

Foundations for a Humanistic Physician: Eastern Practices to cultivate Western Medical Virtues

HCB 523 Special Topics in Medical Humanities

Course Instructor, Sarah K Greco, MA, C-IAYT, E-RYT 500

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Course Description:

This is a transformative course that explores the intersection of traditional eastern contemplative traditions with modern medical ethics. It delves into the essential virtues for medical professionals, emphasizing the significance of moral integrity and ethical conduct in patient care. Students will engage in both theoretical and hands-on learning, delving into the virtues highly valued in medicine and applying them through breath, movement, and meditation practices. The course culminates in empowering students to embody these virtues and integrate them into their professional identities, ultimately fostering personal and professional growth.

Course Dates: Aug 28, 2024

Wednesday evenings 6-9pm

In-Person

This course requires that you participate in physical, contemplative and reflective exercises and experiences. You are required to participate in discussion, sharing your experiences, in addition to your responses to the readings and class topics.

Required books:

- Wong, A. M. (2020). *The Art and Science of Compassion, a Primer: Reflections of a Physician-chaplain*. Oxford University Press.
- *The Deeper Dimension of Yoga* by Georg Feuerstein
- *An Introduction to Yoga Philosophy* by Ashok Malhotra

Required Assignments: 3 Written Reflections (3-5 pages)

Submissions due Sept 18, Oct 16 and Nov 13

Track your experiences and write up reflections as instructed in the homework assignments following each class. Submit your written reflections in response to homework assignments on the dates above from classes 1-3, 4-7, and 8-11 respectively.

Final Presentation: 15-20 minutes - with 5-10 min class discussion

November 20 and December 4

The Essential Virtue of Modern, Humanistic Physicians & The Practices to Support It.

This final assignment requires you to present a 15-20 minute presentation on the most essential virtue of modern, humanistic physicians, and its impact on patients, caregivers, and physicians themselves.

To begin, identify and explain the virtue that you believe to be the most essential for modern, humanistic physicians. You should provide detailed reasoning and justification for your choice and support your argument with relevant research and literature.

Next, describe the impact that this virtue has on the quality of the patient's experience, the supportive environment of caregivers and healthcare workers, and the physicians themselves. This should include both the positive and negative effects of the virtue, and the ways in which it can improve or hinder patient outcomes.

Finally, conclude your presentation by describing the most important practices one can adopt to cultivate this specific virtue. Use research and literature to support your position and provide concrete examples of how these practices can be implemented in real-world healthcare settings.

Overall, this final presentation will require you to think critically about the role of humanistic physicians in patient-centered care, and to develop a deeper understanding of the essential virtues that are required to deliver high-quality healthcare services.

SYLLABUS:

Wednesday August 28

Class 1: Defining the Humanistic Physician with History & Background of Medical Virtues / Practice 'The Pause'

PREPARATION:

- Readings:
 - Thibault, G. E. (2019). Humanism in medicine: what does it mean and why is it more important than ever?. *Academic Medicine*, 94(8), 1074-1077. ([LINK](#))
 - Gardiner, P. (2003). A virtue ethics approach to moral dilemmas in medicine. *Journal of Medical Ethics*, 29(5), 297-302 <https://jme.bmj.com/content/medethics/29/5/297.full.pdf>
 - Hans-Martin, S. (2011). CULTIVATING AND HARMONIZING VIRTUES AND PRINCIPLES. *Asian Bioethics Review*, 3(1). (<https://www.proquest.com/openview/b89c65e01b552cff6d380cffe0d57545/1?pq-origsite=gscholar&cbl=105698>)

- Larkin, G.L., Iserson, K., Kassutto, Z., Freas, G., Delaney, K., Krimm, J., Schmidt, T., Simon, J., Calkins, A. and Adams, J. (2009), Virtue in Emergency Medicine. Academic Emergency Medicine, 16: 51-55. <https://doi.org/10.1111/j.1553-2712.2008.00315.x>
- Watch: Virtue Ethics and Professionalism in Healthcare (<https://youtu.be/G8TnR8U-w5U>)
- Explore: Gold Foundation (gold-foundation.org)

HOMEWORK: Daily Pause

Take at least one 60-second Pause each day. Track in your notebook what happened before, during and after The Pause. Come back to class ready to report on what impact The Pause has on any given day/moment.

