



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
<b>INTRODUCTION TO MEDICAL HUMANITIES</b>	

Academic staff	Core academic unit(s)
<b>Coordinating:</b> lect. Rūta Morkūnienė  <b>Other:</b> prof. S. Lesinskienė, prof. E. Gefenas, assoc. prof. M. Jakubauskienė, assoc. prof. A. Žalnora, assoc. prof. E. Kačkutė-Hagan, assoc. prof. A. Mendelytė, assoc. prof. V. Aleksienė	Faculty of Medicine, M. K. Čiurlionio str. 21, LT-03101, Vilnius Faculty of Philology, Universiteto str. 5, Vilnius, 01122, Vilnius

Study cycle	Type of the course unit
First cycle	Interdisciplinary studies (Individualised studies)

Mode of delivery	Semester or period when it is delivered	Language of instruction
Face-to-face, individual work	Spring semester	English

Requisites	
<b>Prerequisites:</b> Knowledge of English at B2 level	<b>Co-requisites (if relevant):</b> -

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	135	64	71

Purpose of the course unit
The aim of the course is to explore the intersection of medicine and the humanities, fostering critical and creative thinking in addressing healthcare challenges, and enhancing empathy, self-reflection and effective communication with patients while considering the biopsychosocial, ethical and cultural dimensions of health.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Students will be able to integrate knowledge and methods from various humanities disciplines into medical practice.	Problem-based lectures, literature analysis, and seminar group discussions.	Participation in discussions, reflective essays, final group project.
Students will be able to analyze and interpret humanities texts, media, music, and the arts in relation to medical themes.	Problem-based lectures, literature analysis, studies of film, media, the arts and music, group work, seminar group discussions, and written reflections, literary workshops.	
Students will be able to reflect critically on the ethical dimensions of medical practice.	Problem-based lectures, literature analysis, seminar group discussions, written reflections,	

	simulations and role-play, and case analysis.	
Students will be empowered to recognize the biopsychosocial determinants of health and will be able to attribute interventions addressing health outcomes.	Problem-based lectures, literature analysis, seminar group discussions, written reflections, case analysis, quiz.	
Students will be able to communicate effectively about complex medical-humanities topics.	Problem-based lectures, literature analysis, seminar group discussions, and final project preparation.	Participation in discussions, final group project
Students will be able to empathise and have a nuanced understanding of patient experiences and cultural perspectives on health.	Problem-based lectures, literature analysis, seminar group discussions, case analysis and written reflections.	
Students will be able to plan his/her own time, work independently and meet deadlines.	Literature analysis, written reflections and final project preparation.	Reflective essays and final group project

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
<b>1. Introduction to Medical Humanities:</b> 1.1. Defining the Medical Humanities 1.2. Critical Medical Humanities 1.3. Research Methods in Medical Humanities	4		4				8	7	Reading and analysis of literature, preparing for discussions, reflective essay
<b>2. History and Medical Humanities:</b> 2.1. Ancient and modern perspectives on health and illness 2.2. Historical overview and evolution of the medical humanities	4		4				8	7	Reading and analysis of literature, preparing for discussions, reflective essay
<b>3. Medical ethics:</b> 3.1. Ethical dilemmas in health research of today 3.2. Ethical implications of medical advancements (e.g., gene editing, AI) 3.3. Ethical considerations in end-of-life decision-making	4		4				8	7	Analysis of literature, discussing case analysis in small groups, preparing for discussions, reflective essay
<b>4. Global Health Narratives:</b> 4.1. Biopsychosocial determinants of health and related health outcomes 4.2. Health inequalities in the global context 4.3. Addressing health inequalities - policies and interventions	4		4				8	8	Reading and analyzing literature, case analysis, quiz and comparative analysis of health systems and indicators, reflective essay

<b>5. Literature and Medicine:</b> 5.1. Narrative medicine 5.2. Illness narratives in literature 5.3. Fiction, and the human experience of illness and medical care	4		4				8	8	Reviewing theoretical texts/concepts, reflective essay, engaging with fictional narratives
<b>6. Film and Medicine:</b> 6.1. Depictions of illness and healthcare in film 6.2. Bioethical issues in medical dramas 6.3. Documentary films on health and social justice 6.4. Speculative fiction and the portrayal of future medicine	4		4				8	8	Discussion of theoretical texts, film screenings and discussions, reflective essay
<b>7. Visual Arts and Medicine:</b> 7.1. Representation of health and illness in art 7.2. Art therapy and healing	4		4				8	8	Preparation of presentation and participation in group discussions; analysis of scientific literature, acquaintance with possibilities to use visual arts and art therapy in medicine, reflective essay
<b>8. Music and Medicine:</b> 8.1. Historical and cultural perspectives on music and healing 8.2. Health Musicking 8.3. Music Therapy	4		4				8	8	Analysis of literature, analysis of audio/video examples, reflective essay, group discussion
<b>9. Final group project</b>							2	8	Preparation of final group project
<b>Total</b>	<b>32</b>		<b>32</b>				<b>64</b>	<b>71</b>	

