RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar
Issues in Health Care: Exploring a Career as a Medical Professional

Course Information
Prerequisites and/or Co-requisites: First-time, first-year student status
Class Meeting Day(s), Time and Room Location: Monday and Thursday, 8:00-9:30 AM; Building A, Room 100

Instructor Information
Instructor's Name, Title: Dr. Mark A Caselli
Office Location & Phone No.: To be arranged
E-mail: mcaselli@ramapo.edu
Mailbox Location: School Office Location: Building A, Room 217

Common Course Description
Designed for first-time, full-time, first-year students, First-Year Seminar (FYS) provides a comprehensive introduction to college-level learning. Seminar courses are developed around an academic theme or topic that is based on one of Ramapo College’s academic pillars. First-Year students will have the opportunity to select a seminar that best suits their interests while learning about Ramapo’s academic foundation. The First-Year Seminar course helps students in their transition from high school to college life both in and out of the classroom. The common learning outcomes of FYS are: critical and creative thinking, college-level writing, oral communication, information literacy, and technological competency. FYS classes are small to emphasize open discussion and experiential learning within the context of the theme of the seminar course. Peer facilitators play an essential role in each FYS class ensuring that first-year students have guidance from a more experienced student. FYS is also the home of the Ramapo Summer Reading Program; all first-year students read the same book and discuss and write about it in their seminars. FYS encourages new students to participate in a community of learners, to strengthen their critical thinking skills, and to communicate effectively both orally and in writing.

Course Description of this Section
This first year seminar course is designed for students interested in pursuing a career as a medical professional. It will explore the many facets of the road to becoming a healthcare provider and an advocate for global health. We will examine the political, ethical, moral, cultural, educational, and financial issues that affect the delivery of health care both in the United States, and in many other nations in the world. Aspects of the new health care reform bill will be explored with emphasis on how it will affect the practice of medicine. We will also explore the many issues that affect the critical decisions that must be made in providing medical care for our patients, as well as the consequences of our decisions. This course will utilize specially selected readings to assist in class discussions on medical and healthcare issues. Guest lectures by specialists in a wide variety of medical fields will give the students insight into “What it means to be a healthcare professional” as well as how each of these specialties are integrated in the delivery of patient care. The attendance of a medical symposium and the interaction with the lecturers and attendees will help to impart an understanding of what lies ahead in becoming a healthcare provider as well as an appreciation of the challenges in providing healthcare in our changing world.
Course Goals

At the completion of this course, the students will:

1. Develop analytical and critical thinking skills through the reading of current literature on health care and medical treatment issues
2. Embrace the importance of medical ethics and integrity through the analysis of moral issues of contemporary medical situations
3. Demonstrate written and oral communication skills by completing a paper on a health care issue and presenting it to the class
4. Examine healthcare issues rationally, logically, and coherently
5. Produce a PowerPoint presentation on a health care topic
6. Have a working knowledge of the present health care system in the United States as well as those in many other countries
7. Recognize the necessity of life-long learning as part of being a health care professional
8. Appreciate the global problems we face in providing healthcare to our world’s population
9. Be familiar with a wide variety of medical specialties, the education and training required to pursue these specialties, and the professional life attached to each of them

Measurable Student Learning Outcomes

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<thead>
<tr>
<th>Students will:</th>
<th>Research Paper</th>
<th>Class discussions and essays</th>
<th>Final Project</th>
<th>Course enrichment component</th>
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<tr>
<td>demonstrate the ability to think critically and creatively</td>
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<tr>
<td>demonstrate proficiency in written communication</td>
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<td>x</td>
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<tr>
<td>demonstrate proficiency in oral communication</td>
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<td>demonstrate information literacy and technological competency</td>
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<td>Demonstrate familiarity with issues that affect the quality of health care in the US</td>
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<tr>
<td>Demonstrate knowledge of health care systems throughout the world</td>
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<tr>
<td>Demonstrate an understanding of how moral and ethical issues affect health care</td>
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<td>Demonstrate a knowledge of the signs of child abuse and neglect</td>
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Peer Facilitators

As an added resource for first-year students, each section of First-Year Seminar (FYS) will have a peer facilitator. These upper-level students will attend FYS classes and assist the instructor with the academic topics covered in this seminar. They will serve as discussion leaders on issues that pertain to your personal
and social development and they will facilitate weekly discussions on the class readings. Your peer facilitator will be your mentor and will be available to you to provide guidance on navigating the different personal and social hurdles that you may encounter in your first year at Ramapo.