- Supportive Resources:
 - Excerpt from Jack Kornfield's The Wise Heart (<https://jackkornfield.com/the-sacred-pause/>)
 - Excerpt from Radical Acceptance by Tara Brach (<https://www.psychologytoday.com/us/blog/finding-true-refuge/201412/the-sacred-pause>)
 - Watch Tara Brach: The Sacred Pause Meditation ([Tara Brach: Sacred Pause Guided Meditation](#))

Wednesday, Sept 4

Class 2: History and Background of the Yoga Tradition / Practice Self Awareness

PREPARATION:

- Readings:
 - An Introduction to Yoga Philosophy by Ashok Malhotra- Read Part 1 (pages 3-16) and chapter 12 (pages 61-63)
 - The Deeper Dimension of Yoga by Georg Feuerstein - In Part 1, read sections 1,2,3,4 (pages 3-15),7,8,9,10 (pages 25-31) and 17 (pages 64-76)
 - Saini A. Physicians of ancient India. J Family Med Prim Care. 2016 Apr-Jun;5(2):254-258. doi: 10.4103/2249-4863.192322. PMID: 27843823; PMCID: PMC5084543. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5084543/pdf/JFMPC-5-254.pdf>)
- Watch: The Story of Yoga by The Discovery Channel India (<https://youtu.be/OoCO7wyTAgw>)

HOMEWORK: Inner Awareness through Panchamaya Kosha (write notes to track experience)

At least one time each day, perhaps first thing in the morning, take 60 seconds to Pause and inwardly inquire to the status of each layer. Track in your notebook what you noticed and any accompanying thoughts and feelings. Come back to class ready to report on what you noticed about yourself in those layers of your being.

- Supportive Resources:
 - Graphic of PanchamayaKosha

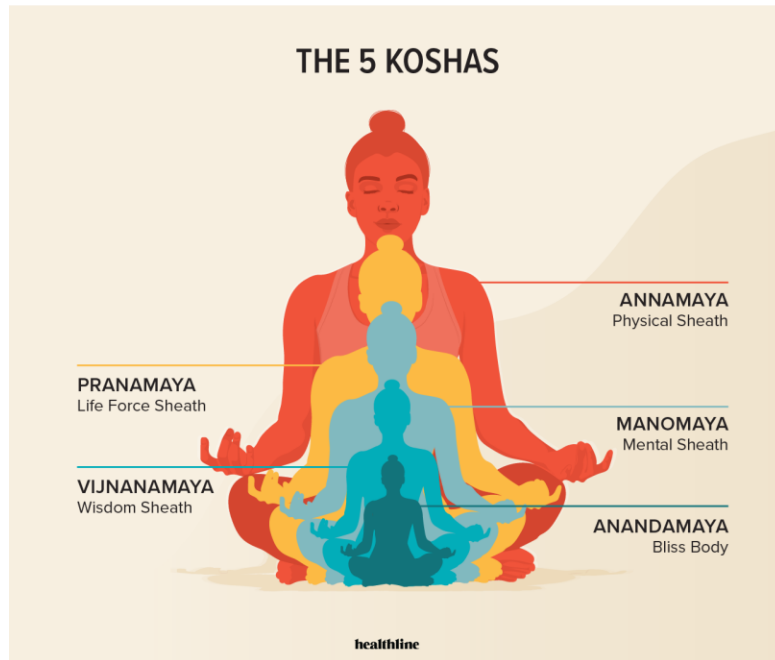


Illustration by Maya Chastain

From <<https://www.healthline.com/health/mental-health/koshas#5-koshas>>

- [Taittiriya Upanishad translated by Eknath Easwaran](#)
- [Taittiriya Upanishad Sanskrit/English by Patrick Olivelle](#)

