

**THE UNIVERSITY OF TEXAS AT AUSTIN  
MOODY COLLEGE OF COMMUNICATION**

<b>Course Number:</b>	P R/ADV 378	<b>Instructor:</b> Kendra D. Koch, PhD <b>Email:</b> <a href="mailto:kdkoch@utexas.edu">kdkoch@utexas.edu</a>
<b>Unique Number:</b>	06525/06970	<b>Office:</b> Belo Media Cntr. Bldng., Rm 4.358
<b>Semester:</b>	Spring 2019	<b>Office Phone:</b> 512-785-4442
<b>Meeting Time/Place:</b>	Tuesday/Thursday 3:30pm-5:00pm Room CMA 3.120	<b>Office Hours:</b> Thursday 2:15pm-3:15pm Other times by appointment

**COMMUNICATION WITH PATIENTS**

**I. STANDARDIZED COURSE DESCRIPTION**

This course is offered as an undergraduate level to learn information and skills related to effective communication between patients and healthcare providers as a cornerstone to enhancing patient outcomes. Experiential and applied learning models allow students to work throughout the semester in diverse teams. The course will employ a flipped classroom to allow students to be informed and ready to engage in classroom activities. Prior to class sessions students will have assigned readings and written assignments to complete. The goals of the course are to explore communication between patients and healthcare providers; to give students skills that allow them to best communicate about goals of care, quality of life, and care consistent with patient and family goals and wishes; to give students a greater understanding impact of illness on patients and families; and to explore narrative medicine, and reflective professional practice. Course content will include a student review of provider, patient, and family perspectives on topics and will promote competency in social work and other professional healthcare professional ethics. The importance of cultural and linguistic competency is intentionally woven throughout the curriculum. This course relies on class sessions that promote experiential learning including information gathering, group learning, case review and application, individual reflection, and group problem solving.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

1. Demonstrate knowledge, attitudes, and skills to show an applicable understanding of Narrative Medicine, including recalling and identifying associated concepts.
2. Demonstrate the ability to appreciate, contrast, and compare a range of perspectives on healthcare communication, including provider, patient, and family.
3. Appreciate the importance of techniques and skills related to communication.
4. Identify and classify ethical concepts related to patient and provider narratives.
5. Develop knowledge, attitudes, and skills that reflect a professional and compassionate stance toward patients and families.

6. Demonstrate the ability to problem-solve with patients and families in role-play scenarios.
7. Develop the capacity to absorb, metabolize, and interpret stories of illness and disability.
8. Identify and classify intellectual and scientific consensus and evidence about emergent narrative theory and practice.
9. Identify and critique the impact of the dominant and societal narrative on illness, disability, and dying.
10. Design and co-present a semester-long, group project to demonstrate mastery and ability to apply narrative and communication concepts.

### III. TEACHING METHODS

The course will employ a flipped classroom to allow students to be informed and ready to engage in classroom activities. Prior to class sessions students will have assigned readings and written assignments to complete. The goals of the course are to explore narrative, communication, inter-professional work, illness in society, and reflective practice. A comprehensive view of communication and narrative that includes many perspectives will be introduced through lecture and student research. Students will be asked to engage in strategic and integrated classes that incorporate group and experiential learning techniques, case study, and discussion. Teaching methods assume construction of knowledge through dialogue and other means of presenting diverse perspectives.

### IV. REQUIRED TEXTS AND MATERIALS

All required articles and texts can be found in file folders on Canvas. Students do not need a textbook or other purchased texts for this class. However, students will need a dedicated journal or notebook to be used only for short, in-class critical and reflective writing assignments.

### V. COURSE REQUIREMENTS GRADING CRITERIA

<b>Attendance and Participation</b>	<b>20%</b>
<b>Final Group Project</b>	<b>40%</b>
Project & Presentation	20%
8-10 Page Paper	20%
<b>Weekly Reading &amp; Reflection</b>	<b>20%</b>
<b>Class Critical &amp; Reflective Writing</b>	<b>20%</b>
<b>Total</b>	<b>100%</b>

### VI. GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+

74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

## **VI. CLASSROOM POLICIES**

The class experience is co-constructed and students are expected to attend class regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments. Failure to attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

Punctuality is an important professional practice. Class will begin promptly at 3:30 p.m. Students should make every effort to arrive on time. Late arrivals can disrupt the class process.

