Course Information
Prerequisites and/or Co-requisites: First-time, first-year student status
Class Meeting Day(s), Time and Room Location: Tuesday and Friday, 1:00-2:50 PM;
Adler Center (AC), Room 012
Instructor Information
Instructor's Name, Title: Dr. Mark A Caselli
Office Location & Phone No.:
Office Hours: To be arranged
E-mail: mcaselli@ramapo.edu
Mailbox Location:
School Office Location: Building A, Room 217
School Office Phone No.:

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 health care 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 healthcare 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 health care professional” as well as how each of these specialties are integrated in the delivery of patient care. There will be an opportunity to attend a medical symposium and interact with the lecturers and attendees. 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. This experience 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. This will help to impart an understanding of what lies ahead in becoming a health care provider as well as an appreciation of the challenges in providing health care 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 healthcare 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 healthcare issue and presenting it to the class
4. Examine healthcare issues rationally, logically, and coherently
5. Produce a PowerPoint presentation on a healthcare topic
6. Have a working knowledge of the present healthcare 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 healthcare 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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<tr>
<td>demonstrate proficiency in oral communication</td>
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<td>x</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 healthcare in the US</td>
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<td>Demonstrate knowledge of health care systems throughout the world</td>
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<td>Demonstrate an understanding of how moral and ethical issues affect healthcare</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 Student Success 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 Student Success Advisor for assistance with course selection and the development of a personal academic plan. If you have any questions regarding Academic Advisement please call the Center for Student Success at (201) 684-7441 or via email at: success@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


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. There will be several oral presentations assigned on required readings.

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 healthcare concern taken from a class discussion of a healthcare issue. The fourth will be a research paper on a specific country’s healthcare system. This fourth topic will also be used for a class formal oral presentation. The fifth paper will be a brief discussion of your experience at the medical conference or similar activity.

Examinations, Laboratory/Studio, Library Research – There will be no planned examinations for this course. The students will be instructed in the preparation of a PowerPoint 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.

**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 Healthcare” 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**

9/1/ 2015 Opening Convocation, Phil Klay, author of *Redeployment*

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 *Redeployment*. Paper due date 9/11/2014

Week 2:9/8-9/11 Discussion of *Redeployment* and author Phil Klay’s convocation address. Peer assessment of first assignment paper (9/11).


Guest Lecturer (9/18): Pharmacy-Dr. Nicholas Caselli


Initial discussion of possible topics for research paper (1500-2000 words-minimum of 6 references) and oral presentation. Research paper
due 12/1/2014. Review and discuss student PowerPoint presentations on 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).

**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 Student Success and Peer Facilitator review of academic performance tasks (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. Peer Facilitator review of academic advisement and course registration. Guest Lecturers (10/13): Internal Medicine-Dr. Peter Connolly Optometry-Dr. Steward Wang

**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.

**Week 9: 10/27-10/30**
Continue discussion of how race and ethnicity remain significant predictors of the quality of the healthcare received. Individual student topics for the health care research paper will be assigned. Meet in library classroom (10/30). 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.

**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. 7, 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.

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. Guest Lecturer (11/20) Dentistry-Dr. Juliana Yun

Week 13: 11/24
Complete class discussion of *Best Care Anywhere*.

Week 14: 12/1-12/4
Research paper oral presentations with class discussion.
Student research paper due on 12/4/2014.

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 2nd
- Last day for Schedule Adjustments (on the Web): September 9th
- Last day to withdraw from courses with “W” grade: November 13th
- Thanksgiving Recess: Nov 25th – 29th
- Reading Day (no classes): December 15th
- Final Exam Week: December 16th – 22nd
- Common Finals: December 19th
- Last day to request “I” grades: December 22nd
- Final Exam Snow Make-Up Day: December 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. Healthcare issues paper: 10%
3. Research paper and oral presentation: 50%
4. Medical conference review paper: 10%
5. PowerPoint 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:

   o copying from another student’s work;
   o allowing another student to copy his/her work;
   o using unauthorized materials such as a textbook, notebook, or electronic devices during an examination;
   o using specifically prepared materials, such as notes written on clothing or other unauthorized notes, formula lists, etc., during an examination;
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

In order to ensure due process, any member of the community who is aware of a violation of the Academic Integrity Policy is expected to report the incident to the Vice Provost. A faculty member may choose to resolve the incident him/herself or send the case to the Vice Provost for review (see below). In either case, the faculty member reports the incident to the Vice Provost on the reporting form, which serves not only to report the incident but also to record the finding and the sanction in situations in which the faculty member chooses to resolve the case. A faculty member is encouraged to report an alleged violation of academic integrity within 30 days of the discovery of the alleged violation but must do so no later than the last day to submit grades for the term in which the alleged violation occurred. A faculty member may report an incident after that date, but only if he/she has new evidence.

More details on Ramapo College’s academic integrity policy can be found here:
http://www.ramapo.edu/catalog-2015-2016/academic-policies/