Assessment strategy	Weight %	Deadline	Assessment criteria
<b>Participation in the seminars</b>	10%	Throughout the semester	<p>Active participation in discussions, role-plays, simulations, answering questions, formulating problems and questions, providing critical feedback,</p> <p><b>Interdisciplinary competencies acquired:</b></p> <ul style="list-style-type: none"> <li>- focused and innovative thinking.</li> </ul> <p><b>Requirements for active participation in seminars:</b></p> <ul style="list-style-type: none"> <li>- Clarity of contributions during discussions (2 / 1 / 0 points).</li> <li>- Relevance and depth of comments related to the literature (2 / 1 / 0 points);</li> <li>- Consistency of engagement throughout the seminar (2 / 1 / 0 points);</li> <li>- Engaging in role-plays and simulations (2 / 1 / 0 points);</li> <li>- Attendance of the seminars: &gt;80% / 50-80% / &lt;50% (2 / 1 / 0 points).</li> </ul> <p><b>Evaluation Strategy:</b></p> <ul style="list-style-type: none"> <li>- 0 points - if the student does not meet the requirement.</li> <li>- 1 point - if the student partially meets the requirement.</li> <li>- 2 points - if the student fully meets the requirement.</li> </ul> <p><b>Scores range from 0 to 10 points and defines competencies acquired at:</b></p> <ul style="list-style-type: none"> <li>- Excellent level (9-10 points)</li> <li>- Typical level (6-7-8 points)</li> </ul>

			<ul style="list-style-type: none"> <li>- Threshold level (5 points)</li> <li>- Competencies not acquired (4-3-2-1)</li> </ul> <p><b>The sum of the points will constitute 10% of the final evaluation.</b></p>
<p><b>Reflective essays – A total of 8 essays (one for each of the 8 course unit topics)</b></p>	40%	Through out the semester	<p>Through written essays, students will be encouraged to engage in critical thinking and self-reflection on the course unit topics.</p> <p><b>Interdisciplinary competencies acquired:</b></p> <ul style="list-style-type: none"> <li>- Critical reflection</li> </ul> <p><b>Requirements for reflective essays:</b></p> <ul style="list-style-type: none"> <li>- Depth of Reflection (2 / 1 / 0 points) - insightfulness, personal connection, self-awareness;</li> <li>- Understanding of Course Concepts (2 / 1 / 0 points) - application of theory, integration of knowledge, accuracy;</li> </ul>
			<ul style="list-style-type: none"> <li>- Critical Thinking (2 / 1 / 0 points) - analytical skills, argumentation, problem-solving;</li> <li>- Creativity and Originality (2 / 1 / 0 points) - innovative thinking, engagement with the humanities, expressive writing;</li> <li>- Clarity and Engagement with Course Material (2 / 1 / 0 point) - structure, clarity, grammar;</li> <li>- min. 300 words</li> </ul> <p><b>Evaluation Strategy:</b></p> <ul style="list-style-type: none"> <li>- 0 points - if the student does not meet the requirement.</li> <li>- 1 point - if the student partially meets the requirement.</li> <li>- 2 points - if the student fully meets the requirement.</li> </ul> <p><b>Each essay will be scored from 0 to 10 points and define competencies acquired at:</b></p> <ul style="list-style-type: none"> <li>- Excellent level (9-10 points)</li> <li>- Typical level (6-7-8 points)</li> <li>- Threshold level (5 points)</li> <li>- Competencies not acquired (4-3-2-1)</li> </ul> <p><b>The sum of the points of all essays will constitute 40% of the final evaluation.</b></p>
<p><b>Final group project, presenting a thorough analysis of a selected topic in medical humanities</b></p>	50%	By the end of the semester	<p>Critical analysis, presentation, and exploration of a chosen health-related dilemma through the lens of medical humanities, proposing solutions or approaches to address the issue by applying perspectives and research methods from at least two distinct disciplines discussed in the course.</p> <p><b>Interdisciplinary competencies acquired:</b></p> <ul style="list-style-type: none"> <li>- Recognition of interdisciplinary perspectives;</li> <li>- Focused and innovative thinking;</li> <li>- Collaboration;</li> <li>- Communication in an interdisciplinary team.</li> </ul> <p><b>Requirements for the final group project:</b></p> <ul style="list-style-type: none"> <li>- Engagement with the Chosen Dilemma (2 / 1 / 0 points) - understanding of the topic, critical insight, focus and relevance, quality and variety of sources, depth of exploration;</li> <li>- Interdisciplinary Integration (2 / 1 / 0 points) - use of multiple disciplines (at least two disciplinary approaches in analysing the chosen dilemma), the intersection of disciplines, balanced integration;</li> </ul>

