

**Honors Seminar V & VI: Aesthetics, Values, and Authority**  
**IDH 3034    Fall 2016**  
**Challenges in Healthcare**

Monday and Wednesday 5:30 p.m. to 6:45 p.m. in Room AHC2 360

Course Director: Barbra A. Roller, Ph.D.

[rollerb@fiu.edu](mailto:rollerb@fiu.edu) or 305-348-7289; AHC2 368A

Office hours by appointment, as well as before and after class.

**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.
  - Readings to be assigned by course director or other participating faculty
  - Diagnostic reasoning case studies
  - 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.

### **GL Learning Outcomes for IDH 3034-5**

**Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

- ***Course Learning Outcome:*** 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 Perspectives:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems.

- ***Course Learning Outcome:*** 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 demonstrate a willingness to engage in local, global, international, and intercultural problem solving.

- ***Course Learning Outcome:*** Students will be able to develop solutions to local, global, international, and/or intercultural problems related to aesthetics, values, and authority

## **Global Learning Graduation Honors**

FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long-term study abroad; or, a globally-focused internship. The Peace Corps Prep certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. For more information, visit [goglobal.fiu.edu](http://goglobal.fiu.edu).

## **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](http://www.honors.fiu.edu/portfolios).

### **Honors Education in the ARTS (HEARTS)**

The HEARTS program is designed to give Honors College students opportunities to "explore and appreciate different artistic and cultural traditions and modes of artistic expression. HEARTS will also serve as a clearinghouse (and curatorial framework) for our students to experience the arts on campus and in the community by providing them with information about cultural activities and access to performances with free or discounted tickets. See <http://honors.fiu.edu/hearts/>.

### **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 Code of Academic Integrity – <http://www.fiu.edu/~dwyere/academicintegrity.html>.

FIU Honors College Student Handbook – <http://honors.fiu.edu/handbook0910.html>

FIU Honors College Plagiarism Policy – [http://honors.fiu.edu/current\\_policy\\_plagiarism.html](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](#) (DRC), 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 unexcused 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.

### **Grading and Evaluation**

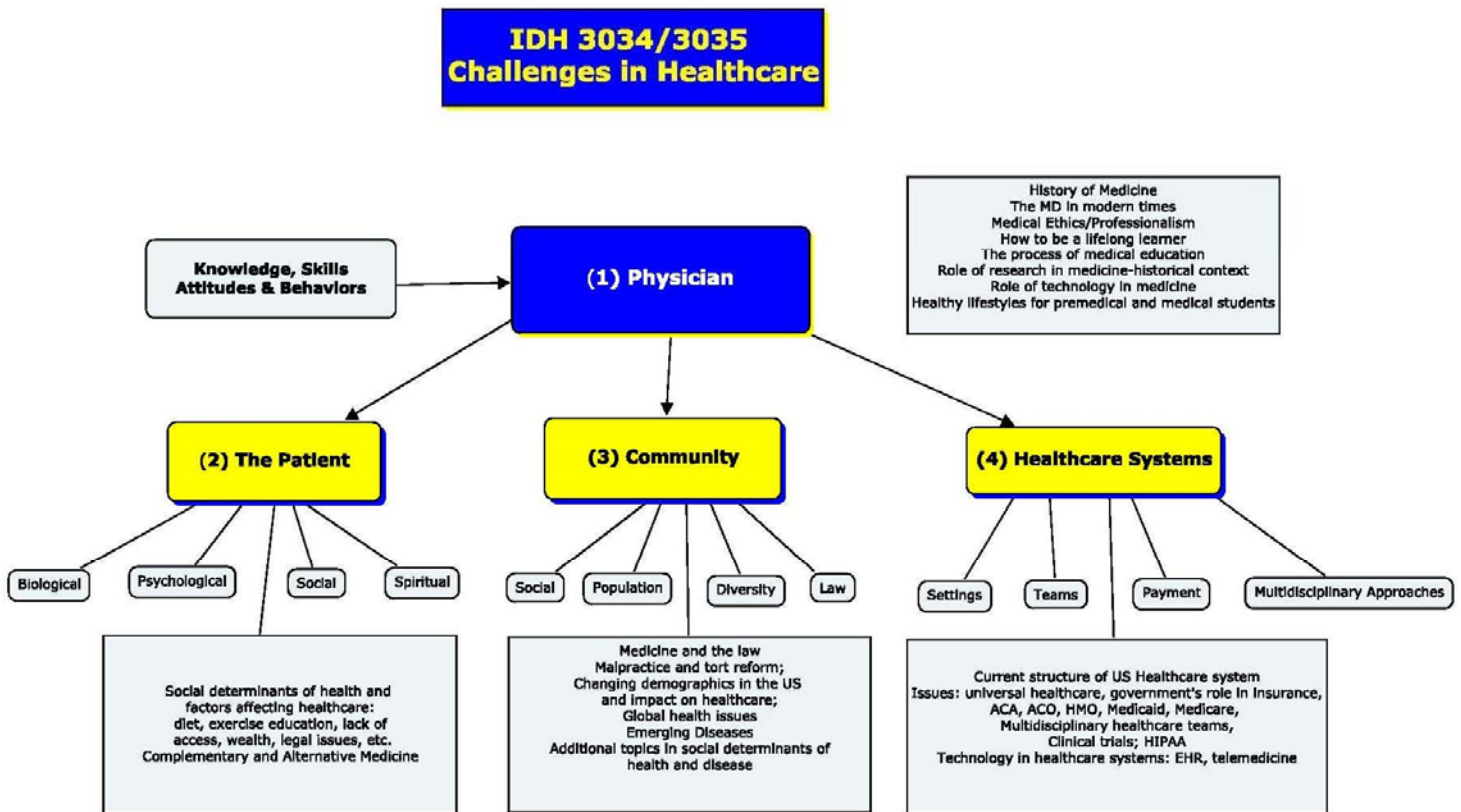
Response/Reflection Papers: 6 @ 25 points each-----	150
Presentations-----	30
Participation/quizzes-----	20
Exam #1-----	100
Exam #2-----	100
<b>TOTAL</b> -----	<b>400</b>