Wednesday, Sept 11

Class 3: Yoga Principles and Practices / Practice of Karma Yoga

PREPARATION:

- Readings:
 - The Deeper Dimension of Yoga by Georg Feuerstein - In Part 2, read sections 19 (pages 85-88), 22-25 (pages 101-112), 31-34 (pages 141 - 163) and in Part 4, read section 58
 - Karma-Yoga: The Indian Model of Moral Development: <https://link.springer.com/article/10.1007/s10551-013-1842-8>
 - Karma Yoga: Scale development and studies of the impact on positive psychological outcomes at the workplace [LINK](#)
 - Karma Yoga as a Pathway to Health and Well-Being [LINK](#)

HOMEWORK: Karma Yoga is the Practice of Conscious Action. You bring consciousness to your actions by integrating a conscious and active breath with every act. Karma Yoga is associated with action in alignment with

the Yamas or restraints – non-harm, non-lying, non-stealing, non-promiscuity, and non-hoarding. For this assignment, you'll engage in at least one action of gratuitous kindness, like an action that “pays-it-forward.”

- Be intentional heading into a window of time, when you practice Karma Yoga.
- Note how you feel physically, emotionally, mentally, and spiritually at the start of this practice.
- Be intentional about everything you do. Be aware of your thoughts and feelings.
- Practice non-harm, kindness, non-lying, sincerity, non-stealing, respectfulness, non-promiscuity, moderation, non-hoarding, and generosity.
- Take every opportunity to love, support, help, share.
- Note how you feel physically, emotionally, mentally, and spiritually at the end of this practice.
- Write in your notebook about your experience. What you expected and what you experienced.

Reflection Assignment due Sept 18 – See above for instructions

Wednesday, Sept 18

Class 4: History and Background of Buddhist Tradition / Practice the Middle Way.

PREPARATION:

- Readings:
 - Kalra S, Priya G, Grewal E, Aye TT, Waraich BK, SweLatt T, Khun T, Phanvarine M, Sutta S, Kaush U, Manilka, Ruder S, Kalra B. Lessons for the Health-care Practitioner from Buddhism. Indian J Endocrinol Metab. 2018 Nov-Dec;22(6):812-817. doi: 10.4103/ijem.IJEM_286_17. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6330872/pdf/IJEM-22-812.pdf>)
 - Vejjavatapada (Buddhist physician's vow)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6330872/figure/F1/>
- Watch:
 - “The Buddha” narrated by Richard Gere, PBS (https://youtu.be/Vc7_VyVXDLs)

HOMEWORK: Practice the Middle Way (write notes to track experience)

The concept of Buddha's Middle Way, which emphasizes the importance of moderation and balance in all aspects of life. Explore the principles of Buddha's Middle Way by applying the concept to daily life. Throughout the week, consciously observe and analyze your daily choices, actions, and behaviors. Consider how they align with the principles of the Middle Way. Identify specific areas of your life, both personal and professional, where you can apply the Middle Way philosophy to achieve greater balance and harmony.

Set aside time each day to write in a notebook or journal, reflecting on your experiences and observations related to the Middle Way philosophy. Respond to the following reflection questions in your journal:

- a. How did the concept of the Middle Way influence your daily choices and behaviors this week? Provide specific examples.
- b. In what areas of your life do you feel the need to find more balance and moderation? How can you apply the Middle Way philosophy to these areas?
- c. What insights have you gained from practicing the Middle Way in your daily life? How do you envision applying these insights in your future as a medical professional?

Part 3: Conclusion

1. Summarize your reflections and insights from the week in a concluding paragraph.
2. Consider how the principles of the Middle Way can contribute to your overall well-being and effectiveness as a medical professional.