Students will be allowed one unexcused absence. If a student misses more than the allotted excused absence, the professor reserves the right to lower that student's final grade by one point for each class missed beyond the one allowed. If a student is going to be absent, efforts should be made to contact the professor in advance. Students are responsible for any material missed due to absence.

2. Except in the case of extended emergencies, and then only with the permission of the professor, late

assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of three (3) points each day late. If the due date is a problem, the student should see the professor and negotiate another due date well in advance.

3. If students are concerned about their class performance, the professor is more than willing to work with them to help improve their understanding of the class material of the assignments prior to the end of the semester. Final grades assigned in the course are not negotiable.

4. The ability to write in a professional manner is very important for healthcare professionals, particularly in the medical setting where they are working closely with a range of healthcare professionals. Written work must be typed, edited for grammatical, spelling and typographical errors. Work will be grade based on the American Psychological Association (APA) guidelines for references and citations.

5. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, e-mail, or appointment.

6. All students are expected to maintain confidentiality regarding all shared professional and personal

information related to agencies, clients, or the experiences of other students, as required by Section 1.07 of the National Association of Social Workers Code of Ethics.

## **VII. UNIVERSITY POLICIES**

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Students are expected to make every effort to minimize material which could be considered inappropriate for a professional students in training. Because of this, students are advised to manage security settings at their most private

levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the Steve Hicks School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Students should consider that they will be representing professional social work practice as well as The University of Texas at Austin Steve Hicks School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**CAMPUS CARRY.** Information on The University's policy on concealed firearms (Campus Carry) may be found here: <https://campuscarry.utexas.edu/>

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If

the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, The University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, agency-based field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## IX. Course Schedule

Date	Topic	Assignment Due <u><b>NOTE: ALL ASSIGNMENTS WITH DUE DATES WILL BE DETAILED IN CANVAS</b></u>	Notes
1/22	<b>I. Course Introduction</b> - <b>Impromptu Networking</b> - Review Syllabus - What is Narrative? What is Story? -inkshed (narrative/story)	No Assignment Due	-Baseline Evaluation -Impromptu Networking and Active Listening  The Danger of a Single Story by Chimamanda Ngozi Adichie <a href="https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en#t-644586">https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en#t-644586</a> [In Class]
1/24	<b>II. Narratives and Stories</b>  -Nature of Narrative, Scholes, Phelan, and Kellogg  - Review specifics of final project  -Assumptions (story)  -Five essential elements		-Impromptu Networking and Active Listening

1/29	<b>III. Introduction to Narrative Medicine</b> -Divide Into Project Groups -Reading and 1-2-4-all on “Kindness” by Naomi Shihab Nye	Due: Reflection on Reading 2	-Discuss Description of final project available on Canvas  -Impromptu Networking and Active Listening  -Dyad versus Group In-class reflection (based on impromptu networking experiences)  [http://sps.columbia.edu/narrative-medicine, Charon. See Canvas for access]
1/31	<b>IV. Whose Stories Count?</b> - Care Mapping - Review of readings/reflections - Personal Care Mapping with personal observations	No Assignment Due	DUE: Reflection and short essay, based on- <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6069074/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6069074/</a> (Links to an external site.) Koch, K. Jones, B. 2018. Supporting Parent Caregivers of Children with Life-limiting Illness. <i>Children</i> . -And- <a href="http://www.huffingtonpost.com/2013/01/18/gabes-care-map-special-needs-children-caregivers_n_2469564.html">http://www.huffingtonpost.com/2013/01/18/gabes-care-map-special-needs-children-caregivers_n_2469564.html</a> Belkin, L. 2013. <i>Gabe’s Care Map: Cristin Lind, Mom, Illustrates What It Takes to Raise One Boy With Special Needs</i> .  Question: Why is it important to appreciate and consider the stories of people in close proximity to the patient/client? (1-2 paragraphs) Reflection: per usual (1-2 paragraphs)