**First-Year Academic Advising**

Each First-Year Seminar course is assigned a professional Academic Advisor from the Center for Academic Advising and First-Year Experience (CAAFYE) who serves as your Academic Advisor during your first year. This advisor will attend your First-Year Seminar class for a group advisement session to review general academic advising policies and procedures. They will also be available to answer any general questions regarding college policies/practices. Students are encouraged to schedule individual appointments with their CAAFYE Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call CAAFYE at (201) 684-7441 or via email at: caafye@ramapo.edu

**Texts, Readings, Materials**

Longman, Phillip. *Best Care Anywhere, 3rd Edition*
  - BK Currents Book [Paperback] March 5, 2012
  - ISBN-10: 1609945174

  - Penguin (Non-Classics) [Paperback] August 31, 2010
  - ISBN-10: 0143118218


  - ISBN: 9780812971781

Selected readings to be given as class handouts

**Course Requirements**

**Classroom Participation** – Students are expected to have read the assigned book chapters and articles and be prepared to discuss them in class.

**Writing Assignments** – There will be five assigned papers. The first and second will be on the summer assigned reading. The third will be on a specific health care concern taken from a class discussion of health care issues. The fourth will be a research paper on a specific country’s health care system. This fourth topic will also be used for a class oral presentation. The fifth paper will be a brief discussion of your experience at the medical conference.

**Examinations, Laboratory/Studio, Library Research** – There will be no planned examinations for this course. The students will be instructed in the preparation of a Power Point presentation and will complete one by the end of class. If the class demonstrates a general lack of completing assigned readings, un-announced quizzes may be given. You must complete all written and oral assignments to pass the course. Assignments that are turned in late will have one full grade deducted.
Course Enrichment Component – For all 4-credit undergraduate courses, except those that have scheduled meeting times in excess of 50 hours (3000 minutes) – e.g. lecture-lab courses. “Each course will include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom.”

This class will attend a one-day medical symposium (arranged by instructor). This will give the pre-healthcare profession student an opportunity to experience the type of problems they may encounter in the world of medicine as well as an opportunity to interact with healthcare professionals. This experience will also demonstrate the need for the medical professional to be capable of preparing (research and writing skills) and presenting (public speaking skills) a paper before a group of peers. The assignment also embraces the concept of the need for life-long learning. Following the symposium, the student is required to write a paper on what they have learned from one of the topics presented at this program.

General Education Program Course

This course fulfills the First-Year Seminar category of the general education curriculum at Ramapo College. Common to all First-Year Seminar (FYS) courses, you will develop critical thinking skills that are basic to college level study, regardless of your area of interest. You will be reading, writing, and participating in thoughtful group discussions with the aim of developing the skills of a scholar. You will learn to support your arguments using a foundation of knowledge and facts rather than simply using personal opinions and experiences.

“Issues in Health Care” truly encompasses the concept of interdisciplinary studies. We will discover how the science of medicine, ethics, ethnicity, and economics affects the delivery of health care both in the United States and throughout the world.

Writing Intensive (WI) Course

Writing will be integrated into the life of this course. You will receive comments, direction, and support as you work on strengthening your writing skills. Your writing will be evaluated and returned in a timely fashion, allowing you to incorporate my comments into your future work. For help outside the classroom, please see me during my office hours and/or work with a writing tutor in the Center for Reading and Writing (CRW), Room: L-211, x7557, crw@ramapo.edu.
Weekly Class Schedule

9/2/ 2014, 1:00 – 2:30 PM  Opening Convocation, Sonia Nazario, author of Enrique’s Journey

Week 1: 9/4
What is healthcare and what does it mean to be a healthcare professional? We will discuss the overall concept of healthcare and the specifics of the road to becoming a healthcare professional. The course syllabus, requirements, and expectations will be reviewed. Assignment and discussion of requirements for paper 1 (250-500 words) on Enrique’s Journey. Paper due date 9/11/2014.