Wednesday Sept 25

Class 5: Buddhist Medicine & Mindfulness / Practice Mindfulness

PREPARATION:

- Readings:
 - Salguero, C. P. *Beyond Mindfulness: Buddhism & Health in the US. Medicine (New York: Columbia University Press, 2022), 89, 158. (4-3-1-Salguero.pdf)*
 - Irving, J. A., Dobkin, P. L., & Park, J. (2009). Cultivating mindfulness in health care professionals: A review of empirical studies of mindfulness-based stress reduction (MBSR). *Complementary therapies in clinical practice, 15(2)*, 61-66.
(<https://www.sciencedirect.com/science/article/abs/pii/S174438810900005X>)

HOMEWORK: Mindfulness Practice (write notes to track experience)

The recordings below are about 35 minutes each. Before the next class, set yourself up in a quiet place and engage the guided experiences below. Track in your notebook what you noticed and any accompanying thoughts and feelings. Come back to class ready to report on your experience.

- Supportive Resources:
 - Guided Meditation Mindfulness of the Body with Insight Meditation Center's Dharma Teacher, Gil Fronsdale (<https://www.audiodharma.org/talks/11222>)
 - Guided Meditation: Mindfulness of Breath with Gil Fronsdale (<https://www.audiodharma.org/talks/12692>)
- Explore: Podcast by Piece Salguero (Buddhist Medicine: <https://bluebery1.buzzsprout.com/>)
- Explore: www.jivaka.net (The Jivaka Project)

Wednesday, Oct 2

Class 6: The Virtue of Presence /Practice Vipassana

PREPARATION:

- Readings:
 - [Thich Nhat Hanh - Transformation and Healing. Mindfully Observing the Body](#)
 - Farb, N. A., Segal, Z. V., Mayberg, H., Bean, J., McKeon, D., Fatima, Z., & Anderson, A. K. (2007). Attending to the present: mindfulness meditation reveals distinct neural modes of self-reference. *Social cognitive and affective neuroscience*, 2(4), 313-322. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2566754/pdf/nsm030.pdf>)
 - Kerr, C. E., Sacchet, M. D., Lazar, S. W., Moore, C. I., & Jones, S. R. (2013). Mindfulness starts with the body: somatosensory attention and top-down modulation of cortical alpha rhythms in mindfulness meditation. *Frontiers in human neuroscience*, 7, 12.
- Watch:
 - Mindfulness, Concentration and Insight | Short Teaching by Thich Nhat Hanh (<https://youtu.be/keuG9QpjJ3k>)

HOMEWORK: Vipassana Practice (write notes to track experience)

Continue with the mindfulness recordings. Daily - make it a priority to set yourself up in a quiet place and engage the guided experiences below. Track in your notebook what you noticed and any accompanying thoughts and feelings. Complete 3 consecutive days and on the third day, investigate and notice the cumulative impact of daily practice. How can a daily mindfulness practice support you now as a student and in the future as a physician? Come back to class ready to report on your experience.

- Resources:
 - Guided Meditation Mindfulness of the Body with Insight Meditation Center's Dharma Teacher, Gil Fronsdale (<https://www.audiodharma.org/talks/11222>)
 - Guided Meditation: Mindfulness of Breath with Gil Fronsdale (<https://www.audiodharma.org/talks/12692>)
- Explore: Podcast by Piece Salguero (Buddhist Medicine: <https://blueberryl.buzzsprout.com/>)
- Explore: www.jivaka.net (The Jivaka Project)

Wednesday, Oct 9

Class 7: The Virtue of Discernment, or Practical Wisdom / Practice Single-Pointed Focus

PREPARATION:

- Readings:
 - An Introduction to Yoga Philosophy by Ashok Malhotra- Read Part 2 Chapter 8 (pages 25-32) and chapter 13 (pages 64-85)
 - The Yoga-Sutra of Patanjali by Georg Feuerstein - Read Samadhi-Pada (pages 149-152)
 - Conroy, M., Malik, A. Y., Hale, C., Weir, C., Brockie, A., & Turner, C. (2021). Using practical wisdom to facilitate ethical decision-making: a major empirical study of phronesis in the decision

narratives of doctors. *BMC Medical Ethics*, 22, 1-13.