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.



**Note:** Syllabus subject to change. Students will be notified by email or in class.

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

**Tentative Schedule for IDH 3034: Fall 2016**

Week #	Class #	Day	Date	Topic
1	1	M	22-Aug	Course Introduction
	2	W	24-Aug	History of Medicine- highlights
2	3	M	29-Aug	Infections in Global Historical Context- Example: Hepatitis
	4	W	31-Aug	Introduction to Social Determinants of Health
3	5	M	5-Sep	<b>Labor Day- no class</b>
	6	W	7-Sep	Path toward medical education
4	7	M	12-Sep	Medical ethics
	8	W	14-Sep	Professionalism- cases
5	9	M	19-Sep	Medical ethics-cases
	10	W	21-Sep	Careers in Medicine- Making Choices
6	11	M	26-Sep	Lifelong learning I
	12	W	28-Sep	Lifelong learning II
7	13	M	3-Oct	<b>Out of Class Assignment-Healthcare Article- (Rosh Hashanah)</b>
	14	W	5-Oct	Infectious Diseases on a Global Basis- Example: HIV
8	15	M	10-Oct	Role of Research in Medicine- Historical and Global Context
	16	W	12-Oct	<b>Out of Class Assignment (Yom Kippur)</b>
9	17	M	17-Oct	Complementary and Alternative Medicine
	18	W	19-Oct	Complementary and Alternative Medicine
10	19	M	24-Oct	<b>EXAM 1</b>
	20	W	26-Oct	MD in Modern times: authors, politicians, lawyers, administrators, etc.
11	21	M	31-Oct	Social Determinants of Health
	22	W	2-Nov	Social Determinants of Health
12	23	M	7-Nov	Critical Thinking and Lifelong learning: concept mapping
	24	W	9-Nov	Cultivating resilience in premed and medical students
13	25	M	14-Nov	Student Presentations
	26	W	16-Nov	Student Presentations
14	27	M	21-Nov	Critical Thinking and Lifelong learning: learning strategies
	28	W	23-Nov	Special Topic: persistence
15	29	M	28-Nov	Special Topic and semester review; Global Grant Survey
	30	W	30-Nov	<b>EXAM 2</b>
16	31	MW	Dec 5-10	Final Exam Week
				Labor Day- September 5
				Rosh Hashanah- Oct 3; Yom Kippur- Oct 12 (sundown October 11); Veteran's Day Nov 11