		<ul style="list-style-type: none"> <li>- Research and Methodology (2 / 1 / 0 points) - selection of appropriate research methods;</li> <li>- Team Collaboration and Contribution (2 / 1 / 0 points) - effective teamwork, role clarity, and group dynamics;</li> <li>- Presentation and Communication (2 / 1 / 0 points) - presentation with the structure of a pitch deck, focusing on clear, concise, and visually engaging content.</li> </ul> <p><b>Evaluation Strategy:</b></p> <ul style="list-style-type: none"> <li>- 0 points - if the student does not meet the requirement.</li> <li>- 1 point - if the student partially meets the requirement.</li> <li>- 2 points - if the student fully meets the requirement.</li> </ul> <p><b>The final group project will be scored from 0 to 10 points and define competencies acquired at:</b></p> <ul style="list-style-type: none"> <li>- Excellent level (9-10 points)</li> <li>- Typical level (6-7-8 points)</li> <li>- Threshold level (5 points)</li> <li>- Competencies not acquired (4-3-2-1)</li> </ul> <p><b>The sum of the points will constitute 50% of the final evaluation.</b></p>
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Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
Thomas R. Cole, Nathan Carlin & Ronald A. Carson.	2015	Introducing Medical Humanities.	Medical Humanities: An introduction, Cambridge: Cambridge University Press, 2015, s. 1-15.	<a href="https://assets.cambridge.org/9781107614178/excerpt/9781107614178_excerpt.pdf">https://assets.cambridge.org/9781107614178/excerpt/9781107614178_excerpt.pdf</a>
Brody, Howard.	2011	Defining the Medical Humanities: Three Conceptions and Three Narratives.	Journal of Medical Humanities 32 (1): 1-7.	<a href="https://doi.org/10.1007/s10912-009-9094-4">https://doi.org/10.1007/s10912-009-9094-4</a>
Macnaughton, Jane.	2011	Medical Humanities' Challenge to Medicine.	Journal of Evaluation in Clinical Practice 17 (5): 927-32.	<a href="https://doi.org/10.1111/j.1365-2753.2011.01728.x">https://doi.org/10.1111/j.1365-2753.2011.01728.x</a>
Viney, William, Felicity Callard, and Angela Woods.	2015	Critical Medical Humanities: Embracing Entanglement, Taking Risks.	Medical Humanities 41 (1): 2-7.	<a href="https://doi.org/10.1136/medhum-2015-010692">https://doi.org/10.1136/medhum-2015-010692</a>
Silke, Dennhardt, Tavis, Apramian, Lorelei, Lingard, Nazi, Torabi, Shannon, Arntfield.	2016	Rethinking research in the medical humanities: a	Med Educ. 2016 Mar;50(3):285-99. doi: 10.1111/medu.12812.	<a href="https://pubmed.ncbi.nlm.nih.gov/26896014/">https://pubmed.ncbi.nlm.nih.gov/26896014/</a>
		scoping review and narrative synthesis of quantitative outcome studies		

