



Being a Healthcare Professional – an Overview

Course Number: FCM 201

General Education Tier 2 – Societal & Institutional Systems

Description of Course This course offers an overview of our health care system in the larger context of our society. It includes the history of different health care fields, communication with patients, health disparities, discussion of health systems and policy issues, and interprofessional and cross-cultural care. This course offers the student an opportunity to gain an understanding of the means by which the health care sector interacts with the society. This will include how different components of our society, such as housing and the social determinants of health impact on health care. It is an important course for all students in that all of us interact with the health care system at some time in our lives and the health care sector employs close to 10% of the working US population. This course will provide the students the critical thinking skills to evaluate our health care system as it plays an increasingly important role in political discourse.

Course Prerequisites or Co-requisites

None

Instructor and Contact Information

Course Director: Paul Gordon, MD, MPH

Co-Director: Patricia Lebensohn, MD

Rm 3122 College of Medicine

(520) 626-3969

pgordon@email.arizona.edu

Office hours: After class, or please email for appointment

Teaching Assistants: To Be Named

Course Format and Teaching Methods

Lecture, small-group activities or group projects.

To insure student engagement, the following teaching modalities will be used:

- Interactive lectures using audience response systems (i.e., Clickers – Turning Technology)
- Flipped classroom where the students will read materials on the topic and during class, they will answer specific questions arising from the reading and present their answers to the whole class
- Divided into three groups, there will be a debate on health care systems. (depending on the enrollment, we may have multiple simultaneous debates monitored by different faculty members)
- Think, pair, share will be used for some of the sessions
- Two group discussions and projects

Course Objectives and Expected Learning Outcomes

Course Objectives: The objectives of this course are to provide students with an overview of our health care system in the larger context of our society and to enhance their awareness of issues related to patient communication, a historical appreciation of health policy and systems, as well as interprofessional and cross-cultural care.

Expected Learning Outcomes: At the end of the course, students will be able to:

- Articulate political, policy and socio-economic factors integral to our health care system and engage in robust debate about these concepts
- Demonstrate understanding of the unique perspective of each health professional's approach to problem solving and articulate how they work collaboratively to deliver care to our patients
- Analyze and evaluate how cross-cultural and health disparities issues affect the health care system and demonstrate knowledge of the formal and informal structures and processes that make social systems, governments, and economies work
- have an informed opinion about socio-cultural problems and issues, which can be expressed orally and in writing, and based on knowledge about social, cultural, political, and economic theory
- demonstrate a well-developed critical faculty for distinguishing among the various theoretical and ideological interpretations of national events (particularly related to health care) as they are presented in the media
- Demonstrate knowledge of the history of medicine, nursing, pharmacy and allied health professions and how that history impacts our current health care delivery system
- Evaluate a clinician-patient communication using principles of patient-centered communication

Absence and Class Participation Policy

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences preapproved by the UA Dean of Students (or dean's designee) will be honored. See <http://policy.arizona.edu/employmenthuman-resources/attendance>.

Participating in the course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Absences may affect a student's final course grade. If you anticipate being absent, are unexpectedly absent, or are unable to participate in class online activities, please contact me as soon as possible. *To request a disability-related accommodation to this attendance policy, please contact the Disability Resource Center at (520) 621-3268 or drc-info@email.arizona.edu*. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

Makeup Policy for Students Who Register Late

Students registering late (no later than the second week) may review readings and presentations from first week and will have a written assignment to be handed in by week 3 related to week one material.

Course Communications

Online communication will be conducted via official UA e-mail address and D2L

Required Texts or Readings

All materials will be available via D2L

Required or Special Materials

No special tools or supplies are needed

Required Extracurricular Activities (if any)

No extra-curricular activities are required.

Assignments and Examinations: Schedule/Due Dates

Exams and grading:

Midterm exam:	20%
Graded group activity #1	17%
Debate performance:	20%
Graded group activity #2	18%
Class Participation	5%
Final exam:	20%

1. The mid-term examination will include essays totaling 750 words. This will be 20%.
2. There will be two Graded group activities. In the group activity #1, students will be assigned to groups of 8 and required to write an analysis of an assigned topic (e.g., role of interprofessional education, communication strategies in a cross-cultural settings and other topics). This first writing assignment will be reviewed by the course director and TAs, with the student then making substantive revisions before submitting a subsequent draft for grading. This will be worth 17%. In the group activity #2, students will be similarly assigned in groups of 8 and will perform a community health assessment, develop that into an essay of approximately 750 words and share a presentation with the class. This will also be worth 18%.
3. There will be a debate on health policy. Students will participate in groups of 4 students and assigned one side of the debate (single payer vs. market based vs. national health insurance systems). Each group will get a grade (corresponding to 20% of their total grade) based on participation in the debate, arguments presented and demonstrated understanding of the issues. It is anticipated that many faculty and TAs will be present as there will be multiple debates occurring in tandem.
4. Class participation and attendance are awarded 5%. A maximum of 3 absences (excused or unexcused) are allowed. If a student has more than 3 absences, s/he will not receive the 5% points.
5. The final examination will include essays totaling 750 words. This will be 20%.
6. Bonus points are awarded for responses to clicker questions during class based on the assigned readings for that session. This comprises 5% additional credit (above the 100%).
7. Review sessions will be arranged by Dr. Gordon in the week prior to midterm and the final exam. These sessions will be held on a Tuesday or Thursday at 8am prior to class.

