IHS1100
Spring
Intro to the Pre-Health Process
1 credit

CLASS:
- For your protection and the safety of faculty and staff in Farrior Hall, please wear a mask upon entering Farrior Hall and while in class.
- If you are ill, please do not attend class. Please contact your primary physician or UF Student Health Services. Please communicate with the instructor regarding a documentable illness. At which time there will be a remote option provided for students to attend class remotely via the Zoom link below. Zoom is not available unless a student has communicated an excused/documentated illness to the instructor.

Remote Option: Available only following communication with the instructor of an excused absence.

STUDENT OFFICE HOURS:
In person or via Zoom

CAMPUS RESOURCES: Campus resources: [https://www.ufl.edu/academics/resources/](https://www.ufl.edu/academics/resources/)
- Pre-Health Essentials: [https://www.advising.ufl.edu/pre-health/](https://www.advising.ufl.edu/pre-health/)
- Pre-Health Advising: [https://www.advising.ufl.edu/pre-health/](https://www.advising.ufl.edu/pre-health/)
- Pre-Health Resources: [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 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 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/](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/sccc, 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
corns, 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 5 categories of assignments for this course: 1) Attendance; 2) Reading Reflections (Book Reflection/Discussion Questions); 3) Engagement Points (3); 4) Professional Development Portfolio; 5) Circle of Life Poster & Presentation

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. **Discussion Questions** - (9 points) 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.
   A. **Discussion Question #1 – Submit Your Questions (0 points)** In Discussions - List and submit any and all questions you have related to UF, class, pre-health, etc. **DUE: 1/6**
   B. **Discussion Question #2 – 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: 2/3**
   C. **Discussion Question #3 – 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: 2/24**
D. Discussion Question #4 – (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?  

3. Book Reflections: (11 points) 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.  

   A. Book Reflection #1 – Part One: Introduction, Chapters 1 & 2 (3 points) ‘Every Patient Tells a Story’ Use Book Reflection Form – Part One: Introduction, Chapters 1 & 2  DUE: 2/10  

   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: 3/17  

   C. Book Reflection #3 – Book Reflection – (3 points) ‘Every Patient Tells a Story’ Use Book Reflection Form - Parts 3 & 4: Chapters 8, 9, 10  DUE: 4/7  

4. 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 2/3 & 3/3  

   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/resource 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

5. 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
Career Interest Profile:
https://sfccollege.emsicc.com/assessment?radius=&region=120%20mile%20Radius%20from%20Santa%20Fe%20College
Skills https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx
Personal Values: https://www.valuescentre.com/tools-assessments/pva/
16 Personalities: https://www.16personalities.com/

❖ 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.

6. **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

7. **Course Evaluation** – (0 points) Typed. Submit via Canvas **Due 4/14**

   Please download and complete the **Intro to the PH Process Course Evaluation.docx** form. Submit this via Canvas.

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

**UNIVERSITY GRADING POLICIES**

[http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)
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<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENTS</th>
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| 1    | 1/6  | Intro & Syllabus | *Every Patient Tells a Story* | **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.**

**DUE: Discussion Question #1 – In Discussions - Submit any and all questions you have related to UF, class, pre-health, etc. in Canvas under ‘Discussions’**

2. Sign up for PH listserv
www.advising.ufl.edu/prehealth

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/Whats%20a%20good%20doctor%20and%20how%20can%20we%20make%20one.pdf*
3. From Purpose to Impact
[https://hbr.org/2014/05/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=JMrwZzt5tcU](https://www.youtube.com/watch?v=JMrwZzt5tcU)

**Review three profiles from:**
[https://www.ama-assn.org/topics/ama-member-profiles](https://www.ama-assn.org/topics/ama-member-profiles)

**Bring copies of AMA profiles to class**

| 3    | 1/20 | WHY? – MISSION STATEMENTS | *Every Patient – Chapter 1* | Complete Rough draft of ‘Statement of Purpose - WHY?’ and bring to class |

3. Student Code of Conduct

**Bring copies of 3 student bios from Anatomy of an Applicant to class**

**Complete the following survey:**
[https://www.16personalities.com/free-personality-test](https://www.16personalities.com/free-personality-test)

