

# Healthcare Orientation 112

## Course Syllabus

### Spring 2008

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- Instructor:** Dr. Stephen Bentivenga (Office: 111C Halsey; Phone: 7088;  
email: [bentiven@uwosh.edu](mailto:bentiven@uwosh.edu))
- Office Hours:** Mon. 2:00 – 4:00, or by appointment. Feel free to email me any time.
- Required Text:** *Writing Papers in the Biological Sciences* (4<sup>th</sup> Edition)  
by Victoria E. McMillan
- Meeting Times:** Thursdays 3:00-5:00, Room 175 Halsey
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#### **Course Description (from [Bulletin](#)): Healthcare Orientation** (2 cr)

An introduction to the cultural aspects of healthcare sciences for students declaring or considering a degree in any Healthcare-related program on campus. Topics will include: current "hot" fields and employment opportunities; roles and responsibilities of healthcare workers in society; professional ethics; scientific communications; planning (career choices, course selection, research experience, internships); and an introduction to campus faculty, staff and facilities. Students are encouraged to take this course as early as possible in their academic programs.

**Note:** BIO 112 is intended for students in their 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> semesters of college. To achieve this, 112 was made a prerequisite for BIO 230 and 231. Regardless, **Junior and Senior BIO majors continue to show up in 111, often expressing the resentment that "I am so beyond this class"**. If that's your situation, *please*: keep an open mind, assist those who are less knowledgeable than yourself, and (at the very least) play along and do not begrudge Freshmen and Sophomores their opportunity to learn (the easy way) what you may have learned the hard way.

**Course Objectives:** Students in this course will be offered instruction to develop their:

1. Ability to make the most of their educational opportunities at UW Oshkosh.
2. Familiarity with the wide variety of healthcare fields.
3. Information literacy.
4. Critical thinking skills.
5. Writing and speaking skills.
6. Research skills.
7. Networking skills.
8. Strategies for career planning.

**Special Needs and Accommodations:** Students with disabilities are welcome in this class. Please notify me at the first class meeting, with appropriate documentation, so that the pertinent accommodations can be made.

**Classroom Etiquette:** Please turn off cell phones during class. Be respectful of other students and their ideas. Do not monopolize discussions, and give others a chance to add their ideas and opinions.

**Seating Arrangement:** I will try my best to learn all of your names. To assist me in this we will create a seating chart. Please sit in the same seat each day.

**D2L & Email Policy:** I use both D2L and campus (uwosh.edu) email accounts regularly. D2L is vital for accessing the course syllabus and assignment instructions. I also make occasional announcements on D2L. You are expected to access both D2L and your campus email regularly (I recommend once each day), so that you receive timely notification of any last-minute changes or assistance regarding assignments. I may post short reading assignments, but I will always give you several days notice to read them (my goal is Monday at noon, before a Thursday class).

Due to legal privacy concerns, I only respond to emails about classroom matters that originate from official uwosh.edu email accounts, so please do not be offended if I ignore messages that arrive from hotmail, yahoo, or other unofficial email accounts. Contact [Academic Computing](#) if you need help with your campus email account (including combining it with a private email account).

**Late Assignment Policy:** Unless otherwise specified, all assignments are due at the beginning of class on the day they are due. Late work will be docked 10 percent for each calendar day it is late (including weekends).

**Academic Integrity:** The [University's statement on conduct](#) says that “Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.” Here are the consequences: If you cheat or plagiarize in one of my courses, at a bare minimum you have earned a zero on the assignment, and I may elect to fail you from the class and report you to the Dean of Students.

**Need help with your writing?** Your McMillan textbook was chosen precisely because it is a short-but-sweet reference for the basics of quality writing in the biosciences. For custom assistance, contact the UW Oshkosh [Writing Center](#).

**Feeling overwhelmed?** The UW Oshkosh [Reading Study Center](#) is an all-university service that can help you learn to learn more efficiently. Strategies for improved textbook study, time management, note-taking, test preparation and test-taking are taught through both credit courses and non-credit services.