(<https://link.springer.com/article/10.1186/s12910-021-00581-y>)

- Cultivating the Opposite Thought by Georg Feuerstein
(<https://yogainternational.com/article/view/cultivating-the-opposite-thought-the-most-challenging-inversion-in-your-pra/>)

HOMEWORK: Practice Cultivating the Opposite of Thought. For the next day, notice your thinking mind and the thoughts, narrative, inner dialogue, etc. Engage the Pause and then redirect your mind and practice focusing on a single point. Below is a helpful list from the Yoga Sutras. Just take a few breaths bringing your mind into a single-pointed focus and then notice any impact in the time that follows. What is the impact of a busy mind on your experience? What is the impact of bringing a moment of focus to your mind? Note all observations in your notebook.

- Focusing on
 - Repeating the sound *OM/AUM*
 - Feelings of friendship,
 - Feelings of mercy
 - Feelings of gladness
 - Equanimity (being with things as they are)
 - Breathing in and out
 - an extraordinary sense perception
 - Divine Light
 - A role model of compassionate detachment
 - Insightful dreams
 - The experience of deep sleep
 - Anything that appeals to you as good.

Wednesday, Oct 16

Class 8: the Virtue of Humility / Practice Kriya Yoga

PREPARATION:

- Readings:
 - The Deeper Dimension of Yoga by Georg Feuerstein -
 - Coulehan, J. (2011). "A Gentle and Humane Temper": Humility in Medicine. *Perspectives in biology and medicine*, 54(2), 206-216.
(https://www.sunysb.edu/commcms/bioethics/_pdf/perspectives11.pdf)
 - DasGupta, S. (2008). Narrative humility. *The Lancet*, 371(9617), 980-981.
([https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(08\)60440-7/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(08)60440-7/fulltext))
 - Bapat, S. V. (2016). Psychophysiological analysis of Kriya Yoga as per Patanjala Yoga Sutra. *Yoga Mimamsa*, 48(1), 18. (<https://drive.google.com/file/d/1Y1-6SP0Mtg1mvqSEqoXt-zvAa9puSySZ/view?usp=sharing>)

HOMEWORK: Personal Reflection and Journaling Assignment -Take 15-20 minutes to reflect on the questions below and take notes. Come back to class ready to report on your reflections.

- Reflect back to a (now resolved) event in your life where you experienced *the burn* of embarrassment, anger, jealousy, etc. Recall and make note of how you experienced *the burn*. What happened? What conditions led to *the burn*?
- In experiencing the burn, what reactions did you have? What support you did or did not receive? What did you learn about yourself and about life during that experience?
- Since then, how did you come to resolution with the burn and the experience? What changed? Was there any gratitude? Did you have to let go of anything? Did you gain any insight or wisdom from the experience?

Wednesday, Oct 23

Class 9: The Virtue of Conscientiousness / Practice Asana and Pranayama

PREPARATION:

- Readings:
 - An Introduction to Yoga Philosophy by Ashok Malhotra- Read Part 2 Chapter 10 (pages 42-51) and chapter 13 (pages 64-85)
 - The Yoga-Sutra of Patanjali by Georg Feuerstein - Read Vibhuti-Pada (pages 155-158)
 - Tim Bogg, Ph.D. , Brent W. Roberts, Ph.D., The Case for Conscientiousness: Evidence and Implications for a Personality Trait Marker of Health and Longevity, *Annals of Behavioral Medicine*, Volume 45, Issue 3, June 2013, Pages 278–288, <https://doi.org/10.1007/s12160-012-9454-6>
 - Chokkalingam, P. S., Kumari, S., Akhilesh, K. B., & Nagendra, H. R. (2015). An empirical study to improve performance oriented personality dimensions through yoga intervention.
 - [Sullivan MB, et al. Yoga therapy and polyvagal theory: The convergence of traditional wisdom and contemporary neuroscience for self-regulation and resilience. *Frontiers in Human Neuroscience* 2018;12:1–15 \(LINK\).](#)

HOMEWORK: Asana Practice (write notes before and after practice to track experience)

Here are a variety of teachers and styles. Make it a priority to set yourself up in a quiet place and engage at least 2 of the guided asana experiences below. Write some notes about each style, what you noticed, what was particularly impactful, any insights you have on who/when the style could be useful therapeutically. Come back to class ready to discuss.

