IDS4930
Spring
Intro to the Pre-Health Process Spring 2021
1 credit

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CLASS: Wednesdays 3-3:50

In person: 2000 Farrior Hall

Online: Join Zoom Meeting

https://ufl.zoom.us/j/97486609777?pwd=cHZpTTRzL3VKZHhBaUlwK0MxT250UT09

Meeting ID: 974 8660 9777

Passcode: 213672

STUDENT OFFICE HOURS: Thursdays 1-2 PM

Join Zoom Meeting

Meeting URL: https://ufl.zoom.us/j/94346566102

Meeting ID: 943 4656 6102

CAMPUS RESOURCES: Campus resources: https://www.ufl.edu/academics/resources/

Pre-Health Essentials: https://www.advising.ufl.edu/pre-health/

Pre-Health Advising: https://www.advising.ufl.edu/pre-health/

Pre-Health Resources: https://www.advising.ufl.edu/pre-health/pre-health-resources/

COVID-19 Safety Protocols

Online section: If you are registered for the online section of this course, you may not attend the face-to-face class. Please see 'Seating Capacity' for further details. Your class will meet at the same time as the face-to-face class via the Zoom link above.

Face-to-Face section: For students receiving face-to-face instruction this semester, certain protocols for health and safety must be followed strictly and conscientiously. The following classroom policies regarding Covid-19

safety have been established to ensure that all face-to-face interactions conform to CDC guidelines and university policy.

- **University Behavior Policies**

Remember that there are strict and crucial policies regarding behavioral expectations during this time. During the semester, you may find yourself in a circumstance that requires you to abstain from physical class attendance, quarantine, or otherwise alter your behavior. **You may NOT attend physical class if you are feeling ill.** Review the university policies regarding behavioral requirements: https://policy.ufl.edu/policy/student-behavioral-expectations-in-response-to-covid-19/. These policies are strictly enforced and failure to adhere to these expectations will result in a report to the Dean of Students and a possible conduct code violation.

- **Seating Capacity**

In order to maintain social distancing, the seating capacity of all UF classrooms is being held at around twenty percent of normal capacity. Our classroom this semester—Farrior Hall 2000—has a maximum capacity of 6 students. **Only students who are registered for a face-to-face will be allowed to enter the classroom. Students who register for online sections are expected to attend online and will not be able to switch during the term. However, students registered for the face-to-face section may attend online if they wish.**

- **Mask-Wearing Policy**

In keeping with UF Health guidelines, students in face-to-face sections will be expected to maintain physical distancing in the classroom *and* to remain masked during the class meeting. This applies to the instructors as well. **Students are required to wear masks in the classroom at all times without exception.**

- **Social-Distancing Policy**

Students may only sit in certain seats, which will be marked accordingly. On the first day of face-to-face instruction, seats will be assigned. Students will only sit in their assigned seat.

Students are encouraged not to enter the building until a few minutes before class begins. While waiting to enter the classroom, students must stand on specially marked spaces on the second floor lobby of Farrior Hall to ensure appropriate distancing.

When entering or exiting the room, students should do so one at a time, maintaining the six-foot distancing rule. Students should only enter or exit via the door nearest their assigned seat. At the end of each class, students will exit the room in order of distance from their seat to the exit, with students seated nearest the exit leaving first. The front of the room will be marked off for the instructor only. **Do not approach the instructor or step into the instructor area of the room at any time.**

- **Disinfecting Policy**

Before leaving the classroom, students are required to sanitize the area around their seat by wiping the armrests and spraying down the chair and desk with disinfectant. Cleaning supplies will be provided for this purpose. Hand sanitizer will be provided in a dispenser located in the second-floor lobby. Students are encouraged to carry their own sanitizer as well. Students should sanitize their hands before and after touching common surfaces such as doors.

