

**Honors Seminar IDH 3034 U08**  
**Challenges in Healthcare**  
**Fall 2021**

Monday and Wednesday 5:30 p.m. to 6:45 p.m. in Room AHC2 360  
Course Director: Barbra A. Roller, Ph.D.  
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Office hours by appointment either face to face or via Zoom.

**Students will access all course materials via Canvas-- <http://canvas.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
- Be able to map out the expectations and describe the 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
- Be able to apply the basic history, structure, and previous policies to contemporary issues in a changing healthcare system
- Be able to relate the sociological, anthropological, and philosophical contexts of healthcare and cultural competency to current medical practice
- 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. 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 Canvas at: <http://canvas.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 Canvas or through email

## **Global Learning Outcomes for IDH 3034**

**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 Policies and Requirements**

### **Academic Misconduct Procedures and Policies**

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.

An Honors College 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 Academic Misconduct Procedures available at <https://studentaffairs.fiu.edu/get-support/student-conduct-and-academic-integrity/academic-integrity/index.php>. Please refer to the following documents for additional information:

FIU Student Handbook: <https://studentaffairs.fiu.edu/about/student-handbook/index.php>

### **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. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each Honors College course includes at least one assignment that could potentially fit portfolio requirements. <http://honors.fiu.edu/current-students/portfolio/>

### **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. <http://honors.fiu.edu/current-students/hearts/>

### **Resources:**

#### **Panthers Care & Counseling & Psychological Services**

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, for the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Learn more about CAPS at [caps.fiu.edu](http://caps.fiu.edu). Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

#### **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. *As you will see on this syllabus, there will be no class meetings for Rosh Hashanah or Yom Kippur. However, there will be an assignment instead.*

#### **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. 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.

**Response/Reflection Papers**

There will be short (no more than 2 pages) papers assigned approximately every 2-3 weeks (7 papers total). These papers are based on the session material. Details regarding each paper will be on Canvas, along with a grading rubric. Details regarding the presentation as well as the 2 exams will also be on Canvas and discussed in class.

**Grading and Evaluation**

Response/Reflection Papers: 7 (49%)

Presentation\* Recommended (7%)  
for Portfolio

Exam #1 (22%)

Exam #2 (22%)