Wijdicks, Eelco F.M.	2020	Cinema, MD: A History of Medicine On Screen		Oxford Academic <a href="https://doi.org/10.1093/med/9780190685799.001.0001">https://doi.org/10.1093/med/9780190685799.001.0001</a>
The National Library of Medicine/Various	2013-2023	Medicine on Screen (a selection of essays and films)		<a href="https://medicineonscreen.nlm.nih.gov/">https://medicineonscreen.nlm.nih.gov/</a>
Charon, Rita	2006	Narrative medicine: Honoring the stories of illness.		Oxford University Press.
Ernaux, Annie	2019	Happening		Fitzcarraldo Editions
Duffin Jacalyn	2001	History of Medicine. A Scandalously Short Introduction	-	Toronto
Kahlke Renate, White Jonathan	2013	Critical Thinking in Health Sciences Education: Considering "Three Waves"	Creative Education 2013. Vol.4, No.12A, 21-29	Critical Thinking in Health Sciences Education: Considering "Three Waves" (scirp.org)
Ackarnecht Erwin	1947	The role of Medical History in medical education	Bulletin of the History of Medicine , 1947, Vol. 21, No. 2, p. 135-145	<a href="https://pubmed.ncbi.nlm.nih.gov/20242548/">https://pubmed.ncbi.nlm.nih.gov/20242548/</a>
Lars Ole Bonde, Karette Stensæth, Even Ruud	2023	Music and Health: A Comprehensive Model		<a href="https://prod-aaudxp-cms-001-app.azurewebsites.net/media/fwmnuadw/music-and-health-2023-final.pdf">https://prod-aaudxp-cms-001-app.azurewebsites.net/media/fwmnuadw/music-and-health-2023-final.pdf</a>
Keneth Bruscia	2014	Defining Music Therapy		Barcelona Publishers
European Commission	2010	European textbook on ethics in research		Luxembourg: Publications Office of the European Union <a href="https://op.europa.eu/en/publication-detail/-/publication/12567a07-6beb-4998-95cd-8bca103fcf43">https://op.europa.eu/en/publication-detail/-/publication/12567a07-6beb-4998-95cd-8bca103fcf43</a>
Nuffield Council on Bioethics	2018	Genome editing and human reproduction: social and ethical issues		<a href="https://www.nuffieldbioethics.org/assets/pdfs/Genome-editing-and-human-reproduction-short-guide.pdf">https://www.nuffieldbioethics.org/assets/pdfs/Genome-editing-and-human-reproduction-short-guide.pdf</a>
				reproduction-short-guide.pdf

Van der Heide, A; van Delden, JJM; Onwuteaka-Philipsen, BD.	2017	End-of-life decisions in the Netherlands over 25 years.	N Engl J. Med <b>2017</b> , 377, 492-494.	<a href="https://www.nejm.org/doi/10.1056/NEJM1705630?url_ver=Z39.88-2003&amp;rfr_id=ori:rid:crossref.org&amp;rfr_dat=cr_pub%20%20pubmed">https://www.nejm.org/doi/10.1056/NEJM1705630?url_ver=Z39.88-2003&amp;rfr_id=ori:rid:crossref.org&amp;rfr_dat=cr_pub%20%20pubmed</a>
Shukla A, Choudhari SG, Gaidhane AM, Quazi Syed Z.	2022	Role of Art Therapy in the Promotion of Mental Health: A Critical Review	Cureus 2022 Aug 15;14(8):e28026.	<a href="https://pubmed.ncbi.nlm.nih.gov/36134083/">https://pubmed.ncbi.nlm.nih.gov/36134083/</a>
Smirnoff L, Pham K.	2024	Role for Visual Art Therapy in the Management of Migraine	Curr Pain Headache Rep. 2024 Apr;28(4):189-194.	<a href="https://pubmed.ncbi.nlm.nih.gov/38227211/">https://pubmed.ncbi.nlm.nih.gov/38227211/</a>
Editor(s):David E. Gussak, Marcia L. Rosal	2016	The Wiley Handbook of Art Therapy	2016 John Wiley & Sons, Ltd.	<a href="https://onlinelibrary.wiley.com/doi/book/10.1002/9781118306543">https://onlinelibrary.wiley.com/doi/book/10.1002/9781118306543</a>
Joann G Elmore, Dorothea M.G. Wild, Heidi D. Nelson, David L. Katz	2020	Epidemiology, biostatistics, preventive medicine and public health		Elsevier Academic Press, USA
Kathryn H. Jacobsen	2024	Introduction to global Health		Jones & Bartlet Learning, USA
Nason Maani, Mark Petticrew, Sandro Galea	2023	The Commercial Determinants of Health		Oxford University Press
<b>Recommended reading</b>				
Riegel, C., Robinson, K.M.	2023	Introduction: What Does It Mean to Do the Health Humanities in Application?	In: Riegel, C., Robinson, K.M. (eds) Health Humanities in Application. Sustainable Development Goals Series. Palgrave Macmillan, Cham.	<a href="https://doi.org/10.1007/978-3-031-08360-0_1">https://doi.org/10.1007/978-3-031-08360-0_1</a>
Pattison, S.	2003	Medical Humanities: A Vision and Some Cautionary Notes.	Medical Humanities 29 (1): 33-36.	<a href="https://doi.org/10.1136/mh.29.1.33">https://doi.org/10.1136/mh.29.1.33</a>
Bolaki, Stella	2016	Illness as Many Narratives - Arts, Medicine and Culture		Edinburgh University Press
Reagan, Leslie, Nancy Tomes, Paula A. Treichler	2007	Medicine's Moving Pictures: Medicine, Health, and Bodies in American Film and Television	Rochester Studies in Medical History	Boydell&Brewer
Czarny1, Matthew J, Ruth R Faden2,3,	2010	Bioethics and Professionalism in	36	Journal of Medical Ethics
Jeremy Sugarman2,3,4		Popular Television Medical Dramas		<a href="https://doi.org/10.1136/jme.2009.033621">https://doi.org/10.1136/jme.2009.033621</a>

