**IHS1100**
**Intro to the Pre-Health Process**
**1 credit**

**Instructor:**

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

**CLASS:**

**STUDENT OFFICE HOURS:**
**In person or via Zoom**
     **Zoom:**

**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 oneself 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 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/. Please contact the instructor if you will not be attending class.

## 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.

## 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 7 categories of assignments for this course:
1) Discussion Questions - (20 points)
2) Book Reflection – (15 points)
3) Video Reflection – (5 points)
4) Engagement Points – (15 points)

5) Professional Development Portfolio  - (40 points)
6) Circle of Life Poster & Presentation – (10 points)
7) Evaluations – (0 points) Course and GatorEval

1. **<u>Discussion Questions</u>** - (20 points) Minimum 250 words, 11 font, single spaced – Submit via Canvas
Reflections submitted in Canvas under the 'Discussion' link. You need to reflect on two of your classmate's reflections.

A. <u>Discussion Question #1 – Submit Your Questions (5 points)</u> In Discussions  - List  and submit any and all questions you have related to UF, class, pre-health, etc. **DUE:**

B. <u>Discussion Question #2 – Ideal Characteristics</u> (5 points) The text and articles, 'What is a Good Doctor, Medical Professionalism, Inter-professionalism, and your profession's Code of Ethics,' all discuss or alludes 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:**

C. <u>Discussion Question #3 – Butterfly –</u> (5 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:**

D. <u>Discussion Question #4</u> – Case Studies  - (5 points) : Select one of the following cases.  Read the articles/websites then post the answers to the questions in Canvas under Discussion #4.  Also, post reflections for two of your classmates' postings.

   **<u>Questions to reflect on</u>**:
   1. What additional information would you like to know about the patient's story and what questions would you ask the patient to get this information?
   2. What are some challenges regarding delivering medical care?
   3. What are three resources you would suggest for your patient?

   **<u>CASE #1</u>**
   Kris is a 32-year-old, African American, biologically identified as female at birth.  Kris currently identifies as a trans male and is receiving testosterone hormone therapy.  Kris was previously married and gave birth to a son.  He had multiple sexual partners since his divorce.  He is six months post-surgical for a bilateral mastectomy.  Kris was brought to the emergency department by his current partner who found him after a period of prolonged unconsciousness or sleep, confusion including the inability to remember her name, recognize her surrounding or partner, vomiting, and urinary incontinence.  Upon exam, Kris has several areas of bruising on the trunk of his body, but Kris is unable to remember circumstances that would explain this.

**READ**: Christian, L. et. al. (2021). **A biopsychosocial framework for understanding sexual and gender minority health: A call for action**
https://www.sciencedirect.com/science/article/pii/S0149763421002426

**REVIEW:** Minority Health and Health Equity - CDC -
https://www.cdc.gov/minorityhealth/index.html

## CASE #2
Fred is a Caucasian male appearing to be in his mid-40's.  He is admitted to the emergency room after being found unconscious in a local homeless settlement. He is combative, confused and yelling incoherently.  His body and clothing are covered with layers of dirt and smell of urine and feces.  He is coughing profusely as he is yelling.  His skin is covered with draining sores and rashes.   Others at the settlement indicated Fred has been homeless for 10 years but has been at the encampment only for the last 4 weeks.  They indicated he walks endlessly around the encampment muttering and with no active engagement in talking with anyone.  He is reported to not have slept for the last 4 days.  Prior to that he would sleep on the ground under a tree. His personal belongings were left at the camp.

**READ:**  Homeless Health Concerns: MedlinePlus
https://medlineplus.gov/homelesshealthconcerns.html

**REVIEW:**
National Coalition for the Homeless Health Care - National Coalition for the Homeless (nationalhomeless.org)
        https://nationalhomeless.org/issues/health-care/

## CASE #3
Wanetta is a 15-year-old undocumented female.  She came to the U.S. with her mother as a tourist but never went back to her home country in eastern Europe.  She is undocumented and has been in the U.S. for 4 years.  She is experiencing severe (8 on 10 scale) lower left abdominal pain with an increase in rebound tenderness.  She also has a fever of 102.4. She knows she needs to go to the hospital but her family has no insurance and afraid they will be reported and deported.  .  Her mother works illegally cleaning homes for others.  She collapsed and was brought in via an ambulance.