- **YIN** - Yin Yoga for Sleep by Travis Elliot (20min) - <https://youtu.be/SL5f2vMWhAA>
- **ASHTANGA** - Ashtanga Fundamentals with Laruga Glaser (20min) - <https://youtu.be/ehNvZ1tKR10>
- **PHOENIX RISING YOGA THERAPY** with Sarah Greco (50 min) - [LINK](#)
- **KUNDALINI YOGA** - Kundalini Yoga to Create Energy of Expansion | Expansion Series #1 by YogaVision Online (38min) - https://youtu.be/cBFHFz_jbgY
- **VINYASA YOGA** - 20min Yoga Flow with DJ Townsel - <https://youtu.be/OHj25SSE7u0>
- **HATHA YOGA**- 20min Hatha Yoga (Energizing Yoga) by Fightmaster Yoga Videos - <https://youtu.be/1WFAP9urIDI>

Wednesday, Oct 30

Class 10: the virtue of Integrity / Practice Raja Yoga.

PREPARATION:

- Readings:
 - An Introduction to Yoga Philosophy by Ashok Malhotra- Read Part 2 Chapter 11 (pages 52-57)
 - The Yoga-Sutra of Patanjali by Georg Feuerstein - Read Kaivalya-Pada (pages 158-160)
 - Ranganathan, S. (2017). Patanjali's Yoga: Universal ethics as the formal cause of autonomy. The Bloomsbury research handbook of Indian ethics, 177-202.
- Bäckryd, Emmanuel MD, PhD Nurturing the Virtues: Upholding Professionalism in the Midst of Busy Medical Practice, Journal of Continuing Education in the Health Professions: Winter 2019 - Volume 39 - Issue 1 - p 69-72
- Watch:
 - Raja Yoga: The Path of Meditation (Part 1) | Swami Sarvapriyananda (https://youtu.be/Bj5_INQdJPw)

HOMEWORK: Meditation Practice (write notes before and after practice to track experience)

Here are a variety of recommended meditations. Make it a priority to set yourself up in a quiet place and engage at least 2 of the guided meditations below. Write some notes about each style, what you noticed, what was particularly impactful, any insights you have on who/when the style could be useful therapeutically. Come back to class ready to discuss.

- **OM Chanting** (<https://youtu.be/ijfLsKg8jFY>)
- **Day 1 of 10 days Pranayama and Meditation For Beginners | | For Stress And Anxiety** (<https://youtu.be/ouFsHd4jUsc>)
- **13-Minute Guided Meditation Practice along | Basic Meditation** (<https://youtu.be/wH1wvYIWSG4>)

Wednesday, Nov 6

Class 11: the Virtue of Compassion / Practice Metta Meditation

PREPARATION:

- Readings:
 - Wong, A. M. (2020). *The Art and Science of Compassion, a Primer: Reflections of a Physician-chaplain*. Oxford University Press. Read all chapters with attention to chapters 1, 4, 5 6 & 7 (pages 1-155)

- Compassion and the Individual by HHDL (<https://www.dalailama.com/messages/compassion-and-human-values/compassion>)
- Watch:
 - The Art and Science of Compassion (<https://youtu.be/smasyeI5cRY>)
 - Can compassion be trained or taught? HHDL (<https://youtu.be/kGzUvtqb27Y>)

HOMEWORK: Metta Practice (write notes before and after practice to track experience)

Here are a variety of recommended metta meditations. Make it a priority to set yourself up in a quiet place and engage at least 2 of the guided metta meditations below. Write some notes about what you noticed, what was particularly impactful, any insights you have on who/when metta meditation could be useful therapeutically. Come back to class ready to discuss.

