Honors Seminar V & VI: Aesthetics, Values, and Authority  
IDH 3035/4008  Spring 2015  
Challenges in Healthcare

Tuesday & Thursday 5:00 p.m. to 6:15 p.m. in Room AHC2 655  
Course Director: Barbra A. Roller, Ph.D.  
Co-Course Director: Robert Dollinger, M.D.  
rollerb@fiu.edu or 305-348-7289; AHC2 368A  
dollinge@fiu.edu or 305-348-0672; AHC2 370

Office hours by appointment.

Students will access all course materials via Blackboard: http://ecampus.fiu.edu/

The Honors College Seminars examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions will focus not only on these paradigms, but on the authority and power relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies will be utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of The Honors College will facilitate students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness engage in problem solving in diverse settings.

Course Goals:

1. To assist students in selecting a career in medicine. What are the healthcare career options? How do they get there?
2. To improve students’ preparedness for a career in medicine (e.g. acquiring competencies basic to the practice of medicine, preparing for the challenges of the MCAT and the academic rigors of medical school, understanding the ethical/moral challenges faced by medical practitioners)
3. To help students acquire knowledge that will advance their understanding of healthcare delivery locally, nationally and globally (e.g. healthcare systems, health policy, research, public health, social determinants, etc.)
4. To provide opportunities for mentorship and guidance by HWCOM faculty

Course Objectives:

Upon completion of this two-semester course, students will:

- Be able to evaluate and assess their own commitment and aptitude for entry into and success in medical school or another health profession
- Develop their interest and skills in service, leadership, communication, analysis and organization
- Develop learning strategies, test taking strategies and strategies to facilitate time management
- Be able to apply their knowledge in the behavioral, natural and social sciences to solve problems that call for scientific reasoning
- Have acquired habits of thought that will prepare them for careers in healthcare
• Understand the expectations and rigors of achieving the MD or other degrees in healthcare
• Be ethically aware and sensitive to the challenges faced by healthcare professionals locally, nationally, and globally
• Understand the basic history, structure, policies and issues of contemporary healthcare
• Understand the sociological, anthropological, and philosophical contexts of healthcare and cultural competency
• Have developed skills to work collaboratively and in an interdisciplinary manner
• Have acquired the knowledge and skills needed to prepare for the MCAT (or corollary exam), to interview well, and to otherwise be a successful applicant to professional schools in the area of healthcare

Format

• Class meets twice a week. In general, one session will be lecture or another presentation format, while the second session will involve active learning in related “hot topics” or in the development of learning skills.
• Class will be supplemented by active learning strategies. Faculty will engage students with controversial/ethical discussion topics, case study analysis through class discussion, and out of class assignments.
  o Readings to be assigned by course director or other participating faculty
  o Diagnostic reasoning case studies
  o Assignments such as conducting a literature search or data search on a research topic and presenting the findings to the class.

Required Resources

For this course you will need dependable internet access. The materials used in this course are posted on Blackboard at: http://ecampus.fiu.edu. You are responsible for regularly consulting online materials. You will receive announcements in class and by email through your FIU email address. You are responsible for any material distributed through Blackboard or through email.

Global Learning Outcomes

• Global Awareness- Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic, etc.) that shape aesthetics, values, and authority in diverse cultural contexts.
• Global Perspective- Students will be able to analyze the multiple global forces that shape their understanding of aesthetics, values, and authority — economic, political, sociological, technological, cultural, etc.
• Global Engagement- Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems through the paradigm of aesthetics, values and authority.

• Students will perform at least ten hours of Community Service per semester either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours.
Honors College Requirements

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity.

Honors Citizenship Requirements

Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities. Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. See http://honors.fiu.edu/academics/policies/citizenship/.

Student Portfolios

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. See www.honors.fiu.edu/portfolios.

Honors College Academic Misconduct Statement

In The Honors College, the term “honor” refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College.

Procedures and Penalties

An Honors faculty member may bring charges of academic misconduct against an Honors student if the faculty member suspects plagiarism or other forms of academic misconduct. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Honors College website (http://honors.fiu.edu/academics/policies/), and the Academic Misconduct Procedures, available at http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm.

Please refer to the following documents for additional information:

FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.html
FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html

Religious Observances

Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work.

Policy for Assigning an “I” Incomplete Grade

An incomplete grade is a temporary symbol given for work not completed because of serious interruption not caused by the student’s own negligence. Please see FIU’s Policy for Assigning an Incomplete Grade.
Physical, Mental and Sensory Challenges
Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

Attendance, Participation, Quizzes, etc.