			<p>-Impromptu Networking and Active Listening (Last)</p> <p>-Reading available at link below. Input Reflection 3 [available on Canvas]</p> <p>Belkin, L. 2013. <i>Gabe's Care Map: Cristin Lind, Mom, Illustrates What It Takes to Raise One Boy With Special Needs</i>. Retrieved from <a href="http://www.huffingtonpost.com/2013/01/18/gabes-care-map-special-needs-children-caregivers_n_2469564.html">http://www.huffingtonpost.com/2013/01/18/gabes-care-map-special-needs-children-caregivers_n_2469564.html</a></p>
2/5	GROUPS MEET OUTSIDE OF CLASS, Report Virtually at Scheduled time 30/30		VIRTUAL CLASSROOM
2/7	<p><b>V. Society and Illness (A)</b></p> <p>-Review of Reading and Reflection/Essay</p> <p>-Group time in class</p> <p>-Review Items on "Project Plan"</p> <p>-Quick reflection and discussion on impact of settings (AfterEffect)</p>	<u>Description of Final Project Due</u>	<p>DUE- Reflection and Short Essay on "Monsters" by Wardlaw, 2018</p> <p><u>Listen to: Intro and Episode 1 (in class)</u></p> <p><u>AfterEffect NPR</u></p> <p><a href="https://www.npr.org/podcasts/620029068/aftereffect">https://www.npr.org/podcasts/620029068/aftereffect</a></p>
2/12	GUEST SPEAKER TBD		
2/14	<p><b>VI. Society and Illness (B)</b></p> <p>-Empathy</p> <p>-Perspective Taking</p> <p>-Review Readings</p> <p>-Complete and discuss The Toronto Empathy Questionnaire</p>	Due: Perspective-Taking Short Essay and Reflection (Aftereffects)	Review Readings by Blatt and Lamothe on Perspective-taking

2/19	<b>VII. Health Disparities and Perspective (A)</b> - Review Anderson Paradigms of Suffering - Illness and Disparity - Review of Reading -Review Project Plan Assignment (Due 2/21)		-Reflection <a href="https://www.theatlantic.com/magazine/archive/2018/07/being-black-in-america-can-be-hazardous-to-your-health/561740/">https://www.theatlantic.com/magazine/archive/2018/07/being-black-in-america-can-be-hazardous-to-your-health/561740/</a> [Available Online]
2/21	-Review and Edit Project Plans -Review and Discuss the intersection of Suffering and Disparity	Due: Reflection and short essay questions on Reading “Being Black in America...”  <u>Project Plan Due</u>	
2/26	<b>VIII. Health Disparities and Perspective (B)</b> -- Socio-ecological perspective (Schwartz, 2011)	No Assignment Due	
2/28	<b>GUEST SPEAKER TBD</b>		
3/5	<b>IX. Narrative of Mental Health</b> - Patient Experience (mental health) - Review of Reading - Using language that conveys respect, integrity, and self-worth - in-class writing about an illness narrative [Critical & Reflective]		-In-class exploration of- <a href="https://www.healthline.com/health/depression/best-blogs-of-the-year#4">https://www.healthline.com/health/depression/best-blogs-of-the-year#4</a>
3/7	<b>X. From “Identified Patient” to Patient-family</b> - Pediatric experience (parents) - Geriatric experience (adult-children as caregivers) - Create Care Map of Pediatric or Geriatric Case, Add Supports	Due: Reflection on Reading 5	-Reading(s) and Input Reflection -Excerpt from- <u>The Boy in the Moon</u> , Brown, 2011 [Available in Canvas] -AND- -Two posts (of student’s choosing) from-