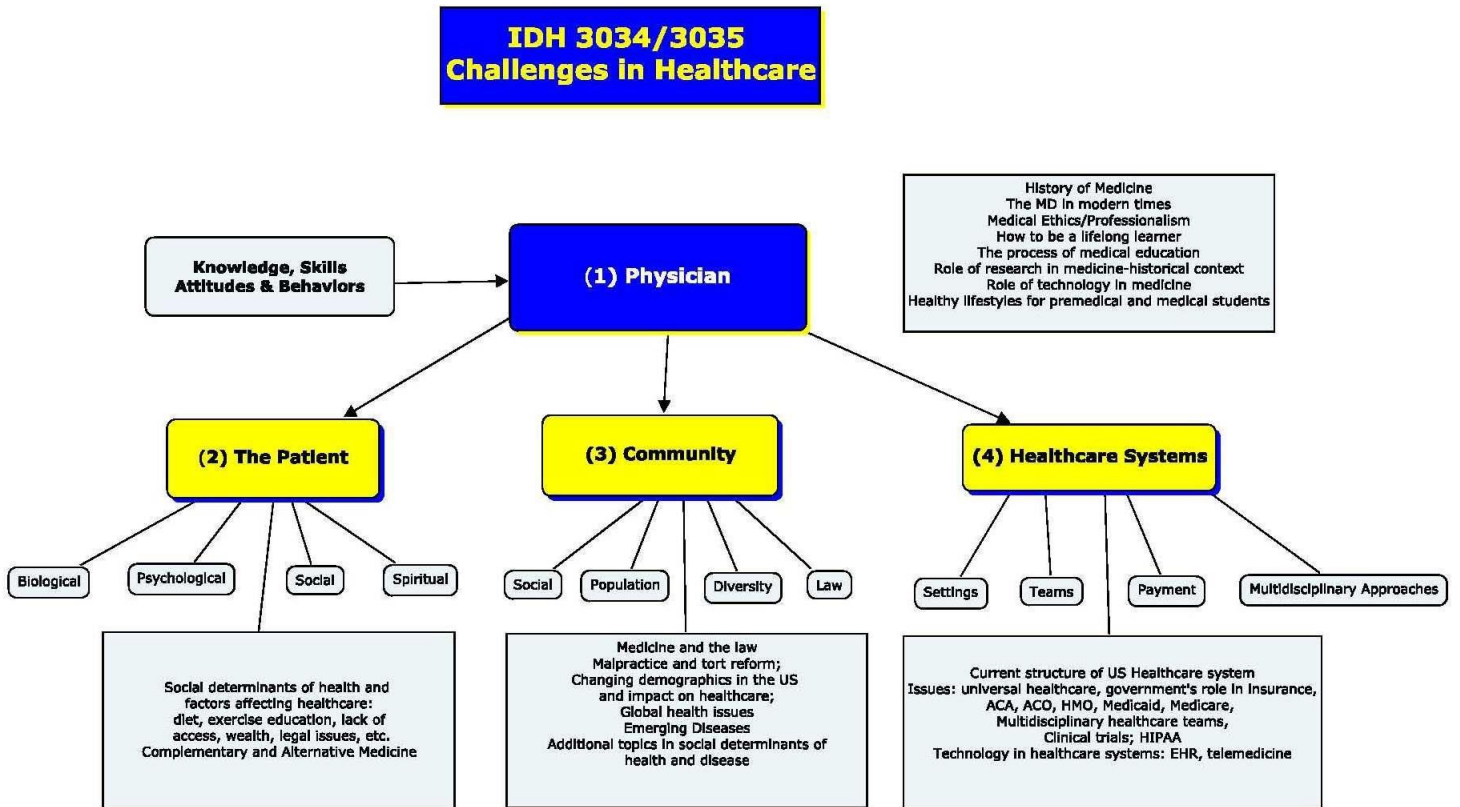
**TOTAL (100%)**

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: this course was originally designed to be two semesters. Should you wish to enroll in IDH 3035 (Challenges in Healthcare II), we will be discussing other topics not discussed in IDH 3034)**

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- (IDH 3034); parts 3 and 4 will be covered in the Spring semester (IDH 3035). 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 Announcements in Canvas, by email, or in class.**

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

Class #	Day	Date	Topic
1	M	Aug. 23	Course Introduction
2	W	Aug. 25	History of Medicine and Surgery
3	M	Aug. 30	Time Management
4	W	Sept. 1	Path to Medical Education
5	M	Sept. 6	<b>Labor Day No School</b>
6	W	Sept. 8	Professionalism
7	M	Sept. 13	Education and Health Outcomes
8	W	Sept. 15	<b>NO Class Yom Kippur- out of class assignment</b>
9	M	Sept. 20	Plagiarism and Citations
10	W	Sept. 22	Concept Mapping
11	M	Sept. 27	Careers in Medicine
12	W	Sept. 29	Medical Ethics
13	M	Oct. 4	Assignment Presentations-out of class assignment
14	W	Oct. 6	Learning Strategies
15	M	Oct. 11	<b>EXAM #1</b>
16	W	Oct. 13	Complementary and Alternative Medicine
17	M	Oct. 18	MD in Modern Times
18	W	Oct. 20	Social Determinants and Cultural Humility- Part I
19	M	Oct. 25	Social Determinants and Cultural Humility- Part II
20	W	Oct. 27	Racism and Discrimination in Healthcare
21	M	Nov. 1	Special Topic- Persistence
22	W	Nov. 3	Lifelong Learning and Grit
23	M	Nov. 8	Cultivating Resilience in Premed and Medical Students
24	W	Nov. 10	Clinical Case
25	M	Nov. 15	Student Presentations- Social Determinants
26	W	Nov. 17	Student Presentations- Social Determinants
27	M	Nov. 22	Clinical Skills
28	W	Nov. 24	Special Topic- night before Thanksgiving
29	M	Nov. 29	Current Topics in Healthcare- group activity
30	W	Dec. 1	<b>EXAM #2</b>
31	MW	Dec 6-10	<b>Final Exam Week</b>

**Labor Day- Sept. 6**

**Rosh Hashanah- September 6-8**

**Yom Kippur- September 15-16**

**Veteran's Day- Nov. 11**