RAMAPO COLLEGE OF NEW JERSEY
First-Year Seminar

Issues in Healthcare: Exploring a Career as a Medical Professional

Course Information
Course Number: INTD 101-03 (40134), 4 Credit Hours
Prerequisites and/or Co-requisites: None
Fall Semester 2019
Class Meeting Days, Time, Location: Monday and Thursday, 11:20am-1:00pm, Building A, Room 106

Instructor Information
Instructor’s Name, Title: Dr. Mark A Caselli
Office Location: Building B, Rooms 122, 123
Office Hours: To be Arranged
E-mail: mcaselli@ramapo.edu

Common FYS 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: technological competency, understanding diverse communities, oral communication, and information literacy. 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
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 Patient Protection and Affordable Care Act, medically assisted suicide, and the opioid epidemic will be explored with emphasis on how they 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. This course 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 health care 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
10. Use current technology to access healthcare related information as well as to prepare and deliver health related presentations.

Measurable Student Learning Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome</th>
<th>Information Literacy Session</th>
<th>Oral Presentation</th>
<th>Peer Curriculum</th>
<th>Research Paper or Project</th>
<th>Summer Reading Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develop the skills necessary to locate, evaluate, and employ information effectively.</td>
<td>1. Locate Information Effectively.</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
2 Speak effectively in scholarly and creative contexts.

<table>
<thead>
<tr>
<th></th>
<th>1. Deliver a central message that is easy to identify, vivid, and memorable.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Use appropriate language for the subject and the audience.</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>3. Deliver oral communications in an engaging manner.</td>
<td>X</td>
</tr>
</tbody>
</table>

3 Use technology to communicate, manage, or solve problems

|   | 1. Use technology to communicate information. | X |
|   | 2. Use technology to manage information. | X |

4 Understand diverse communities on local, national, and/or global levels

|   | 1. Demonstrate understanding of the intersections of issues that affect diverse communities in their local, national, and/or global context. | X |
|   | 2. Critically reflect on the experiential activity and articulate your conclusions | X |

5 Participate in an engaged, experiential activity that connects course material to real world settings

|   | 1. Critically reflect on the experiential activity and articulate your conclusions | X |

Peer Facilitators

As an added resource for first-year students, each section of First-Year Seminar (FYS) will have one or two peer facilitators. These upper-level students will attend FYS classes and act as student leaders modeling engaged participation 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. 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

As part of the Ramapo College Academic Advisement Plan, each First-Year Student is assigned an Academic Advisor from the Center for Student Success. During the fall semester, the First-Year Students have a mandatory advisement meeting with their assigned Advisor to select spring 2019 courses and to develop a personalized academic plan. You can see who your academic advisor is through the CONNECT software system. 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

Reid, T.R. The Healing of America: A Global Quest for Better, Cheaper, and Fairer Health Care
Penguin (Non-Classics) [Paperback] August 31, 2010
ISBN-10: 0143118218

Hacker, Diana, and Nancy Sommers. Rules for Writers with 2016 MLA Update. 8th ed.


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 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.

Oral Presentation – There will be several oral presentations assigned on required readings.

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.

Weekly Class Schedule

9/3/2019 Opening Convocation

Week 1: 9/5 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 (500 words) on summer reading—Paper due date 9/12/2019

Week 2: 9/9-9/12 Discussion of summer reading the convocation address. Peer assessment of first assignment paper (9/12)

Week 3: 9/16-9/19 Discussion and review of literature on recognition of child abuse and neglect. Extended Peer Facilitator session. Assignment of paper 2 (500 words) on the summer reading. Paper due date 10/3/2019


Week 5: 9/30-10/3 View a documentary on and discuss the causes and effects of the opioid epidemic in US.

Week 6: 10/7-10/10 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 9/26) and discuss what we would do in these cases and the process that was used at
various healthcare institutions (10/7). Discuss Physician Assisted Suicide. Extended Peer Facilitator Session to review of academic performance tasks (10/10). Assignment of paper 3 (500 words) on an ethical health care issue. Paper due 10/24/2019

Week 7:10/14-10/17 View and discuss film on an ethical health care issue. Readings on racial and ethnic disparities in healthcare assigned. Further discuss Physician Assisted Suicide. View and discuss documentary on the problems facing US health care.

Guest Lecturers (10/14): Internal Medicine-Dr. Peter Connolly

Week 8:10/21-10/24 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 career counseling sessions.

Week 9:10/28-10/31 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. A library research workshop will be conducted in the library (10/31) at which time the class will 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.


Saturday, Nov.9, 8:00-5:00 Attend Medical Conference at NYU Langone Medical Center, NYC

Week 11:11/11-11/14 The problems facing America’s healthcare system will be presented. We will review various models of healthcare as presented 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. Discuss documentary on health care around the world. Guest Lecturer (11/11) Optometry-Dr. Steward Wang

Week 12:11/18-11/21 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 13:11/25 Complete class discussion of *Best Care Anywhere*. 
Week 14: 12/2-12/5  
Research paper oral presentations with class discussion.  
Student research paper due on 12/2/2019.

Week 15: 12/9-12/12  
Completion of student research presentations, review of course goals 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 4th  
Last day for Class Adjustments (on the Web): September 10th  
Last day to withdraw from courses with “W” grade: November 15th  
Thanksgiving Recess: Nov 27th – Dec 1st  
Final Exam Week: December 16th – 21st  
Common Finals: December 21st  
Last day to request “I” grades: December 21st  
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 class presentation: 40%
4. Medical conference review paper: 10%
5. PowerPoint presentation: 10%
6. Class oral Presentations: 10%

**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 two un-excused absences. 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

**College-wide policies:** [https://www.ramapo.edu/fa/arc/college-wide-policies-courses/](https://www.ramapo.edu/fa/arc/college-wide-policies-courses/)

**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._

**Policy on Academic Integrity**
Students are expected to read and understand Ramapo College’s Academic Integrity Policy, which can be found online in the College Catalog (https://www.ramapo.edu/catalog-2017-2018/academic-policies/). Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who are suspected of violating this policy will be either required to meet with the faculty member (and in the event of a ‘responsible’ finding, reported to the Office of the Provost), or be referred directly to the Office of the Provost, which will adjudicate the matter.

**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;
o collaborating with another person during an examination by giving or receiving information without authorization from the instructor;
o 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:
o whenever he or she quotes another person’s words directly;
o whenever he or she uses another person’s ideas, opinions, or theories, even if they have been completely paraphrased in one’s own words;
o whenever he or she allows another individual to contribute to the work in some significant fashion (for instance, through editing or sharing of ideas);
o 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: [https://www.ramapo.edu/library/citation-help/](https://www.ramapo.edu/library/citation-help/)

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:
o 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;
o 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;
o 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;
o disregarding policies governing the use of human subjects or animals in research;
o sabotaging another student’s work through actions designed to prevent the student from successfully completing an assignment;
o 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:
o citing information not taken from the source indicated;
o citing of sources in a “works cited” that were not used in that project;
o altering, stealing, and/or falsifying research data used in research reports, theses, or dissertations;
o 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.