COURSE DESCRIPTION

This course is intended for students in their freshman or sophomore year who are interested in pursuing admission to healthcare professional graduate programs. This course will provide information on how students can begin to prepare for being a healthcare professional and applying to health graduate programs. It will also introduce students to current topics in healthcare in a holistic, mind-body-spirit context including exploration of the patient/family experience, and one's self as related to healthcare issues and topics. The use of the word 'medicine' in this course is all encompassing to include all healthcare professions.

TEXTBOOK: Sanders, L. (2009). Every Patient Tells a Story: Medical Mysteries and the Art of Diagnosis. NY: Random House.

COURSE OBJECTIVES

1. To explore what is necessary to be a competitive applicant to health profession graduate programs.
2. To explore the experience of healthcare from the multiple perspectives of the patient, the family and the healthcare provider
3. To explore the patient-professional relationship
4. To reflect on the concept of humanism in relation to healthcare
5. To gain awareness and understanding of personal strengths, traits, type and qualities
6. To encourage reflection of current healthcare issues and ethical dilemmas
7. To complete a personal and professional development plan so as to pursue admission to professional school.

The instructor reserves the right to change the content of this syllabus at any time. This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

COURSE REQUIREMENTS:

NO LATE SUBMISSIONS – All assignments are due at the beginning of class on the date specified in the syllabus. Suggestions for completion of each component of the portfolio are listed in the weekly schedule.

All 'Forms and Handouts' can be found under the 'Form and Handouts Module' link in Canvas.

1. **In-class attendance and participation** – (15 points)
   Attendance is required. One point will be deducted from total points for each unapproved/undocumented/unexcused absence. Please see the university attendance policy below.

2. **Reading Reflections** – (20 points)
   Reflective writing is a necessary skill in healthcare professions. Much of the application and interview process involves reflections related to healthcare issues and personal experiences.

   All assigned reading is completed prior to coming to class and the reflections are done either as a '**Discussion Questions'** or a '**Book Reflection'** as assigned. The 'Book Reflection Form' is in 'Forms and Handouts' module and is submitted via Canvas in .doc format. They and are due at the beginning of each class.

   - Reading Reflections: 11 font, single spaced
     Based on the text, ***'Every Patient Tells a Story'*** - Use the 'Book Reflection form' found in Canvas under the 'Forms and Handout' Module. Read carefully, then synthesize what you read to respond to the questions asked on the form. Do not repeat what is stated in the book.

   - Discussion Questions: Minimum 250 words, 11 font, single spaced
     Reflections submitted in Canvas under the 'Discussion' link. You need to reflect on two of your classmate's reflections.

Reflections – (20 points)

1. Reflection #1 - Discussion Question – Submit Your Questions (0 points) In Discussions - List Submit any and all questions you have related to UF, class, pre-health, etc. **DUE: 1/13**

2. Reflection #2 – Discussion Question – Ideal Characteristics (3 points) The text and articles, 'What is a Good Doctor, Medical Professionalism, Inter-professionalism, and your profession's Code of Ethics,' all discuss or eludes to the characteristics of the 'ideal' healthcare professional. Respond to: What characteristics do

healthcare professionals need for excellent in caring for others? How do these characteristics enhance patients' willingness to share their story and the professional-patient relationship? **DUE: 2/10**

3. Reflection #3 – Book Reflection – Part One: Introduction, Chapters 1 & 2 (3 points) 'Every Patient Tells a Story' Use Book Reflection Form – Part One: Introduction, Chapters 1 & 2 **DUE: 2/17**

4. Reflection #4 – Discussion Question – Butterfly – (3 points) In Part Two of Every Patient Tells a Story, Dr. Saunders talks about the importance of developing and using our senses to enhance skills in doing a physical exam. Smell, touch, site and our interpretation of these, offers clues or pieces of the puzzle in the diagnosis process. Look at the painting below by Rupert Grint. With great detail, what do you see? If your patient came to you and told you this is about their story, what is the story you see? (Minimum 250 words) Please read and respond to at least two post comments in response to your classmate's insights. **DUE: 3/3**