There are many faculty members participating in this course, and as a result, not only many different teaching styles, but also many ways of assessing your mastery of the material. You are expected to be an active participant in class presentations and discussions. To participate, you have to be there, so attendance is mandatory. Should something arise, you will be allowed 2 absences. However, please keep in mind that it will not be possible to make up grades for missed presentations, class participation, or for missed quizzes. Quizzes may be administered on readings and in-class discussions. Three unexcused absences will result in a decrease of one letter grade. Four or more unexcused absences will result in a course grade of ‘F.’ Please also keep in mind that this course is designed for you—the future health professional. It is important that you maintain the highest ethical conduct and professionalism in your academic and personal life in order to be successful in attaining your future goals. If any problems should arise, please contact Dr. Roller or Dr. Dollinger.

Grading and Evaluation

Response/Reflection Papers: 8 @ 25 points each----------------------------- 200
Presentations---------------------------------------------------------------20
Participation/quizzes------------------------------------------------------- 30
Midterm Exam---------------------------------------------------------------100
TOTAL---------------------------------------------------------------------350

Grades will be calculated based on percent of total points earned:
93-100 =A 90-92=A- 87-89=B+ 83-86=B 80-82=B- 77-79=C+ 73-76=C

Two Semester Course Overview:
The course begins with the physician and his/her knowledge, skills and attributes. It then continues with the physician’s interaction with the patient, with the community, and with healthcare systems. Parts 1 and 2 will be covered in the Fall term; parts 3 and 4 will be covered in the Spring semester. By the end of the course, students will not only understand the physician in the context of community (locally, nationally and globally) and healthcare systems, but will also be better prepared to be a successful medical school applicant and an eventual culturally competent physician.
## Tentative Schedule for IDH 3035/4008: Spring 2015

### IDH 3035 Challenges in Healthcare: Spring Term 2015

<table>
<thead>
<tr>
<th>Week #</th>
<th>Class #</th>
<th>Day of Week</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>T</td>
<td>Jan. 13</td>
<td>Healthy Lifestyles</td>
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<tr>
<td>2</td>
<td>3</td>
<td>T</td>
<td>Jan. 20</td>
<td>Current Structure of US Healthcare system including ACA</td>
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<td>4</td>
<td>R</td>
<td>Jan. 22</td>
<td>Issues in Healthcare: ACO, HMO, Medicaid, Medicare, etc.</td>
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<td>5</td>
<td>T</td>
<td>Jan. 27</td>
<td>Issues in Healthcare: ACO, HMO, Medicaid, Medicare, etc.</td>
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<td>6</td>
<td>R</td>
<td>Jan. 29</td>
<td>Medicine and the law; malpractice and tort reform</td>
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<td>4</td>
<td>7</td>
<td>T</td>
<td>Feb. 3</td>
<td>Genetics and Medicine</td>
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<td>5</td>
<td>9</td>
<td>T</td>
<td>Feb. 10</td>
<td>Determination of Death</td>
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<td>10</td>
<td>R</td>
<td>Feb. 12</td>
<td>Immunizations: Pediatric, Adult</td>
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<tr>
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<td>11</td>
<td>T</td>
<td>Feb. 17</td>
<td>Communication Skills; Oral and Written</td>
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<td>12</td>
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<td>Feb. 19</td>
<td>Global Health: A Clinical Case</td>
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<td>7</td>
<td>13</td>
<td>T</td>
<td>Feb. 24</td>
<td>Global and Local Health: HIV/AIDS</td>
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<td></td>
<td>14</td>
<td>R</td>
<td>Feb. 26</td>
<td>Multidisciplinary healthcare teams</td>
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<td>15</td>
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<td>3-Mar</td>
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<td>16</td>
<td>R</td>
<td>5-Mar</td>
<td>Midterm</td>
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<td>10-Mar</td>
<td>Spring Break</td>
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<td>12-Mar</td>
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<td>17</td>
<td>T</td>
<td>17-Mar</td>
<td>Clinical trials: Clinical Research &amp; Changing Truth</td>
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<td>19-Mar</td>
<td>Clinical trials: Clinical Research &amp; Changing Truth</td>
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<td>24-Mar</td>
<td>Technology in healthcare system: EHR, telemedicine,</td>
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<td>20</td>
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<td>26-Mar</td>
<td>Technology in healthcare system: EHR, telemedicine,</td>
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<td>31-Mar</td>
<td>Personalized medicine</td>
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<td>22</td>
<td>R</td>
<td>2-Apr</td>
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<td>23</td>
<td>T</td>
<td>7-Apr</td>
<td>Gender and Health</td>
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<td>24</td>
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<td>25</td>
<td>T</td>
<td>14-Apr</td>
<td>Stress and Health</td>
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<td>16-Apr</td>
<td>Population Health/Interpreting the Data</td>
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<td>Population Health/Interpreting the Data</td>
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<td>23-Apr</td>
<td>Lifelong Learning Part 4</td>
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<td>TR</td>
<td>April 28-30</td>
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<td>Final Exam Week</td>
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Passover: April 3-11  
Easter: April 5

All readings and assignments will be put on Blackboard. There is no assigned textbook.