	- Review of Reading		<a href="https://www.caregiver.org/caregiver-stories">https://www.caregiver.org/caregiver-stories</a> [Available Online]
3/12	<b>XI. Elements of Communication in Healthcare</b> - Use of minimally threatening and developmentally appropriate language to describe diagnosis, treatment and procedures - Collaborative Communication (Feudtner) - Review of Reading	No Assignment Due	-Pre-read Collaborative Communication, Feudtner For class discussion [Available in Canvas]  -Are you confused about health information? You're not alone   Lisa Fitzpatrick   TEDxMidAtlantic  <a href="https://www.youtube.com/watch?v=-x6DLqtaK2g">https://www.youtube.com/watch?v=-x6DLqtaK2g</a>
3/14	<b>XII. Narrative of Suffering</b> - Compassionate Presence - Discussion of Excerpt from Wandering in Darkness, Stump, 2012  - in-class writing about two readings [Critical & Reflective]	No Assignment Due	Pre-Read: -Excerpt from Wandering in Darkness, Stump, 2012 [Available in Canvas] [Available in Canvas] for reflection, discussion, and critique in class
3/19 & 3/21	<b>Spring Break</b>		
3/26	<b>GUEST SPEAKER TBD</b>		

3/28	<b>XIII. Provider and Patient Narratives I</b> - Classic Narratives - Dramatic Reading - in-class writing about two readings [Critical & Reflective]	No Assignment Due	
4/2	<b>XIV. Narrative and Medical Ethics</b> - Stories and Their Limits - Review of Reading	Due: Reflection on Reading 6	-Reading(s) and Input Reflection [available on Canvas] Excerpts from <u>Stories and their Limits: Narrative Approaches to Bioethics</u> , Nelson, 1997
4/4	GROUPS MEET OUTSIDE OF CLASS, Report Virtually at Scheduled time 30/30		VIRTUAL CLASSROOM
4/9	GUEST SPEAKER TBD		
4/11	<b>XV. Death and Dying Narratives</b> - Reflective Practice - Communication - Review of Reading - in-class writing about reading [Critical & Reflective]	No Assignments Due	-Explore in Class- <a href="http://theoncologist.alphamedpress.org/content/8/1/108.1">http://theoncologist.alphamedpress.org/content/8/1/108.1</a> ong
4/16	<b>XVI. Communication Techniques for Problem Solving</b> - Solution Focused Brief Therapy - Role Play	No Assignment Due	No Reading
4/18	<b>XVII. Provider and Patient Narratives II</b> - Modern Narratives - Dramatic Reading - Presentation review and group work time	Due: Reflection of Reading(s) 7	Reading 7 and Input Reflection 7 -Excerpt from, The Immortal Life on Henrietta Lacks, Skloot, 2011 (Available on Canvas)  -Selected Poems by Rafael Campo

			(Available on Canvas)
4/23	<b>XVIII. Death and Dying Patient and Family Perspectives</b> - in-class writing about reading [Critical & Reflective] and about personal reflections on death and dying	No Assignments Due	-Read to discuss in class- Excerpt from, Awareness of Dying, Glasser, 2009
4/25	<b>XIX. Culture and Illness Narrative</b> - Review of Reading - Cultural Considerations in Medical Environments - Define Your Culture	Due: Reflection of Reading(s) 8	Reading 8 and Input Reflection 8 [available on Canvas] Shirley Brice Heath
4/30	<b>XX. Graphic Presentation of Narrative</b> - Graphic Novel - Drawing Illness Experience - Review of Reading	Due: Reflection on Reading 9	Reading 9 and Input Reflection 9 [available on Canvas] Excerpt from <u>Stitches: A Memoir</u> by David Small
5/2	<b>XXI. Feminist Narratives in Illness</b> Lecture and Discussion - Ethics of Care - Emotional and Caregiving Labor		Referencing -Emotional Labor in the 21 <sup>st</sup> Century, by Grandey, Diefendorff & Rupp, 2013 And -Moral Boundaries: A Political Argument for an Ethic of Care, 1994 And -Pathways to Empathy, by Koch and Buchanan, 2013
5/7	<b>Individual and Group Discussion of Final Projects</b>	No Assignment Due	See Canvas for Discussion Board Instructions
5/9	<b>FINAL Presentations</b>	Final Presentation Due ALL Final Papers Due	Post-evaluation UT Evaluation

(Blatt, Lelacheur, Galinsky, Simmens, & Greenberg, 2010; Lamothe, Boujut, Zensani, & Sultan, 2014)

## VIII. BIBLIOGRAPHY

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