Writing Requirement

Writing will include essays on both the mid-term and final examination and two projects whose writing will be approximately 750 words each (descriptions above) The first writing assignment will be reviewed by the course director and TAs, with the student then making substantive revisions before submitting a subsequent draft for grading.

Final Examination or Project

The date and time of the final exam will be announced once the calendar is available.

Final Exam Regulations: <https://www.registrar.arizona.edu/courses/final-examination-regulations-and-information?audience=students&cat1=10&cat2=31>, and Final Exam Schedule, <http://www.registrar.arizona.edu/schedules/finals.htm>

Grading Scale and Policies

GRADING SCALE:

- A: >90%
- B: 80-89%
- C: 70-79%
- D: 65-69%
- E: <65%

Honors Credit: (through Honors contract; see below)

Late work will not be accepted. Distribution of scored components is as described above.

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Dispute of Grade Policy: Dispute of a grade must occur within 14 days of its posting.

Honors Credit

Honors Contract is available: <https://www.honors.arizona.edu/honors-contracts>. Honors Contract requirements can be discussed with Dr. Gordon. The Honors contract might include interviews with State & US Legislators regarding their thoughts about our healthcare system and ways to improve it. This would then be written in an essay (about 1500 words).

Scheduled Topics/Activities

Interactive methods are parenthetically listed for each session.

Although there will be many guest lecturers, Drs. Gordon & Lebensohn will be present at all sessions and responsible for creating all assignments and assessments.

1. 1/16/20: Introduction to class and initial discussion of Communicating with patients/clients – *Dr. Paul Gordon, Professor, COM*
2. 1/21/20: History of medicine to include non-European cultures - *Dr. Joseph Alpert, Professor, COM & Dr. Sean Elliott, Professor, COM (audience response system)*
3. 1/23/20: History of nursing – *Past-Dean Shaver, Professor, CON (audience response system)*
4. 1/28/20: History of pharmacy – *Dr. Jenene Spencer, Assistant Professor, COP (audience response system)*
5. 1/30/20: Interdisciplinary Case Conference - *Lynne Tomasa, PhD, MSW; Alex Holland, MAc, Lac; Michele Bratton, RD; Patricia Lebensohn, MD.*
6. 2/4/20: Interprofessional Education – *Lisa Kiser, DNP, CNM, WHNP; CON; Patricia Lebensohn, MD, Professor, COM; Doug Taren, PhD, Professor, CPH; Jeannie K Lee, PharmD, BCPS, CGP, FASHP, Associate Professor, COP. (audience response system)*
7. 2/6/20: Communicating with patients/clients - continued – *Dr. Paul Gordon (audience*

- response system)*
8. 2/11/20: Health disparities – *Dr. Patricia Lebensohn, Professor, COM, & Dr. Paul Gordon, Professor, COM (think, pair, share)*
 9. 2/13/20: Cross-cultural issues in the provision of care – *Dr. Patricia Lebensohn, Professor, COM & Dr. Paul Gordon, Professor, COM (think, pair, share)*
 10. 2/18/20: assignment & discussion of group projects – *Drs. Lebensohn & Gordon, Professors, COM.*
 11. 2/20/20: work on group projects in class with assistance available from Drs. Lebensohn & Gordon
 12. 2/25/20: International view of health systems – *Dr. James Dalen, Professor Emeritus, COM (audience response system)*
 13. 2/27/20: History of health insurance – *Dr. Paul Gordon, Professor, COM (flipped classroom)*
 14. 3/3/20: US health care industry – *Dr. Eve Shapiro, Clinical Professor, Emeritus, COM (audience response system)*
 15. 3/5/20: Mid-term examination
 16. 3/10/20: Spring recess
 17. 3/12/20: Spring recess
 18. 3/17/20: Student debate on health care systems: Single payer vs. socialized vs. market-based
 19. 3/19/20: Student debate on health care systems: Single payer vs. socialized vs. market-based (over 2 classroom sessions)
 20. 3/24/20: Cure, treatment, prevention – where are health care dollars best spent? – *Cisneroz, Sedler & Thai, COM (audience response system)*
 21. 3/26/20: Disease versus illness – (Biopsychosocial) patient centered care – *Dr. Patricia Lebensohn, Professor, COM; Dr. Paul Gordon, Professor, COM.*
 22. 3/31/20: Politics, policy and patient advocacy – *Dr. Eve Shapiro, Clinical Professor Emeritus, COM (flipped classroom activity)*
 23. 4/2/20: How do clinicians think – *Dr. Kevin Moynahan, Deputy Dean, Professor, COM (audience response system)*
 24. 4/7/20: Role of traditional healers – *Dr. Carlos Gonzalez, Assoc. Professor, COM (think, pair, share)*
 25. 4/9/20: Border healthcare issues/ problems – *Jill de Zapien, Associate Dean for Community Programs (audience response system)*
 26. 4/14/20: Rural healthcare issues/ problems – *Dr. Lane Johnson, Professor, COM (audience response system)*
 27. 4/16/20: Community health assessment – *Dr. Doug Taren, Professor, CPH*
 28. 4/21/20: group assignment on community health assessment – work in class with assistance from Drs. Gordon, Lebensohn, Taren.
 29. 4/23/20: group assignment on community health assessment - work in class with assistance from Drs. Gordon, Lebensohn, Taren.
 30. 4/28/20: group assignment presentations
 31. 4/30/20: Class wrap-up and review for final examination
 32. 5/5/20, or 5/7/20: Final examination - *Tentative*

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable <http://drc.arizona.edu/instructors/syllabus-statement>.

If you have reasonable accommodations, please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>

Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.