Miller, Gavin, Anna McFarlane	2016	Science Fiction and the Medical Humanities	42(4)	Medical Humanities <a href="https://doi.org/10.1136/medhum-2016-011144">https://doi.org/10.1136/medhum-2016-011144</a>
Gryglewski Ryszard	2009	Definition of the history of medicine in the interpretation of Władysław Szumowski.	Kwart Hist Nauki Tech. 2009;54(1):79-94.	<a href="https://pubmed.ncbi.nlm.nih.gov/20027929/">https://pubmed.ncbi.nlm.nih.gov/20027929/</a>
Szczeklik Andrzej	2010	Kora	-	Vilnius, Mintis
Żalnora Aistis	2017	Prof. Stanisław Trzebiński and his Research in Philosophy of Medicine in Vilnius Stephen Batory University in 1922-1939	Medycyna Nowożytna. 2017, t. 23, z. 2, s. 101-113, ISSN 1231-1960	<a href="chrome-extension://efaidnbnmnibpcjpcglclefindmkaj/https://www.ihnpan.pl/wp-content/uploads/2018/09/Medycyna-Nowożytna_23_2.pdf">chrome-extension://efaidnbnmnibpcjpcglclefindmkaj/https://www.ihnpan.pl/wp-content/uploads/2018/09/Medycyna-Nowożytna_23_2.pdf</a>
Lars Ole Bonde, Even Ruud, Marie Strand Skanland, Gro Trondalen (ed.)	2013	Musical Life Stories: Narratives on Health Musicking	Vol. 6	Centre for Music and Health Publication Series, NMH-publikasjoner
Ellen Dissanayake	1999	Homo Aestheticus: Where Art Comes From and Why		University of Washington Press
Peregrine Horden (ed.)	2000	Music as Medicine: The History of Music Therapy since Antiquity		ASHGATE
Lisa Wong	2012	Scales to Scalpels: Doctors Who Practice the Healing Arts of Music and Medicine		Pegasus Books
Leslie Bunt, Sarah Hoskyns, Sangeeta Swamy (ed.)	2023	The Handbook of Music Therapy		Taylor & Francis
	2015	Encyclopedia of Global Bioethics		<a href="https://link.springer.com/referencework/10.1007/978-3-319-05544-2">https://link.springer.com/referencework/10.1007/978-3-319-05544-2</a>
European Group on Ethics in Science and New Technologies	2021	Ethics of genome editing		<a href="https://ec.europa.eu/info/sites/default/files/research_and_innovation/ege/ege_ethics_of_genome_editing">https://ec.europa.eu/info/sites/default/files/research_and_innovation/ege/ege_ethics_of_genome_editing</a>
				- opinion_publication.pdf



L Afolabi T, Kozak L, Smith C.	2023	Ethical questioning in arts and health-based research: propositions and reflections.	Front Sociol. 2023 Nov 17;8:1249606.	<a href="https://pubmed.ncbi.nlm.nih.gov/38050563/">https://pubmed.ncbi.nlm.nih.gov/38050563/</a>
Lankston L, Cusack P, Fremantle C, Isles C.	2010	Visual art in hospitals: case studies and review of the evidence.	J R Soc Med. 2010 Dec;103(12):490-9.	<a href="https://pubmed.ncbi.nlm.nih.gov/21127332/">https://pubmed.ncbi.nlm.nih.gov/21127332/</a>
Noorily AR, Willieme A, Belsky M, Grogan K.	2023	The art of seeing: The impact of a visual arts course on medical student wellbeing. Aug;45(8):871-876.	Med Teach. 2023	<a href="https://pubmed.ncbi.nlm.nih.gov/36862139/">https://pubmed.ncbi.nlm.nih.gov/36862139/</a>
R.Detels, J.McEwwn, R.Beaglehole, H.Tanaka.	2004	Oxford Textbook of Public Health		Oxford University Press, USA
Kathryn Strother Ratcliff	2017	The Social Determinants of Health: Looking Upstream		Polity Press, UK