**READ:**  Hacker, K. et. al., (2015).  Barriers to health care for undocumented immigrants
file:///S:/AAC/Beyond120/Healthcare%20and%20Wellness/Curriculum/Courses/IHS1100%20Intro%20to%20the%20Pre-Health%20Process/Fall%202022%20Revisions/Weekly%20Ppts%20and%20Resources/Week%2012%20%20Being%20a%20Patient/Cases/Readings%20for%20Cases/Case%203/Barriers%20to%20health%20care%20for%20undocumented%20immigrants.pdf

**REVIEW:**  Immigrant, Refugee, and Migrant Health | Immigrant and Refugee Health | CDC
https://www.cdc.gov/immigrantrefugeehealth/index.html


2. **Book Reflections**: (15 points) 11 font, single spaced  - Submit via Canvas
    Complete the Book Summary Form for each assigned section

    Based on the text, 'Every Patient Tells a Story' - Use the '

Read carefully. Summarize, analyze, and synthesize what you read and complete the questions in the form. Do not   repeat what is stated in the book.

Submit via Canvas in .doc format. Canvas does not open Apple 'pages' files.

**Book Reflection Form:**

Summarize, analyze, and synthesize the reading as assigned. Provide detailed reflections for each question. Do not repeat what happened in the book.  Give your analysis and insights

A.  Book Reflection #1 –  Part One: Introduction, Chapters 1 & 2 (5 points) 'Every Patient Tells a Story' Use Book Reflection Form – Part One: Introduction, Chapters 1 & 2  **DUE:**

B.  Book Reflection #2 – Book Reflection – (5 points): 'Every Patient Tells a Story' use Book Reflection Form – Part Two: Chapters 3,4,5,6, and 7.  **DUE:**

C.  Book Reflection #3 – Book Reflection – (5 points) 'Every Patient Tells a Story' Use Book Reflection Form - Parts 3 & 4: Chapters 8, 9, 10, and Afterword   **DUE:**

3. **Video Review** (5 points)
   Watch the Journeys Traveled Professional Student Panel and one professional's video for your profession. Complete the Video Review Form and submit via Canvas.

4. **Engagement Points** (10 points)
   Choose 2 different activities from the options listed below -  5 points each

   Submit summaries for each activity - 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 - Pre-Health Website Scavenger Hunt (5 points) -  **DUE:**
      Submit answers to the following including the website links for the followings:
      o  What are 3 options listed for Pre-Health Advising on the drop-down menu?  Website links for the 3?
      o  Pre-Health  Services: What services are offered via prehealth advising? Website link?
      o  Pre-Health Resources: List 4 of the 8 prehealth resources. Website links?
      o  Workshops: What workshop reviews information related to study abroad?  Website link?
      o  Where can you find information about 'Specialty Programs' such as the Medical Honors Program? Website link

   ❖ Engagement 2 – Campus Activity (5 points) -  **DUE:**
      Select an activity from the options listed below and complete a summary per the information listed below.

      Options:
      A.  Community service – Be creative!

B. Clinical service
C. Shadowing
D. Research
E. Attend a multicultural event
     https://multicultural.ufl.edu
     http://www.ufl.edu/student-life/cultural-opportunities/
F. Attend a student organization meeting
G. Use a campus resource such as: (Include a signed business card in the summary
     Broward Tutoring (Teaching Center) -  teachingcenter.ufl.edu

     OAS Tutoring - oas.aa.ufl.edu
     Writing Studio - writing.ufl.edu/writing-studio
     Institute of Black Culture (IBC) - www.multicultural.ufl.edu/ibc
     Institute of Hispanic-Latino Cultures (La Casita) - www.multicultural.ufl.edu/lacasita
     International Student Center - www.ufic.ufl.edu
     Career Resource Center - www.crc.ufl.edu

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


**Summary  includes**:
- What was the activity
- 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/resource with identifying background

I. 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



5. **Professional Development Portfolio** – (40 points)  **DUE:**
   Typed, 11 font and single spaced. Submit via Canvas using the Professional Development Portfolio Form in Forms & Handouts – Submit via Canvas

   ❖ Characteristics of Ideal Professional  (2 points)  11 font
     List the ideal characteristics of a professional and the professional you aspire to become.

