CLASS Join Zoom Meeting

Phone one-tap: US: +16465588656,,7917133897# or +13017158592,,7917133897#
Meeting URL: https://ufl.zoom.us/j/7917133897
Meeting ID: 791 713 3897

STUDENT OFFICE HOURS:

Meeting URL: https://ufl.zoom.us/j/7917133897
Meeting ID: 791 713 3897
OR Call Katie 352-273-4083 for appointment

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/

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.


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: 9/1**

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: 9/29**

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: 10/6**

4. **Reflection #4 – Discussion Question – Butterfly** – (3 points) In Part Two of Every Patient Tells a Story, Dr. Sanders talks about the importance of developing and using our senses to enhance skills in doing a physical
Exam. Smell, touch, sight 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: 10/20

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: 10/27

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: 11/3

7. **Reflection #7 – Discussion Question – (3 points) : Reflection # 7 – Discussion Question – (3 points) : In Pre-Health Essentials select one group of people to read about. Read the information for that population. Imagine you have a patient who is representative of that population. DUE: 11/17

In Canvas in Discussions reflect on the following:

- What additional information would you like to know about the patient’s story,
- What are some challenges regarding delivering medical care, and
- What are some resources you would suggest for your patient? DUE: 11/17

8. **Reflection #8 – Book Reflection – (3 points) ‘Every Patient Tells a Story’ Use Book Reflection Form - Parts 3 & 4: Chapters 8, 9, 10 DUE: 11/24

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**Engagement Points** – (15 points) Choose 3 different activities worth 5 points each. Submit summaries for each on Canvas one by each of the following dates: 9/29, 10/27, and 12/1 at 11:59 p.m. 250 word minimum, 11 font, single spaced. These must be UF campus related activities.

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.

**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.

**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
- A signed business card or picture of you at the event 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 11/17 at the beginning of class

   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](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
  - [https://www.16personalities.com/free-personality-test](https://www.16personalities.com/free-personality-test)
  - [https://www.vcn.org/health-care/interest-profiler](https://www.vcn.org/health-care/interest-profiler)
  - [https://www.123test.com/work-values-test/](https://www.123test.com/work-values-test/)
  - [https://students.tufts.edu/sites/default/files/Skills%20Inventory.pdf](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.


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:
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

Two points will be deducted from total points for each unapproved/undocumented absence.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td></td>
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<td><strong>These are assignments included in the PROFESSIONAL DEVELOPMENT PORTFOLIO. You can complete upon completion of the material presented in class throughout the semester. You will hand these in as part of the PROFESSIONAL DEVELOPMENT PORTFOLIO.</strong></td>
</tr>
<tr>
<td>1</td>
<td>9/1</td>
<td>Intro &amp; Syllabus</td>
<td><em>Every Patient Tells a Story</em></td>
<td>DUE: Reading Reflection #1 Discussion – In Discussions - Submit any and all questions you have related to UF, class, pre-health, etc. TO DO: 1. SYLLABUS QUIZ – DUE by 9/4 2. Week 1 Discussion Question – Submit all the questions you have about pre-health, UF or any others. in Canvas under ‘Discussions’ 3. Sign up for PH listserv <a href="http://www.advising.ufl.edu/prehealth">www.advising.ufl.edu/prehealth</a></td>
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<tr>
<td>2</td>
<td>9/8</td>
<td>WHY? - Serving Others</td>
<td>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. <em>BMJ 2018;324:1533</em> <a href="">file:///C:/Users/rknicker/Downloads/What%20is%20a%20good%20doctor%20and%20how%20can%20we%20make%20one.pdf</a> 3. Three profiles from: <a href="https://www.ama-assn.org/topics/ama-member-profiles">https://www.ama-assn.org/topics/ama-member-profiles</a></td>
<td>Watch: <em>Every Patient Tells a Story</em> <a href="https://www.youtube.com/watch?v=JMwZzqtStcU">https://www.youtube.com/watch?v=JMwZzqtStcU</a> Bring copies of AMA profiles to class</td>
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<tr>
<td>9/14-9/17</td>
<td>PRE-HEALTH KICI-OFF</td>
<td>Every Patient – Chapter 1</td>
<td><a href="https://www.advising.ufl.edu/prehealth/">https://www.advising.ufl.edu/prehealth/</a></td>
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<td>3</td>
<td>9/15</td>
<td>WHY? MISSION STATEMENTS</td>
<td>Every Patient – Chapter 1</td>
<td>Complete Rough draft of ‘Statement of Purpose - WHY?’ and bring to class</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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| 5    | 9/29  | Inter-professionalism: Get a Clue | 1. Every Patient – Chapter 2  
3. Website [https://explorehealthcareers.org](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/Sections:**  
• Undergraduate Personal Code of Ethics |
| 6    | 10/6  | 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](https://www.vcn.org/health-care/interest-profiler)  
Work Values Test [https://www.123test.com/work-values-test/](https://www.123test.com/work-values-test/)  
Career Skills [https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx](https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx)  
Have results of all surveys in class |
| 7    | 10/13 | WHAT? - Circle of Life - Academics | Every Patient - Chapter 4  
Review PH Essentials – Pre-health 101  
**Complete Portfolio Pages:**  
• Personal & Professional Interests |
| 8    | 10/20 | 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**  
• Academic Plan (Complete and See college advisor) |
<table>
<thead>
<tr>
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<th>Topic</th>
<th>Assignment Details</th>
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<tr>
<td>9</td>
<td>10/27</td>
<td>WHERE? Professional Schools &amp; Mission Statements</td>
<td>Every Patient – Chapter 6&lt;br&gt;DUE: Reflection #5 Discussion Question&lt;br&gt;DUE: Engagement Points #2 via Canvas&lt;br&gt;Review PH Essentials – Choosing Schools</td>
</tr>
<tr>
<td>10</td>
<td>11/3</td>
<td>HOW? - Make a Plan CAS &amp; Professional Organizations</td>
<td>Every Patient – Chapter 7&lt;br&gt;DUE: Reading Summary #6&lt;br&gt;Every Patient Tells a Story: Part Two – Chs. 3 to 7&lt;br&gt;Bring a printed blank Professional Development Plan to Class (Forms &amp; Handout module in Canvas)</td>
</tr>
<tr>
<td>11</td>
<td>11/10</td>
<td>About US - Questions</td>
<td>Every Patient – Chapter 8&lt;br&gt;<strong>Complete Portfolio Pages/Sections</strong>&lt;br&gt;- Circle of Life Plan&lt;br&gt;- Goals and Timetable CAS Info Summary</td>
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<tr>
<td>12</td>
<td>11/17</td>
<td>Being a Patient</td>
<td>Every Patient – Chapter 9&lt;br&gt;DUE: Reading Reflection #7 – Discussion Question - Essentials&lt;br&gt;DUE: Professional Development Portfolio&lt;br&gt;PH Essentials – Module: Learn About Your Future Patients Module – Choose one patient group do a ‘Reading Summary Form’ for it.</td>
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<tr>
<td>13</td>
<td>11/24</td>
<td>PRESENTATION OF Circle of Life PLAN</td>
<td>Every Patient – Chapter 10&lt;br&gt;DUE: Reading Summary #8 – Every Patient Tells a Story - Parts 3 &amp; 4 – CHs. 8, 9, 10 and Afterward</td>
</tr>
<tr>
<td>14</td>
<td>12/1</td>
<td>What’s Next</td>
<td>Complete presentations of PH Plans &amp; Final&lt;br&gt;DUE: Engagement Point #3&lt;br&gt;Keeping Track Review: Action Plan</td>
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</tbody>
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