5. Reflection #5 – Discussion Question – Guest Speaker (0 points) We will have a guest speaker for the 'About Us' Module. Our guest practiced medicine for 62 years. Please list at least three questions you would like to ask him. **DUE: 3/10**

6. Reflection #6 – Book Reflection – (5 points): 'Every Patient Tells a Story' use Book Reflection Form – Part Two: Chapters 3,4,5,6, and 7. **DUE: 3/17**

7. Reflection # 7 – Discussion Question – (3 points) : In Pre-Health Essentials, go to the 'Learn About Your Future Patients' module. Select one group of people to read about from 'Transgender, Immigrants, Homelessness, and Minority options. Review all the information for that population. Imagine you have a patient who is representative of that population. Answer the questions below **DUE: 3/31**

   a. What additional information would you like to know about the patient's story?

   b. What are some challenges regarding delivering medical care?

   c. What are some resources you would suggest for your patient?

8. Reflection #8 – Book Reflection – (3 points) 'Every Patient Tells a Story' Use Book Reflection Form - Parts 3 & 4: Chapters 8, 9, 10 **DUE:**

3. **Engagement Points** – (15 points) Choose 2 different activities, each worth 5 points. Submit summaries for each on Canvas **by the due dates, per the instructions below.** 250 word minimum, 11 font, single spaced. These must be UF campus related activities, new to you. .

Activities required for another class or that you completed in a previous semester may not count towards the requirement for this class.

Engagement 1 & 2 - choose activities from the lists below and follow summary instructions. **DUE 2/10 & 3/10**

Engagement #3 - Think of someone who impacted you greatly., whether at UF or previously. A former teacher, pastor, physician, employer, parent, aunt/uncle, etc. Please take the time to write to that person to let them know their impact on your life and your gratitude for them. Send them the letter you wrote
Submit a copy of the letter you sent as the third Engagement Point. Let me know if you received any response. It's the time to tell others how their acts of kindness to us impacted us. **DUE: 4/14**

Engagement 1 & 2
Refer to https://www.advising.ufl.edu/pre-health/pre-health-resources/ for ideas.

For letters A-I write a summary including:

- Where
- Contact person and info
- Date
- Number of hours
- What you did
- What you learned
- Submit a signed business card or picture of you at the event/resourse with identifying background

Engagement Options:

A. Community service – Be creative!
B. Clinical service
C. Shadowing
D. Research
E. Attend a multicultural event – take a selfie
   https://multicultural.ufl.edu
   http://www.ufl.edu/student-life/cultural-opportunities/
F. Go to the WOW Kick-Off - Take a 'selfie' with a PH advisor and get their autograph
G. Attend a student organization meeting
H. Campus resources such as: (Bring a signed business card)

Broward Tutoring (Teaching Center)
352-392-2010
teachingcenter.ufl.edu

OAS Tutoring
352-392-0788
oas.aa.ufl.edu

Writing Studio
352- 392-6420
writing.ufl.edu/writing-studio

Institute of Black Culture (IBC)
352-392-1217 ext. 252
www.multicultural.ufl.edu/ibc

Institute of Hispanic-Latino Cultures (La Casita)
352-392-1217 ext. 254
www.multicultural.ufl.edu/lacasita

International Student Center
352-392-5323
www.ufic.ufl.edu

Career Resource Center
352-392-1601
www.crc.ufl.edu

I. Pre-approved idea – Come up with a unique idea that encompasses the course content. Be sure to get instructor approval before completing.