   ❖ 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 - (3 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 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 and upload to Canvas when due
   o  16 Personalities – MBTI – https://www.16personalities.com/free-personality-test
   o  Emotional Intelligence (EI)I - https://globalleadershipfoundation.com/geit/eitest.html
   o  Personal Values - https://www.valuescentre.com/tools-assessments/pva/

❖ Personal & Professional Interests in Healthcare (5 points) - Personal & Professional Interests in Healthcare (5 points) - Research professionally related websites for personal areas of interest related for the issues and topics listed on the form provided. These are broad and generalized topics. Narrow these down to specific topics and 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.' Make sure to include the experience and when you will start and how long you will continue it by using a line to demonstrate continuation of the experience.

❖ 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)

❖ <u>Research Three Schools</u> – (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.

6. **'Circle of Life' Plan Poster** – (10 points – 5 pts. poster/ 5 pts. presentation)  **DUE:**
Typed. Submit poster via Canvas Presentation in class. You will also need to bring the poster to class for your presentation.  Using the '<u>PH Plan Poster Template</u>' complete the poster.  Include your picture and 2-3 sentence 'Mission Statement' in the center of the poster.  Choose three options for each outer circle – two specific ideas in at UF and/or Gainesville and 1 idea <u>you create</u> that is not currently existent - your ideal.
   - **Academics-** include 2 specific non-science electives available at UF and one course you wish could be created at UF.  You cannot list a MCAT or entrance exam prep course.
   - **Research** - two specific research opportunities at UF and one you would like to create.
   - **Shadowing** - list 2 specific practitioners with their area of specialty at UF and one dream shadowing experience if you could create one
   - **Healthcare Clinical Experience –** list 2 specific clinical experiences and one  you could create your own as your ideal.
   - **Community Service** - (non-clinical) - list 2 specific locations in Gainesville and one dream experience you would create as your ideal
   - **Competencies** – List the 3 competencies you want to develop further

7. **Course Evaluation** – (0 points) Typed.  Submit via Canvas Due 4/14
   Please download and complete the <u>Intro to the PH Process Course Evaluation.docx</u>  form.  Submit this via Canvas.

8. **GatorEval** – (0 points) Please complete and submit the instructor evaluation via GatorEval when prompted. You will receive and email with the link.

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**

https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/

| WEEK | DATE | TOPIC | READING | ASSIGNMENTS |
|---|---|---|---|---|
| | | | | **\*\*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** |
| 1 | | Intro & Syllabus | | **DUE: Discussion Question #1 – In Discussions - Submit any and all questions you have related to UF, class, pre-health, etc. in Canvas under 'Discussions'**<br><br>2. Sign up for PH listserv www.advising.ufl.edu/prehealth |
| 2 | | PIF, Personal and Professional Development Intro | 1. Rees and Monrouxe (Sept. 2018). Who Are You and Who Do You Want to Be? | |
| 3 | | Interprofessionalism | 1. Inter-professionalism & Shared Decision Making - https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018136/pdf/cjic25-018.pdf<br><br>2. Website https://explorehealthcareers.org | **To Do:**<br>**Review:** Website https://explorehealthcareers.org |
| 4 | | WHY? – Journey, Purpose, Impact | 1. Every Patient – Intro - pp. xi-xxvii<br><br>2. Feinburg, D.T. (2014). To serve patients is our greatest privilege<br><br>3. 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<br><br>4. From Purpose to Impact https://hbr.org/2014/05/from-purpose-to-impact | **DUE: Engagement Point #1**<br><br>**Watch: Every Patient Tells a Story https://www.youtube.com/watch?v=JMwZzqt5tcU** |

