IDS4930 Pre-Health Pathways  
Course # 26427  
Instructor  
Roberta Knickerbocker  
2016 Farrior Hall  
273-4083  
rknicker@advising.ufl.edu

CLASS: Monday  Periods 7&8; 1:55-3:50
OFFICE HOURS: Wednesdays 2-3 PM

Meeting URL: https://ufl.zoom.us/j/92492074148?pwd=dGFobXFOekRDZjJqdjl5cWJBeG1Gdz09  
Meeting ID: 924 9207 4148  
Passcode: 413493

The modality of this class is being changed temporarily to increase the probability that students will be able to complete the course. On 8/23 and 8/30, class will be taught online rather than face-to-face using the following  
Meeting URL: https://ufl.zoom.us/j/92918933401?pwd=M3dSQWIXSXInTJBT2tsM0RBQmpYQT09  
Meeting ID: 929 1893 3401  
Passcode: 685472

Class times remain unchanged. Do not go to the scheduled classroom on the date listed.

SYLLABUS: Canvas

CAMPUS RESOURCES:
List of campus resources: https://oas.aa.ufl.edu/students/campus-partners--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 for undergraduate students pursuing admission to healthcare professional graduate schools. PH Pathways introduces, assesses, and develops personal and professional pre-health competencies with the intent to build the knowledge, skills and qualifications needed for applicants and a competitive application to healthcare professional schools.

The competency model used in this course is founded on the model from the American Association of Medical Colleges (AAMC) including interpersonal, intrapersonal, and thinking and reasoning competencies. https://students-residents.aamc.org/applying-medical-school/article/core-competencies/

COURSE OBJECTIVES
By the end of this course, students will:

1. Identify and engage with the pre-health professional competencies and their role in personal and professional development as a pre-health student
2. Assess areas of personal strengths, challenges, traits, and qualities to effectively enhance personal and professional growth
3. Create a plan for continued personal and professional growth
4. Demonstrate the ability to assess and reflect on professional and personal experiences and the relationship to pre-professional competencies, growth, and development
5. Self-evaluate readiness and/or competitiveness for admission.
6. Demonstrate knowledge of pre-health professions admission requirements, components of the CAS applications, and the application process
7. Reflect on experiences of personal and professional growth and challenges in preparation for application to healthcare professional schools
8. Create an application portfolio
9. Explore options and benefits for growth years and create a growth year plan

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 TEXTBOOKS


Journal readings as indicated in the Course syllabus

UNIVERSITY GRADING POLICIES
http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html
Course Requirements:

NO LATE ASSIGNMENTS WITHOUT PRIOR APPROVAL FOR EXTENUATING CIRCUMSTANCES

However, we recognize that this class is not the only thing in your life. If late work is accepted, students will be lose five points per day after the assignment due date. This allows the most flexibility and fairness across the whole class, so if you need an hour or two extra to finish work, you’ll be penalized, but not so much that it wrecks your grade. Make-up work is not allowed beyond this policy without documentation of a university-approved absence. Quizzes and exams are exempt from this policy and will not be accepted late.

ATTENDANCE: In-class attendance and participation – Attendance is required. Five points will be deducted from total points for each unapproved/undocumented absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/

UF ATTENDANCE POLICY

- Required student participation in a University sponsored event: These events will be excused with official documentation from the appropriate faculty or staff member. Documentation should be received PRIOR to the event.
- Religious Holidays: Religious holidays are always excused; however, please notify the instructors, in writing, within the first two weeks of class so that appropriate accommodations may be made.
- Medical Emergencies: Medical emergencies are excused with appropriate documentation from a health care provider.
- Family Emergencies: These emergencies are only excused with written documentation.

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

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester. https://disability.ufl.edu/get-started/

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 turn them off (or at least silence them) and put them away prior to the start of class.

STUDENT COMPLAINT PROCESS: Residential Course:

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.

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student

ASSIGNMENTS:

All assignments are due at the beginning of class on the date specified in the syllabus. Suggestions for completion of components of the portfolio are listed in the weekly schedule.

All ‘Forms and Handouts’ can be found under the ‘Forms and Handouts Module’ link in Canvas.

There are 4 categories of assignments for the course: 1) Reflection Essays; 2) Individual Assessments 3) Competency Video Presentation; 4) Application Portfolio

1. Reflective Writing Assignments (10) – 20 points

Each week there will be a reflective writing prompt related to the competency presented. You will complete these in class and submit to the instructor at the end of class or submit via Canvas by 5 PM the day of class.
These are one page, single spaced – 12 font. Given these are personal and private reflections, these will be read by instructor(s) or TA only. Privacy will be maintained in all cases with the exception of any reference of harm to self or others. Students will complete and submit their reflections to Canvas at the end of class following a brief discussion.