J. Interview a professional (non-family) in your area of interest and write a summary including:
- What inspired me to pursue a career in medicine: How I move _____:
- Career highlights
- Advice I'd give to those interested in pursuing a career in medicine:
- Aspect of my work that means the most: My hope for the future of medicine

4. **Professional Development Portfolio** – (40 points) - **DUE 3/31**

Typed, 11 font and single spaced. Submit via Canvas using the Professional Development Portfolio Form in Forms & Handouts

- Statement of 'WHY' - Purpose & Impact (5 points) 11 font, single spaced, one-page (500 words minimum) Write a paper indicating why and how you want to use the knowledge and skills you will gain in undergrad and professional school to impact other people's lives as a healthcare professional**. This will include a 2 to 3 sentence 'Mission Statement' that summarizes your purpose. Your 'Mission Statement' is to be at the top of your paper**. You will share your 'Mission Statement' in class.

- Personal Undergraduate Code of Ethics (5 points) – 11 font, single spaced, one-page (250 words minimum)
  Write a one-page personal code of ethics **you will use as an undergraduate pre-health student**. It should include a **one paragraph introduction** to your code followed by **a list of 'I' statements** (e.g. "I will be professional in all correspondence.") Cite your sources. See a copy of the AMA Code of Medical Ethics in the Forms and Handout Module on Canvas OR https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/principles-of-medical-ethics.pdf

- Competency Assessment - (5 points) – Fill out, assessing your current level of competencies. Each column represents one semester. In the top portion of the form, fill in your name, include activities you are currently involved in and list the entrance exam you will complete for your chosen profession. The rest may be left blank.

- Personal Strengths, Challenges, Values & Skills (5 points) - Using the results from the following surveys below, analyze and identify your areas of - Strengths, Challenges, Values and Skills Include copies of the results in your 'Portfolio' when uploaded to Canvas.

  Complete the following surveys, print results and include in portfolio
  16 Personalities: https://www.16personalities.com/
  Healthcare Interest Profile: https://www.vcn.org/healthcare/interest-profiler
  Work Values: https://www.123test.com/work-values-test/
  Career Skills: https://students.tufts.edu/sites/default/files/Skills%20Inventory.pdf

- Personal & Professional Interests in Healthcare (5 points) - Research professionally related websites for personal areas of interest to the profession you are pursuing. List your interests in the areas and Circle of Life category to explore it. Be specific about interests in these areas. **Include websites related to your search.**

- Circle of Life Academic Plan – (5 points) Create a 4-year academic plan based on your healthcare profession and your major for completion of your degree and pre-health requirements. Be sure to include major, college, university and state requirements. Have your completed plan reviewed by an advisor. Plans without a signature can earn a maximum of 3 points. Plan a time to see an advisor as soon as this is discussed in class!

- Circle of Life – Extra-Curricular Plan – (5 points) - Layout a plan for where and when you will begin and continue 'Circle of Life experiences'

- Professional & CAS Organizations – (2 points) 11 font, minimum 250 words per organization
  Use the 'Professional Organizations' form in 'Forms and Handout' module in Canvas
  Write a summary of the information available to students on professionally related organization websites such as AAMC, ADEA, PAEA, AAVMC, etc. **AND** your profession's 'centralized application service' (CAS) sites such as AMCAS, AADSAS, CASPA, VMCAS. (See links in Canvas)

- Research Three Schools – (3 points) 11 font, single spaced – Use the 'School Comparison' form in 'Forms and Handouts' module in Canvas

  Include:
  a. Name of school
  b. Mission statement
  c. Pre-requisite courses
  d. Mean science GPAs
  e. Mean entrance exam scores
  f. Extra-curricular requirements.