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| 5 | | WHY? MISSION STATEMENTS | Every Patient – Chapter 1 | **DUE: Rough draft of 'Statement of Purpose - WHY?' and bring to class** |
| 6 | | Who? Self-Assess – Who You Are Matters MBTI, EI, Competencies | Every Patient – Chapter 2<br><br>1. DeAngelis, C.D. (2015). Medical Professionalism. JAMA, Vol. 313: 18<br><br>2. Lotfi, A. (2021). Aspiring Doctors and Professionalism in Medicine<br><br>3. Read your professions' – see module for links 'Professional Code of Ethics' https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/principles-of-medical-ethics.pdf<br><br>4. Student Code of Conduct http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf | **DUE:**<br>**1. Discussion Question #2 Ideal Characteristics**<br><br>**2. Complete the following surveys:**<br>**-16 Personalities (MBTI)**<br>**https://www.16personalities.com/free-personality-test**<br><br>**Emotional Intelligence -**<br>**https://globalleadershipfoundation.com/geit/eitest.html**<br><br>**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/<br><br>**Bring copies of 3 student bios from Anatomy of an Applicant to class**<br><br>***\*\*Complete Portfolio Pages/Sections***<br>• ***Competency Assessment***<br>• ***Ideal Characteristics*** |
| 7 | | WHO? Self- Assess: Values & Interests | Every Patient - Chapter 3 | **DUE: Book Reflection #1 – Every Patient Book Reflection – Intro, CHs 1 & 2**<br><br>**To Do:**<br>**Research personal interests in profession and interests**<br><br>**Complete the following surveys:**<br>**Personal Values:**<br>https://www.valuescentre.com/tools-assessments/pva/<br><br>**Review** three profiles from:<br>https://www.ama-assn.org/search?search=physicians+move+medicine |

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| | | | | **Bring copies of AMA profiles to class**<br>**\*\*Complete Portfolio Pages/Sections**<br>• **Self-Assessment of Strengths, Challenges, Values, & Skills p. 6**<br>• **Personals & Professional Interests p. 7** |
| 8 | | WHAT? - Circle of Life – Academics & ECs | Every Patient - Chapter 4 & 5 | **DUE: Discussion Question #3 - Butterfly Discussion Question**<br><br>**-Complete an Academic Plan – have it reviewed and signed by an academic advisor in your college.**<br><br>**\*\*Complete Portfolio Pages/Sections**<br>• **Academic Plan (Complete and See college advisor ASAP)**<br>• **Final Draft of 'Statement of WHY?'**<br>• **Circle of Life Extracurricular Plan** |
| 9 | | WHERE? Professional Schools & Mission Statements | Every Patient – Chapter 6 | **DUE: Engagement Point #2**<br>**Review PH Essentials – Choosing Schools** |
| 10 | | HOW? Make a Plan (Personal Branding_ CAS & Professional Organizations | Every Patient – Chapter 7 | **DUE: Book Reflection #2**<br>**Every Patient Tells a Story: Part Two –CHs. 3 to 7**<br><br>Bring a printed blank Professional Development Plan to Class (Forms & Handout module in Canvas)<br><br>**\*\*Complete Portfolio Pages/Sections**<br>**- Goals – short and long term**<br>**-CAS and Professional Organization summaries** |
| 11 | | About US | Every Patient – Chapter 8 | **DUE: Discussion Question #4 – Discussion Question – Essentials**<br><br>**PH Essentials** – Module: Learn About Your Future Patients Module |

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| | | | | – Choose one patient group from 'Transgender, Immigrants, Homelessness, and Minority), Answer the discussion questions.<br><br>**Complete Portfolio Pages/Sections** Any unfinished pages |
| 12 | | Being a Patient - | Every Patient – Chapter 9 | **DUE: Professional Development Portfolio** |
| 13 | | **PRESENTATION OF 'Circle of Life' PLAN** | Every Patient – Chapter 10 | **DUE:** <br>**-Book Reflection #3 – Every Patient Tells a Story - Parts 3 & 4 – CHs. 8, 9, 10 and Afterward** |
| 14 | | <u>**What's Next**</u><br>Keeping Track<br>Resume<br>B120 PHS | <u>**Complete presentations of Circle Plans**</u> | **DUE: IHS1100 Course Evaluation** |

**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.


COURSE COMPLAINTS

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record, in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or on the program's website at **[include relevant link]**. Email to the departmental contact should include a clear description of the student's concern, and any supporting documents **[can add more details here about what kind of documentation the unit requires].** Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the Office of the UF Ombuds, https://www.ombuds.ufl.edu (Links to an external site.).

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