3. **Individual Assessments** – 5 points - Submit via Canvas
   Complete the following assessments by due dates and upload results to Canvas.

   - Defining Your Purpose worksheet 1 pts - Due 9/20
   - 16 Personalities – MBTI – 1 pt. [https://www.16personalities.com/personality-types](https://www.16personalities.com/personality-types) - Due 9/13
   - Pre-course Competency Assessment – 1 pt.

3. **Competency Video Presentation** - 25 points
   You will be divided into small groups. Each small group will be assigned a competency. Groups will plan and record a 10-15 minute video based on the reading for the competency and the chapter in ‘The Good Doctor.’ Include competencies demonstrated by the doctor in the chapter of ‘The Good Doctor.’ Use your creativity – Claymation, create a commercial, etc. to provide the presentation content. Videos and questions are submitted as an MP4 file at least one week prior to the competency class you are teaching.

   **You will meet with the instructor to discuss the plans for the video no later than two weeks prior to presenting. The syllabus indicates the week for your group to meet with the instructor. You will meet with the instructor at the end of class for the week indicated. If this is not possible, you will need to make arrangements to meet at another time that same week. All members of the group must be in attendance when you meet with the instructor. Five points will be deducted if you are not present for this meeting.**

   **Competency Presentation Video:** (10 minutes)
   - Review and synthesis of reading assignments, information from AAMC ([https://students-residents.aamc.org/applying-medical-school/what-medical-schools-are-looking-understanding-15-core-competencies](https://students-residents.aamc.org/applying-medical-school/what-medical-schools-are-looking-understanding-15-core-competencies)) and three additional resources including:
     - Definition of competency – Use AAMC
     - Summary of reading/resources
     - Relationship/application to healthcare
     - How is this demonstrated as an undergraduate prehealth student
4. Develop 3 discussion questions related to the competency and ‘The Good Doctor’

**Competency Presentation Evaluation:** All students will submit an evaluation for their peers at the end of each seminar. There are two different evaluation forms.

a. **Presenter Evaluations** - Submit an evaluation for each individual presenting in the video. Students are evaluated individually, not as a group. There is an IDS4930 **Peer Presentation Evaluation** form found in Canvas under the ‘Forms and Handouts.’ Please fill out the entire form and offer comments that validate your scores.

b. **Group Professionalism Evaluations** - Evaluate those you present with. You will submit a **Group Professionalism Evaluation** form for those in your presentation group and submit it to the instructor. This form is in Canvas found under ‘Forms and Handouts.’

You will receive a final evaluation form from the instructor that combines both peer and instructor’s evaluations.

4. **Application Portfolio** - 50 points  DUE: 11/29

   a. **Journey, Purpose, and Impact Statement** – 10 pts – Using 5,000 to 5300 characters (depending on profession), including spaces, write a paper telling of your journey in deciding ‘why’ healthcare, what is your purpose for practicing a healthcare profession, and what impact do you want to make by serving others for the rest of your professional life.

   b. **Competency Assessments Forms** (8) – 16 pts – Each week of competency review, you will complete your preprofessional competency form for that specific competency. Submit these as part of the Application Portfolio.

   c. **Circle of Life Assessment** – 2 pts - List completed/in progress activities, hours completed and graph.

   d. **Experiences** (5) – 5 pts – Select four ‘Circle of Life’ experiences you engaged in. Select three – using 700 characters, including spaces, write in complete sentences what you did and what you learned. Place greater emphasis on what you learned. For the fourth experience, using 1325 characters, in complete sentences, write what you did, what you learned and why this was one of your most impactful experiences.

   e. **List of Schools** (5) – 5 pts – Using the 'School Directory' form in the Application Portfolio, gather the required data and identify at least five schools you will apply to

   f. **List of Recommenders** (5) – 5 pts – List a minimum of five recommenders, their contact information and type of letter (science, non-science, character)

   g. **Growth Year Plan** – 5 pts – Based upon assessment of competitiveness and competency assessments, make a plan on how you will spend your growth year(s).

   h. **Application Reminders** – 2 pts - Standardized Test & Application Submission

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: [https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)