**Complete Portfolio Pages/Sections**
- Competency Assessment
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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Chapter/Section</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5</td>
<td>2/3</td>
<td>Inter-professionalism:</td>
<td>Get a Clue</td>
<td>1. Every Patient – Chapter 2</td>
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<td>2. Inter-professionalism &amp; Shared Decision Making -</td>
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<td>3. Website <a href="https://explorehealthcareers.org">https://explorehealthcareers.org</a></td>
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<td>1. Discussion Question #2 Ideal Characteristics</td>
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<td>2. : Engagement Point #1 via Canvas</td>
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<td>Essentials – Review Explore Health Careers Module</td>
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<td>2/10</td>
<td>Values &amp; Interests</td>
<td>Every Patient</td>
<td>DUE: Book Reflection #1 – Every Patient Book Reflection – Intro, Chs 1</td>
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<td>Complete the following surveys:</td>
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<td>Healthcare Interest Profile</td>
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<td>Work Values Test</td>
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<td>Career Personality – detailed assessment</td>
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<td>Personal &amp; Professional Interests</td>
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<td>7</td>
<td>2/17</td>
<td>WHAT? - Circle of Life</td>
<td>- Academics</td>
<td>Review PH Essentials – Pre-health 101</td>
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<td>**Complete Portfolio Pages/Sections</td>
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<td>• Academic Plan (Complete and See college advisor ASAP)</td>
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<td>8</td>
<td>2/24</td>
<td>WHAT? - Circle of Life</td>
<td>- Extracurriculars</td>
<td>DUE: Discussion Question #3 - Butterfly Discussion Question</td>
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<td>Review PH Essentials – Building a Competitive Application</td>
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<td>- Anatomy of a competitive applicant.</td>
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<td>**Complete Portfolio Pages/Sections</td>
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<td>• Final Draft of 'Statement of WHY?'</td>
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<td>9</td>
<td>3/3</td>
<td>WHERE?</td>
<td>Every Patient</td>
<td>DUE: Engagement Points #2 via Canvas</td>
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<td></td>
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<td></td>
<td>- Chapter 6</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Pages/Sections</td>
<td>Due</td>
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<tr>
<td>10</td>
<td>3/5-12</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td>Review PH Essentials – Choosing Schools</td>
</tr>
<tr>
<td>11</td>
<td>3/17</td>
<td>HOW? - Make a Plan</td>
<td>Every Patient – Chapter 7</td>
<td>DUE: Book Reflection #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CAS &amp; Professional Organizations</td>
<td></td>
<td>Every Patient Tells a Story: Part Two – CHs. 3 to 7</td>
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<td>Bring a printed blank Professional Development Plan to Class (Forms &amp; Handout module in Canvas)</td>
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<td>**Complete Portfolio Pages/Sections</td>
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<td></td>
<td>• Research Three Schools that match your mission statement. Use School Comparison Form in Professional Development Plan</td>
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<tr>
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<td>3/24</td>
<td>About US - Questions</td>
<td>Every Patient – Chapter 8</td>
<td>**Complete Portfolio Pages/Sections</td>
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<td></td>
<td></td>
<td>• Goals and Timetable</td>
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<td></td>
<td>• CAS Info Summary</td>
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<td>• Circle of Life Extracurricular Plan</td>
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<td>3/31</td>
<td>Being a Patient</td>
<td>Every Patient – Chapter 9</td>
<td>DUE: Discussion Question #5 – Essentials</td>
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<td>PH Essentials – Module: Learn About Your Future Patients Module – Choose one patient group from 'Transgender, Immigrants, Homelessness, and Minority), Answer the discussion questions.</td>
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<td>DUE: Professional Development Portfolio</td>
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<td>4/7</td>
<td>PRESENTATION OF</td>
<td>Every Patient – Chapter 10</td>
<td>DUE: Book Reflection #3 – Every Patient Tells a Story - Parts 3 &amp; 4 – CHs. 8, 9, 10 and Afterward</td>
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<td>Circle of Life PLAN</td>
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<td>DUE: Circle of Life Plan</td>
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<tr>
<td></td>
<td>4/14</td>
<td>What’s Next</td>
<td>Complete presentations of PH Plans &amp; Final</td>
<td>DUE: Engagement Point #3</td>
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<td>Keeping Track Review: Action Plan</td>
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