Week 2: 9/8-9/11
Discussion of Enrique’s Journey and author Sonia Nazario’s convocation address. Peer assessment of first assignment paper (9/11).

Week 3: 9/15-9/18
Review literature on recognition of child abuse and neglect.
Guest Lecturer (9/18): Pharmacy Dr. Nicholas Caselli

Week 4: 9/22-9/25
Meet in Computer Lab (9/22). Prepare a PowerPoint presentation on the recognition of child abuse and neglect.

Week 5: 9/29-10/2
Decision making in medicine: The moral, ethical, legal, and financial aspects of making healthcare decisions. We will review selected cases from our readings of difficult medical decisions that had to be made in patient care (assigned on 9/29) and discuss what we would do in these cases and the process that was used at various healthcare institutions (10/2). Complete viewing film on problems with U.S. health care.

Week 6: 10/6-10/9
View and discuss film on ethical health care issue. Academic advisement session from a staff member from the Center for Academic Advisement (10/9). Assignment of paper 3 (250-500 words) on an ethical health care issue. Paper due 10/23/2014

Week 7: 10/13-10/16
View and discuss documentary on the problems facing US health care. Readings on racial and ethnic disparities in healthcare assigned.
Guest Lecturer (10/13): Internal Medicine Dr. Peter Connolly

Week 8: 10/20-10/23
Racial and ethnic disparities in healthcare. We will explore how race and ethnicity remain significant predictors of the quality of the healthcare received. Assign date/time for individual counseling sessions.
Meet in library classroom (10/23). A library research workshop will be conducted. The class will visit the library and participate in a custom-designed library workshop that introduces students to library resources that are tailored to the assigned research topics. Students will be introduced to useful library databases, book and journal holdings, and web-based resources related to our course’s research. Individual student topics for the health care research paper will be assigned.

Week 9: 10/27-10/30
Continue discussion of how race and ethnicity remain significant predictors of the quality of the healthcare received.

Week 10: 11/3-11/6

Discuss the Patient Protection and Affordable Care Act and its potential effect on patient care and the practice of medicine. Assignment of textbook chapters for student presentations.

Saturday, Nov. 8, 8:00-5:00
Medical Conference

Week 11: 11/10-11/13
The problems facing America’s healthcare system will be discussed. We will review various models of healthcare as discussed in *The Healing of America*. The problems that arise in our current health care environment that affect the individual doctor and patient will be discussed. Guest lecturer (11/10): Optometry- Dr. Steward Wang

Week 12: 11/17-11/20
A US government sponsored health care system that appears to be successful as reported in *Best Care Anywhere* will be analyzed in class discussion.

Week 13: 11/24
Complete class discussion of *Best Care Anywhere*. Research paper oral presentations with class discussion.

Week 14: 12/1-12/4
Research paper oral presentations with class discussion.

Student research paper due on 12/1/2014.

Week 15: 12/8-12/11
Completion of student research presentations and re-examination of careers in health care.

Final Exam Week
No final exam will be given in this course

**Important Dates**
First Day of Classes: September 3rd
Last day for Schedule Adjustments (on the Web): September 10th
Last day to withdraw from courses with “W” grade: October 23rd
Grading Policy

The grade received for this course will be based on the grades received on the class assignments in the following manner:

1. Summer reading papers: 20% (10% each)
2. Health care issues paper: 10%
3. Research paper and oral presentation: 50%
4. Medical conference review paper: 10%
5. Power Point presentation: 10%

A grading scale of A, B, C will be used for all assignments. (Note that we do not have A+ or D- grades for undergraduate courses.) All written assignments will be graded based on:

1) Correct spelling, punctuation and grammar,
2) Introductory paragraph introducing subject, author’s opinions or goals,
3) Support of introductory paragraph, and
4) Substantiated conclusion (s)

Samples of previously written papers will be included in the class handouts to assist students in the preparation of their writing assignments. Peer assessment will also be utilized and students will be permitted to rewrite their papers and re-submit them for grade re-evaluation.

Incomplete grades will only be granted for extraordinary circumstances and if granted by the instructor, it is the student’s responsibility to comply with the college’s incomplete policy.