5. **'Circle of Life' Plan Poster** – (10 points – 5 pts. poster/ 5 pts. presentation) Typed. Submit poster via Canvas – Presentation in class. **Due 4/7.**

   Use the 'PH Plan Poster Template' found on Canvas in 'Forms & Handout' module - Include your picture in the center with your 2-3 sentence mission statement. **You will present these in class.**

   Choose three specific options for each outer circle – two specific ideas in Gainesville and 1 you would want to create for yourself

   Academics- include 2 specific non-science electives and one course you wish could be taught at UF,
   Research - specific research interests or activities
   Shadowing - list 2 specific practitioners and area of specialty and one dream shadowing experience if you could create one
   Healthcare Experience – list 2 specific locations and one dream experience if you could create your own.
   Community Service - (non-clinical) - list 2 specific locations and one dream experience if you could create your own
   Competencies – List the 3 competencies you want to develop further

100 TOTAL POINTS POSSIBLE

GRADING

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 B; 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will be issued only for extenuating circumstances. For additional information about grading policies please visit: www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

UNIVERSITY GRADING POLICIES

http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

ACADEMIC HONOR CODE AND ACADEMIC HONESTY

University of Florida students Honor Code:
Preamble:
In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the Honor Code.

The Honor Code:
We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge:
On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at www.dso.ufl.edu/sccr, and ask the instructors to clarify any expectations you do not understand. Any occurrence of academic dishonesty will be reported to the judicial body in the Dean of Students office and may result in failure of this course.

ADA STATEMENT

The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565 www.dso.ufl.edu/drc/), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

CIVILITY

Mature and respectful behavior is expected in this classroom when dealing with instructors and other students. Side conversations, sleeping, and reading other course material (or the Alligator, etc.) are not appropriate and may result in the student losing attendance credit for that day. Cell phones and pagers are NOT welcome in this classroom; please silence and put them away prior to the start of class.

STUDENT COMPLAINT PROCESS: Residential Course:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

CONFIDENTIALITY

The content of a conversation between healthcare professional and patient is considered confidential and privileged. Likewise, in this course discussions and their content should be considered confidential and not discussed outside of class. The only exception is if there is concern for someone's safety or the safety of another. If you have concerns, please contact the instructor.

GATORLINK E-MAIL

Students are required to have and use their GatorLink account for all UF related e-mail functions. Official university communications are sent to students at this email address.

Attendance: If you do miss a class for some reason, it is your responsibility to obtain any material or assignments from a fellow class member. Excused absences include:

ATTENDANCE POLICY

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

One point will be deducted from total points for each unapproved/undocumented absence.

WEEK	DATE	TOPIC	READING	ASSIGNMENTs
				****These are assignments included in the <u>PROFESSIONAL DEVELOPMENT PORTFOLIO</u>. You can complete upon completion of the material presented in class throughout the semester. You will hand these in as part of the <u>PROFESSIONAL DEVELOPMENT PORTFOLIO</u>**
1	1/13	Intro & Syllabus	*Every Patient Tells a Story*	**DUE: Reading Reflection #1 Discussion – In Discussions - Submit any and all questions you have related to UF, class, pre-health, etc.** **<u>TO DO:</u>** 1. Week 1 Discussion Question – Submit all the questions you have about pre-health, UF or any others. in Canvas under 'Discussions' 2. Sign up for PH listserv www.advising.ufl.edu/prehealth
2	1/20	WHY? - Serving Others	1.Every Patient – Intro 2. What is a good doctor and how can we make one? Introducing the Biopsychosocial Model for good medicine and good doctors**.** *BMJ 2018;324:1533* file:///C:/Users/rknicker/Downloads/What%20is%20a%20good%20doctor%20and%20how%20can%20we%20make%20one.pdf 3. From Purpose to Impact https://hbr.org/2014/05/from-purpose-to-impact	**Watch: Every Patient Tells a Story https://www.youtube.com/watch?v=JMwZzqt5tcU** **Review** three profiles from: https://www.ama-assn.org/topics/ama-member-profiles **Bring copies of AMA profiles to class**
3	1/27	WHY? MISSION STATEMENTS	Every Patient – Chapter 1	**Complete Rough draft of 'Statement of Purpose - WHY?' and bring to class**
4	2/3	WHO? – Competencies Professionalism/Ethics	1. DeAngelis, C.D. Medical Professionalism. JAMA, Vol. 313: 18 2. Read your professions - 'Professional Code of Ethics' https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/principles-of-medical-ethics.pdf 3. Student Code of Conduct http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf	**Review:** Anatomy of an Applicant - Review three student bios' https://students-residents.aamc.org/applying-medical-school/preparing-med-school/anatomy-applicant/demonstrate-the-core-competencies/ **Bring copies of 3 student bios from Anatomy of an Applicant to class** ****Complete the following survey:**