### Competency Levels Assessed in the Course

Competency	Threshold Level	Typical Level	Excellent Level
<b>Recognition of Interdisciplinary Perspectives</b>	<ul style="list-style-type: none"> <li>- Identifies basic connections between medical and humanities disciplines but lacks depth in explanations.</li> <li>- Uses terms from humanities with limited connection to medical practice.</li> <li>- Justifies the need for interdisciplinarity minimally.</li> </ul>	<ul style="list-style-type: none"> <li>- Explains interdisciplinary links moderately well, referencing multiple disciplines.</li> <li>- Applies humanities knowledge to analyze medical themes with reasonable clarity.</li> <li>- Provides partial but adequate justification for interdisciplinary integration.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates in-depth understanding of connections between humanities and medicine.</li> <li>- Provides strong, critical justification for interdisciplinary integration.</li> <li>- Analyzes and synthesizes medical and humanities perspectives in a well-rounded and nuanced manner.</li> </ul>
<b>Focused and Innovative Thinking</b>	<ul style="list-style-type: none"> <li>- Engages with challenges using standard approaches.</li> <li>- Lacks originality in reflective essays and discussions.</li> <li>- Avoids risks or alternative viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>- Explores alternative perspectives and proposes moderately innovative solutions.</li> <li>- Shows openness to new ideas but implementation is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>- Generates highly original and creative solutions to healthcare dilemmas.</li> <li>- Integrates perspectives seamlessly, taking intellectual risks and proposing novel approaches.</li> <li>- Demonstrates exceptional synthesis of ideas in reflective essays and group projects.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>- Participates inconsistently in group</li> </ul>	<ul style="list-style-type: none"> <li>- Actively contributes to group work and</li> </ul>	<ul style="list-style-type: none"> <li>- Fosters a collaborative environment, acting as</li> </ul>

	<p>activities.</p> <ul style="list-style-type: none"> <li>- Contributes minimally to team goals and struggles to resolve conflicts.</li> <li>- Displays limited trust in team dynamics.</li> </ul>	<p>engages with team dynamics.</p> <ul style="list-style-type: none"> <li>- Demonstrates moderate trust in team members' expertise.</li> <li>- Resolves conflicts constructively and helps maintain focus on goals.</li> </ul>	<p>a leader or equal contributor.</p> <ul style="list-style-type: none"> <li>- Builds trust across disciplines and ensures effective teamwork.</li> <li>- Anticipates team needs and resolves challenges proactively.</li> </ul>
<b>Communication in an Interdisciplinary Team</b>	<ul style="list-style-type: none"> <li>- Communicates ideas in a basic manner but struggles with clarity or adaptation for diverse audiences.</li> <li>- Feedback provided is limited and lacks depth.</li> </ul>	<ul style="list-style-type: none"> <li>- Explains concepts clearly and tailors messages for peers from other disciplines.</li> <li>- Provides constructive feedback and integrates peer perspectives effectively.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates exceptional communication skills, bridging gaps between disciplines.</li> <li>- Adapts ideas for diverse audiences with clarity and creativity.</li> <li>- Leads discussions, mediating interdisciplinary viewpoints effectively.</li> </ul>
<b>Critical Reflection</b>	<ul style="list-style-type: none"> <li>- Reflects minimally on course topics and societal/ethical implications.</li> <li>- Identifies challenges superficially without proposing solutions.</li> <li>- Self-reflection lacks depth and actionable insights.</li> </ul>	<ul style="list-style-type: none"> <li>- Provides moderately detailed reflections on ethical and societal impacts of healthcare dilemmas.</li> <li>- Identifies limitations in solutions and suggests improvements.</li> <li>- Demonstrates self-awareness in reflective essays and discussions.</li> </ul>	<ul style="list-style-type: none"> <li>- Offers profound critical reflection on course topics, linking ethical, cultural, and historical aspects.</li> <li>- Proposes actionable and creative strategies to address healthcare challenges.</li> <li>- Shows transformative self-awareness, linking growth to interdisciplinary learning.</li> </ul>