Attendance Policy

Students are expected to arrive to class on time and remain until the class is completed. Frequent lateness to class can result in a lowering of your grade. Each student will be allowed one un-excused absence. More frequent un-excused absences may result in a reduction in grade. College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

Electronic Forms of Communication

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

Students with Disabilities

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me. Students must be registered with the Office of Specialized Services (OSS) to receive accommodations. For additional information, contact the Office of Specialized Services (OSS) at x7514 or email at oss@ramapo.edu

Academic Integrity Policy

All members of the community are expected to be honest and forthright in their academic endeavors. Since violations of academic integrity erode community confidence and undermine the pursuit of truth and knowledge at the College, academic dishonesty must be avoided.
Procedure

Responsibilities
The Office of the Provost has responsibility for the oversight and enforcement of the Academic Integrity Policy and for making the policy an institutional priority. The Office of the Provost is also responsible for publishing the policy and for educating both faculty and students about the policy.

Faculty members play a crucial role in the Academic Integrity Policy. They are responsible for educating their students about the importance of academic integrity and for communicating to students their expectations with respect to academic integrity in course work. They are also urged to report alleged violations of the policy to the Vice Provost.

Students have the responsibility to understand the Academic Integrity Policy and to comply with the policy in their academic work.

Criteria
There are four (4) broad forms of academic dishonesty:

1. Cheating

Cheating is an act of deception by which a student misrepresents his or her mastery of material on a test or other academic exercise. Examples of cheating include, but are not limited to:

- copying from another student’s work;
- allowing another student to copy his/her work;
- using unauthorized materials such as a textbook, notebook, or electronic devices during an examination;
- using specifically prepared materials, such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
- collaborating with another person during an examination by giving or receiving information without authorization from the instructor;
- taking a test for another person or asking or allowing another to take the student’s own test.

2. Plagiarism

Plagiarism occurs when a person represents someone else’s words, ideas, phrases, sentences, or data as one’s own work. When a student submits work that includes such material, the source of that information must be acknowledged through complete, accurate, and specific footnote or endnote references; additionally, verbatim statements must be acknowledged through quotation marks. To avoid a charge of plagiarism, a student should be sure to include an acknowledgment of indebtedness:

- whenever he or she quotes another person’s words directly;
- whenever he or she uses another person’s ideas, opinions, or theories, even if they have been completely paraphrased in one’s own words;
- whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas);
- whenever he or she uses facts, statistics, or other illustrative material taken from a source, unless the information is common knowledge.

Examples of standard citation formats can be found on the George T. Potter Library Website: Library Website: Citation Manuals and Style Guides
3. **Academic Misconduct**

Academic misconduct includes the alteration of grades, involvement in the acquisition or distribution of unadministered tests, and the unauthorized submission of student work in more than one class. Examples of academic misconduct include, but are not limited to:

- changing, altering, falsifying, or being the accessory to the changing, altering, or falsifying of a grade report or form, transcript, or other academic record, or entering any computer system or College office or building for that purpose;
- stealing, buying, selling, giving way, or otherwise obtaining all or part of any unadministered test or paper or entering any computer system or College office or building for the purpose of obtaining an unadministered test;
- submitting written work (in whole or in significant part) to fulfill the requirements of more than one course without the explicit permission of both instructors;
- disregarding policies governing the use of human subjects or animals in research;
- sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment;
- knowingly facilitating a violation of the academic integrity policy by another person.

4. **Fabrication**

Fabrication refers to the deliberate use of invented information or the falsification of research or other findings with the intent to deceive. Examples of fabrication include, but are not limited to:

- citing information not taken from the source indicated;
- citing of sources in a “works cited” that were not used in that project;
- altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations;
- submitting as one’s own any academic work prepared in whole or in part by others, including the use of another’s identity;
- falsifying information or signatures on registration, withdrawal, or other academic forms and records.

**Reporting Violations**

To ensure due process, any member of the Ramapo community who is aware of violations of the College’s academic integrity policy is expected to report the incident to the Office of the Provost.

Faculty members who choose to resolve the matter themselves are urged also to report the incident to the Office of the Provost, since the incident may be a repeat offense, or there may be a subsequent grade appeal.

More details on Ramapo College’s academic integrity policy can be found here: [http://www.ramapo.edu/catalog-2014-2015/academic-policies/](http://www.ramapo.edu/catalog-2014-2015/academic-policies/)