				https://www.16personalities.com/free-personality-test *****Complete Portfolio Pages/Sections*** • ***Competency Assessment***
5	2.10	Inter-professionalism: Get a Clue	1. Every Patient – Chapter 2 2. Inter-professionalism & Shared Decision Making - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018136/pdf/cjic25-018.pdf 3. Website https://explorehealthcareers.org	DUE: **Reflection #2 Discussion Question** **DUE: Engagement Point #1 via Canvas** **To Do:** **Essentials – Review Explore Health Careers Module** *****Complete Portfolio Pages:*** • *Current Interests* • *Professional Interests*
6	2/17	Personal & Professional Development: Values & Interests	Every Patient - Chapter 3	**DUE: Reflection #3 – Every Patient Book Reflection – Intro, Chs 1 & 2** **To Do:** **Complete the following surveys:** **Healthcare Interest Profile** **https://www.vcn.org/health-care/interest-profiler** **Work Values Test** **https://www.123test.com/work-values-test/** **Career Skills** https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx **Have results of all surveys in class** *****Complete Portfolio Pages:*** *Personal & Professional Interests*
7	2/24	WHAT? - Circle of Life - Academics	Every Patient - Chapter 4	**Review PH Essentials** – Pre-health 101 *****Complete Portfolio Pages/Sections*** • Academic Plan (Complete and See college advisor ASAP)
8	3/3	WHAT? - Circle of Life - Extracurriculars	Every Patient – Chapter 5	**DUE: Reflection #4 Butterfly Discussion Question** **Review PH Essentials** – Building a Competitive Application -Anatomy of a competitive applicant. *****Complete Portfolio Pages/Sections*** • *Final Draft of 'Statement of WHY?'*
9	3/10	WHERE?	Every Patient – Chapter 6	**DUE: Reflection #5 Discussion Question** **DUE: Engagement Points #2 via Canvas**

		Professional Schools & Mission Statements		**Review PH Essentials – Choosing Schools**
10	3/17	HOW? - Make a Plan CAS & Professional Organizations	Every Patient – Chapter 7	**DUE: Reading Summary #6** **Every Patient Tells a Story: Part Two – Chs. 3 to 7** **Bring a printed blank Professional Development Plan to Class (Forms & Handout module in Canvas)** *****Complete Portfolio Pages/Sections*** • *Research Three Schools that match your mission statement. Use School Comparison Form in Professional Development Plan*
11	3/24	About US - Questions	Every Patient – Chapter 8	*****Complete Portfolio Pages/Sections*** • *Goals and Timetable* *CAS Info Summary* • Circle of Life Extracurricular Plan
12	3/31	Being a Patient	Every Patient – Chapter 9	**DUE: Reading Reflection #7 – Discussion Question - Essentials** **PH Essentials** – Module: Learn About Your Future Patients Module – Choose one patient group from 'Transgender, Immigrants, Homelessness, and Minority), Answer the discussion questions. **DUE: Professional Development Portfolio**
13	4/7	**PRESENTATION OF Circle of Life PLAN**	Every Patient – Chapter 10	**DUE: Reading Summary #8 – Every Patient Tells a Story - Parts 3 & 4 – CHs. 8, 9, 10 and Afterward** **DUE: Circle of Life Plan**
14	4/14	What's Next	**Complete presentations of PH Plans & Final**	**DUE: Engagement Point #3** Keeping Track Review: Action Plan