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<td>8/23</td>
<td>Course Intro</td>
<td>Syllabus Review</td>
<td>DUE - Reflective Writing (in class)</td>
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<td>Personal &amp; Professional Growth; PIF, &amp; Professionalism (Online)</td>
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<td>Pre class - Competency Assessment Form (in class)</td>
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<td>• <strong>Personal &amp; Professional Growth</strong></td>
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<td>***Application Portfolio: Pre - Competency Assessment</td>
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<td>• <strong>Professional Identity Formation (PIF)</strong></td>
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<td>- Video – Professional Identification <a href="https://www.youtube.com/watch?v=XFJuMxtkZeI">https://www.youtube.com/watch?v=XFJuMxtkZeI</a></td>
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<td>• <strong>Professionalism</strong></td>
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<td>- Video – What is Medical Professionalism? <a href="https://www.youtube.com/watch?v=GvZ_fEnvCHA">https://www.youtube.com/watch?v=GvZ_fEnvCHA</a></td>
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<td>2</td>
<td>8/30</td>
<td>Who you Are Matters</td>
<td>-The Good Doctor – CH 1</td>
<td>DUE:</td>
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</table>
**Who You Are Matters:**

- **Personality – Traits and Types**

  **Read:**
  Karimove, H. Personality and Character Traits: The Good, The Bad, and the Ugly

  **Videos:**
  - The Big Five - [https://www.youtube.com/watch?v=IB1FVbo8TSs](https://www.youtube.com/watch?v=IB1FVbo8TSs)
  - The Psychology of Your Future Self [https://www.youtube.com/watch?v=XNbaR54Gpj4&t=3s](https://www.youtube.com/watch?v=XNbaR54Gpj4&t=3s)

- **Intelligence**

  - EI
    - About EI (handout) [file:///C:/Users/rknicker/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/8VJ5JILN/About%20Emotional%20Intelligence%202019.pdf](file:///C:/Users/rknicker/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/8VJ5JILN/About%20Emotional%20Intelligence%202019.pdf)
    - Video – What is Emotional Intelligence [https://www.youtube.com/watch?v=LgUCyWhJf6s&t=2s](https://www.youtube.com/watch?v=LgUCyWhJf6s&t=2s)

- **Reflective Writing (in class)**

  - EI Test: [https://globalleadershipfoundation.com/geit/eitest.html](https://globalleadershipfoundation.com/geit/eitest.html)
  - MBTI – 16 Personalities test [https://www.16personalities.com/personality-types](https://www.16personalities.com/personality-types)
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<th>Date</th>
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<tr>
<td>9/6</td>
<td>Holiday</td>
<td>No Class</td>
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| 9/13 | Journey, Purpose & Impact | **Journey, Purpose, Meaning & Impact**  
- **Journey**  
  PODCAST: Listen  
  The Nocturnist – Episode 6: first 5 minutes - Becoming  
- **Purpose:**  
  - Kashdan & McKnight (2009). Origins of Purpose in Life: Refining our Understanding  
  - Martela & Pessi (March, 2018) Significant Work Is About Self-Realization and Broader Purpose...  
  Duckworth, A. (2016). Grit. Chapter 8 – Purpose  
  [https://publicism.info/psychology/grit/9.html](https://publicism.info/psychology/grit/9.html)  
  Video: What is Purpose?: [https://www.youtube.com/watch?v=T2pGwoL3foY](https://www.youtube.com/watch?v=T2pGwoL3foY)  
- **Meaning:**  
  - Ackerman, C. (2021). What is the Meaning of Life According to Positive Psychology? |
| 9/20 | Service Orientation | - The Good Doctor – CH 2  
  - Kleinman & van der Geest. ‘Care’ in health care  
  In class: Video: Maslow’s Hierarchy of Need - [https://www.youtube.com/watch?v=L0PKWTta7IU](https://www.youtube.com/watch?v=L0PKWTta7IU) |
|      |                  | **MEET WITH SERVICE ORIENTATION GROUP**  
  - Defining Your Purpose Worksheet  
  - Complete: Journey, Purpose, and Impact Statement  
|      |                  | **MEET WITH SOCIAL SKILLS GROUP**  
  - Defining Purpose Worksheet  
  - Reflective Writing (in class) |
| 5 | 9/27 | Social Skills | The Good Doctor – CH 3  
- Attending  
  Epstein, R. (2017). Attending Medicine, Mindfulness and Humanity pp. 15-34  
- Mindful Listening  
  Zenger & Folkman (2019). What Great Listeners Actually Do  
- Interpersonal Communication  
- Empathy  
  Goleman, D. (2017). What is Empathy?  
  Video:  
  Empathy: The Human Connection to Patient Care  
  https://www.youtube.com/watch?v=cDDWvj_q-o8  
  Blog:  
  How do you Cure a Compassion Crisis?  
  https://freakonomics.com/podcast/compassionomics/  
  Podcast: | - Competency Form  
  ***Application Portfolio – Complete Journey, Purpose and Impact rough draft  
  MEET WITH CULTURAL COMPETENCY GROUP  
  DUE  
  - Reflective Writing (in class)  
  - Preprofessional Competency Form – Service Orientation  
  MEET WITH TEAMWORK GROU |
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<th>Topic</th>
<th>Reading</th>
<th>Video</th>
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| 6    | 10/4 | Cultural Competency (Humility) | The Good Doctor – CH 5  
  -Yancu & Farmer (2017). Product or Process: Cultural Competence or Cultural Humility?  
  -Moton & Minkerler (2020). Cultural Competence or Cultural Humility? Moving Beyond the Debate  
  DUE: Test Yourself for Hidden Bias  
  https://www.learningforjustice.org/professional-development/test-yourself-for-hidden-bias | Conversations about Culture: The Importance of Cultural Humility  
  https://youtu.be/cVmOXVIF8wc (12:49) |
| 7    | 10/11| Teamwork | The Good Doctor – CH 4  
  -Rosen, et.al. (2018). Teamwork In Healthcare: Key Discoveries Enabling Safer, High Quality Care  
  -AAMC (2016). Teamwork: The Heart of Health Care  
  Video: Belbin’s 9 Team Roles  
  https://www.youtube.com/watch?v=7LunroajlLE&t=1s | |
| 8    | 10/18| Ethical Responsibility to Self & Others | The Good Doctor – CH 7  
  Ethics  