- **Love Meditation | Guided Metta Meditation by Thich Nhat Hanh** (<https://youtu.be/5IuvQp--B8U>)
- **10-Minute Guided Meditation: Self-Love | SELF** (<https://youtu.be/vj0JDwQLof4>)
- **Loving Kindness Meditation by Kristin Neff**
- (<https://youtu.be/9cxtDiXBQDk>)

Wednesday, Nov 13

Class 12: the Virtue of Leadership / Practice Connection

PREPARATION:

- Readings:
 - Chervenak FA, McCullough LB. The moral foundation of medical leadership: the professional virtues of the physician as fiduciary of the patient. *American Journal of Obstetrics and Gynecology*. 2001 Apr;184(5):875-9; discussion 879-80. DOI: 10.1067/mob.2001.113854. PMID: 11303194. ([LINK](#))
 - Adhia, H., Nagendra, H. R., & Mahadevan, B. (2010). Impact of adoption of yoga way of life on the emotional intelligence of managers. *IIMB Management Review*, 22(1-2), 32-41. ([LINK](#))
 - Kasman, D. L. (2020). An Ethics of Unknowing: Discerning Ethical Patient-Provider Interactions in Clinical Decision-Making. *Narrative Inquiry in Bioethics*, 10(2), 159-172. ([LINK](#))

HOMEWORK: Explore intentionally connecting with people. Practice softly gazing directly at a person's face while they speak to you, and into their eyes when they allow it. Note any differences it makes to your experience. Notice other moments and opportunities to strengthen connection - reflect on what works and what gets in the way? Consider how you might use the practice of connection to enhance your presentation next week!

Wednesday, Nov 20 & Wednesday, Dec 4

Classes 13 & 14: Final Presentations (15-20 minutes - with 5-10 min class discussion)

The Essential Virtue of Modern, Humanistic Physicians & The Practices to Support It.

This final assignment requires you to present a 15-20 minute presentation on the most essential virtue of modern, humanistic physicians, and its impact on patients, caregivers, and physicians themselves.

To begin, identify and explain the virtue that you believe to be the most essential for modern, humanistic physicians. You should provide a detailed reasoning and justification for your choice, and support your argument with relevant research and literature.

Next, describe the impact that this virtue has on the quality of the patient experience, the supportive environment of caregivers and healthcare workers, and the physicians themselves. This should include both the positive and negative effects of the virtue, and the ways in which it can improve or hinder patient outcomes.

Finally, conclude your presentation by describing the most important practices one can adopt to cultivate this specific virtue. Use research and literature to support your position, and provide concrete examples of how these practices can be implemented in real-world healthcare settings.

Overall, this final presentation will require you to think critically about the role of humanistic physicians in patient-centered care, and to develop a deeper understanding of the essential virtues that are required to deliver high-quality healthcare services.

Your final grade will be based on the following:

1. Class attendance - 33% (attending all classes or missing 3 or more classes will impact your grade)
2. Class participation - 33% (active engagement in class discussions and activities will impact your grade)
3. Final presentation - 33% (demonstrating thorough research and thoughtfulness in your presentation will affect your grade)

It's important to note that attendance and participation are crucial components of this course, as they help to facilitate a dynamic learning environment. Additionally, the final presentation provides an opportunity to showcase your understanding of the course material and your ability to apply it in a meaningful way.

Stony Brook Academic Policies

Student Accessibility Support Center Statement

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Student Accessibility Support Center, Stony Brook Union Suite 107, (631) 632-6748, or at sasc@stonybrook.edu. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and the Student Accessibility Support Center. For procedures and information go to the following

website: <https://ehs.stonybrook.edu//programs/fire-safety/emergency-evacuation/evacuation-guide-disabilities> and search Fire Safety and Evacuation and Disabilities.

Academic Integrity Statement

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty is required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Professions, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Critical Incident Management

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Student Conduct and Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures. Further information about most academic matters can be found in the Undergraduate Bulletin, the Undergraduate Class Schedule, and the Faculty-Employee Handbook.