presented a
challenging cadre of artists, each with their own communication style
whose behavior was frequently a reflection of mental or physical illness,
much like our patients demonstrate. As such, the painters that launched
the Impressionist Movement over a century ago can provide a useful
metaphor to study effective approaches to medical communication in
the present. The course will consist of a Standardized Patient session
at the beginning and end of the course. This selective is delivered as
six classes, each covering a different topic: Introduction to Painting as
through Art. Dialogue on these topics is facilitated through the use of
selected readings/film/video, written assignments, team-based learning
and pre-learning prior to class. Active learning is promoted through both
individual and team-based painting exercises at University Park Campus
and Penn State School of Visual Art, and observational exercises at Penn
State University’s Palmer Museum of Art. Two interactive presentations
by a Penn State professor of Art History help to ground students in
understanding the Impressionist Movement and sets the stage to
compare communication through art and medical communication with
patients.

HMN 760: Viewing Translational Genomics Through an Ethical, Legal/
Policy, Social Implications (ELSI) Lens
2.5 Credits/Maximum of 2.5
This Humanities selective is designed for students interested in exploring
the ethical, legal/policy, social implications (ELSI) of Translational
Genomics. Translational genomics is a broad term that generally applies
to the process of moving genomic science and technologies from the
research laboratory into the clinical and public health domains. In the
context of this course, it also refers to the use of emerging, novel (e.g.
‘cutting edge’) science in the clinic and for public health purposes.
Genetics and genomics are rapidly entering the clinic and public health
as tools not just for single gene conditions and rare conditions. In
addition, the increased availability of one’s genomic information has
led to its secondary use in the legal system (e.g., forensics), search for
family members, and determining family ancestry. Over the last several
decades, ethicists, legal scholars, and social scientists have written and
commented on the challenges in genetic research and translating new

genetic technologies and research findings in these various domains,
and with the increased access to genomic information, examining the
different policy and social issues that arise continues to be important so
as to facilitate ethical and responsible use of the technology.

Prerequisite: Successful completion of Phase II.
HMN 796: Individual Studies
1-15 Credits/Maximum of 15
Studies outside the scope of formal courses, supervised on an individual
basis.

Prerequisite: permission of department chairman
HMN 797: Special Topics
1-6 Credits/Maximum of 6
Formal courses given on a topical or special interest subject which may
be offered infrequently.

HMN 760: Viewing Translational Genomics Through an Ethical, Legal/
Policy, Social Implications (ELSI) Lens
2.5 Credits/Maximum of 2.5
This Humanities selective is designed for students interested in exploring
the ethical, legal/policy, social implications (ELSI) of Translational
Genomics. Translational genomics is a broad term that generally applies
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