DUE:  
Hidden Bias Test:  
https://www.learningforjustice.org/professional-development/test-yourself-for-hidden-bias  
- Reflective Writing (in class)  
- Preprofessional Competency Form – Social Skills  
MEET WITH ETHICAL RESPONSIBILITY GROUP

DUE:  
- Reflective Writing (in class)  
- Preprofessional Competency Form – Cultural Competency  
MEET WITH CAPACITY FOR IMPROVEMENT GROUP

DUE:  
- Reflective Writing (in class)
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| 9    | 10/25 | Capacity for Growth & Self Efficacy | **The Good Doctor** – CH 6  
[https://fs.blog/2015/03/carol-dweck-mindset/](https://fs.blog/2015/03/carol-dweck-mindset/)  
**Podcast:** Dr. Harry Karydes  
-Ep 88: How to Respond to (and Learn From) Criticism  
[https://medicinerevived.com/5-ways-to-overcome-failure-a-doctors-guide/](https://medicinerevived.com/5-ways-to-overcome-failure-a-doctors-guide/)  
**Videos:**  
Growth Mindset Introduction: [https://www.youtube.com/watch?v=75GFzikmRY0](https://www.youtube.com/watch?v=75GFzikmRY0)  
Good [https://www.youtube.com/watch?v=IdTMDpizis8&t=93s](https://www.youtube.com/watch?v=IdTMDpizis8&t=93s) | - Reflective Writing  
- Preprofessional Competency Form  
Ethical Responsibility  
**MEET WITH RESILIENCE & ADAPTABLE GROUP** |
| 10   | 11/1  | Reliability & Dependability | **The Good Doctor** – CH 3  
-Cohen, D. High Reliability in Healthcare: A personal Failure  
- Preprofessional Competency Form  
**DUE** |
<table>
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<th>Topic</th>
<th>Assignment</th>
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| 13   | 11/22 | Telling Your Story — Writing Components - LORs | Select and listen to the CAS application presentation for your profession: [https://www.advising.ufl.edu/pre-health/2021-cas-event/](https://www.advising.ufl.edu/pre-health/2021-cas-event/)  
Read:  
3. Explore and review individual school requirements for LORs  
Video: Writing Components [https://www.advising.ufl.edu/pre-health/2021-cas-event/](https://www.advising.ufl.edu/pre-health/2021-cas-event/)  

**11/29**

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| 14   | 11/29 | Telling Your Story - Interviews & SJTs | Listen to:  
-Interviewing Components [https://www.advising.ufl.edu/pre-health/2021-cas-event/](https://www.advising.ufl.edu/pre-health/2021-cas-event/)  
Review:  
CASPer - [https://takecasper.com/](https://takecasper.com/)  

**12/6**

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| 15   | 12/6 | Growth Years – What If I Don’t Get In? & Wrap Up Final Questions (Online) | Growth Year:  
Listen to:  
Growth Years [https://www.advising.ufl.edu/pre-health/2021-cas-event/](https://www.advising.ufl.edu/pre-health/2021-cas-event/)  
Remember Your ‘Why’ [https://www.youtube.com/watch?v=5e_hp0THLpA](https://www.youtube.com/watch?v=5e_hp0THLpA)  

**DUE: Application Portfolio**

**7/2**

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<tr>
<td>11</td>
<td>7/2</td>
<td>In Application Portfolio – Complete: Personal statement of Purpose, Journey and Impact; Experiences Remaining pages</td>
<td>*** In Application Portfolio – Complete: Personal statement of Purpose, Journey and Impact; Experiences Remaining pages</td>
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