**Assignments (specific details about written assignments and presentations will be posted on D2L)**

1. **Attendance:** Attendance at every class (for the full class period) is required. If you must miss class for a university-approved reason, you must notify me in advance of class, and I will require documentation. One unexcused absence will result in loss of half of the attendance points. The second unexcused absence will result in a loss of all attendance points. Three unexcused absences will result in a failing grade for the entire course, regardless of points earned on the assignments.
2. **Participation:** This class will be more rewarding if you actively participate. Your fellow students can learn from you, and I hope to learn from your ideas also. During class, I expect you to participate in discussions, and be able to answer questions when called upon. For you to be effective at this, *you must do the assigned reading before class*. I will post questions from the reading on D2L in advance of class. At a *minimum*, you should be able to answer these questions.

Participation points will be awarded using the following system:

- 100 (participates actively, answers questions during all/almost all class periods)
- 75 (participates frequently, but not every class)
- 50 (participates about half of the class periods)
- 0 (participates infrequently/never)

3. **Personal Essay:** This essay will be evaluated for your ability to follow instructions, write, and engage in self-analysis and self-promotion. After I grade your essay, you may re-write and turn it in for an improved grade.
4. **Curriculum Plan:** This chart will be evaluated for your ability to follow instructions, use University rules and regulations, and plan for the future.
5. **Career Capsule:** You will collaborate with a partner on this assignment. This oral presentation will be evaluated for your ability to follow instructions, use common research tools related to a healthcare career, use an overhead projector, and speak informally in front of a group of peers. Limit: 3-4 minutes.
6. **News Story Presentation:** This oral presentation will be evaluated for your ability to follow instructions, use common research tools related to a scientific topic, use PowerPoint, and speak formally in front of a group of peers specifically to teach them something new. Limit: 5 minutes.
7. **Final Exam.** A cumulative exam covering material from the entire class. It will be open-book, open-notes.

**Course Evaluation:**

<b>Assignment</b>	<b>Point Value</b>
Attendance	100
Participation	100
Personal Essay	100
Curriculum Plan	100
Career Capsule	100
News Story Presentation	100
Exam	100
<b>Total</b>	<b>700</b>

**Grading Scale:**

<b>Percentage</b>	<b>Grade Earned</b>
100-92	A
91.99-89	AB
88.99-82	B
81.99-79	BC
78.99-72	C
71.99-68	CD
67.99-60	D
< 60	F

## Class Schedule – Biology 112

Week	Date	Topic(s)	Assignment Due	Reading
1	7 Feb	Course introduction		
2	14 Feb	The UWO Biology Department Majors and minors	Bring your STAR report to class	Introduction (pp. 1-4)
3	21 Feb	What is science? Science vs. pseudoscience Science and society How is science performed? Tools of the trade: hypothesis-testing		
4	28 Feb	Hypothesis-testing, continued How do we communicate science? Scientific writing Science and Healthcare Professions: How do they intersect?	Curriculum Plan	Ch. 1 (pp. 5-32) Ch. 4 (pp. 68-114)
5	6 Mar	Scientific writing  Achieving your career goals	Personal Essay	Ch. 5 (pp. 114-136) Ch. 6 (pp. 137-166) Ch. 10 (pp. 234- 242)
6	13 Mar	<i>Health Career Capsules</i>		
7	20 Mar	Presentation skills		Ch. 10 (pp. 215- 255)
8	3 Apr	Making the most of your college experience Learning & teaching styles Teaching styles Translating learning style into study habits	2 <sup>nd</sup> draft of Personal Essay (optional)	Ch. 9 (pp. 206-214)  Learning styles handout
9	10 Apr	Interpreting data Graphical representation of data Basic statistics		Ch. 3 (pp. 45-67) Ch. 2 (pp. 33-44)
10	17 Apr	<i>News story presentations</i>		
11	24 Apr	<i>News story presentations</i>		
12	1 May	<i>News story presentations</i>		
13	8 May	<b>Comprehensive exam</b>		
14	15 May	Class wrap up		