IHS1100 Intro to the Pre-Health Process  
Section 13PH, Class Number 27660  
Tuesday – Period 8; 3:00 PM – 3:50 PM  
Classroom: Flint 113 (Week 1), Farrior 2000 (Weeks 2 – 14)  
Fall 2021; 1 credit  

INSTRUCTOR: Brittany Schambow, M.S., CHES®  

PHONE: (352) 273-4083  

EMAIL: bschambow@advising.ufl.edu  
If sending an email with your UFL email address, please include IHS1100 section 13PH in the subject line.  

PHYSICAL OFFICE: 2040 Farrior Hall  

TEACHING ASSISTANT: Kathryn Roy, B.A.;  
Email: mochakat21@ufl.edu;  
Office Hours: Posted in Canvas.  

OFFICE HOURS: Virtual and in person office hours will be held Thursdays from 2:00 PM – 3:00 PM. To reserve a 15-minute office hour appointment, click the ‘Syllabus’ tab in the left navigation bar. Click the ‘IHS1100 Office Hours’ calendar event link under Course Summary. Select an ‘Available’ appointment slot, add comments (please note virtual or in person appointment), and click Reserve. The instructor will email you a confirmation email and secure Zoom meeting link. For availability outside of this timeframe, please call the Pre-Health Assistant at (352) 273-4083 to make an appointment.  

TECHNICAL SUPPORT: Contact the UFIT Help Desk if technical difficulties occur. Services available 24/7.  
Phone: (352) 392-4357, https://helpdesk.ufl.edu/.  

SYLLABUS: The syllabus is located in Canvas in the Syllabus tab. Please review this carefully and let the instructor know if you have any questions.  

RESOURCES:  
UF Campus Resources: https://www.ufl.edu/academics/resources/  
Pre-Health Essentials (Click ‘Enroll’ orange text box): 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 (e.g. Dentistry, Medicine (D.O. & M.D.), Optometry, OT, PA, Pharmacy, PT, & Vet Med). 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, types and qualities.  
6. To encourage reflection of current healthcare issues and ethical dilemmas.  
7. To complete a personal and professional development plan 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.

CONTACTS AND COMMUNICATION:

IHS1100 Introduction to the Pre-Health Process is a traditional in-person course that utilizes the Canvas learning management system. Initial contact with the instructor should be via Canvas or email, at bschambow@advising.ufl.edu. If sending an email from your UFL email address, please include IHS1100 section 13PH in the subject line. Unless otherwise notified, I will make every effort to respond to emails sent during the week within 48 hours. Emails sent over the weekend may not be answered until the following business day (usually Monday).

Office hours will be held in person or remotely via Zoom on Thursdays from 2:00 PM – 3:00 PM. Please refer to the Syllabus tab and Calendar in Canvas for office hour availability. You will see a link for IHS1100 Office Hours, under Course Summary. For availability outside of this timeframe, please call the Pre-Health Assistant at 352-273-4083 to make an appointment.

Class Sessions

Students are expected to attend Face-to-Face Class Meetings to engage with course lectures, learn about project requirements, and review course material. A link for Zoom Class Meetings can be found on our course Home page. Instructions for signing in to class meeting sessions will also be posted as an ‘Announcement’ in Canvas.

Technical Support

Since this is a live class with online access to Canvas, you may have technical questions throughout the semester. Any technical questions (i.e. software problems, internet connectivity, etc.) should be directed to the UF Help Desk at 352-392-4357. The Help Desk is available 24 hours a day, 7 days a week. You must obtain and retain a Help Desk ticket number with the date and time stamp. For issues that affect your ability to submit assignments or assessments, please forward the Help Desk ticket to your instructor and your Teaching Assistant.

COURSE DELIVERY:

This course is administered through the Canvas Learning Management System, and includes content delivered through a variety of electronic communication mediums. Students should access Canvas daily to check for any course announcements or new material. Students are highly encouraged to enable Canvas notifications for course announcements, content, and grading such that notifications are sent to your UFL email account right away. You may change the preferences in Canvas by clicking on “Account” then “Notifications.”

Accessing E-Learning Canvas Learning Management System

E-Learning Canvas is the online source for all of your learning resources and assignments in this course. Canvas tutorial guides are available at https://community.canvaslms.com/community/answers/guides.

Navigating the Course in Canvas

Once you select IHS1100 in Canvas, you will be directed to the Course Home Page. On the Home page, you will find information about your instructor and office hours, and you can access the Syllabus, weekly Modules, and Forms and Handouts. Announcements will be posted throughout the term as needed, and Assignments can be tracked in the Assignments tab. All activities you need to complete for a given week will be linked on the respective weekly module pages under the heading “Assignments”. 

The “Discussion Questions” are also accessed from the Canvas toolbar. For Discussion Questions #2 and #3, students are required to write an initial post on the Discussion board by Tuesday at 3:00 PM AND post two replies to your peers’ discussion posts by Thursday at 3:00 PM. Please note the due date for Discussion Question #1 (Due Friday, August 27 by 11:59 PM).

The “Grades” tab will allow you to track your progress in the course. Please contact the instructor immediately via Canvas or email if you have concerns about your grade. Do not post grade inquiries as a comment in Canvas Grades. There is no guarantee your instructor will see the comment. For questions or concerns about graded assignments, contact your instructor directly via Canvas or email.

COURSE REQUIREMENTS – All deadlines are expressed in Eastern Time (ET).

NO LATE SUBMISSIONS – All assignments are before the beginning of each class period on the date specified in the syllabus. Suggestions for completing each component of the Professional Development Portfolio are listed in the weekly schedule and modules.

All forms and handouts can be found under the ‘Forms and Handouts’ tab in Canvas.

1. **Attendance & Participation** – (7 points total – 0.5 points per week)
   This class will be taught in a live/in-person fashion. It is expected that you attend and participate in class during the days and times posted in the UF Schedule of Courses. Attendance will be assessed via an attendance/collaboration prompt during each class meeting. One half-point will be deducted from the total points for each unapproved/undocumented absence. Email your instructor prior to class to discuss excused absences.

2. **Discussion Questions** – (12 points total – 2-4 points each). For discussions that require an initial post and peer responses, your initial post should be at least 250 words; replies to peers should be at least 50 words each.
   1. **Discussion Question #1: Submit your Questions** (2 points). Post two or more questions you have about pre-health, UF, academics etc. to the ‘Discussion Question #1’ discussion board in Canvas.
      - **POST DUE: 8/27 by 11:59 PM**
   2. **Discussion Question #2: Ideal Characteristics of a Healthcare Professional** (4 points). Based on the text and readings: Inter-professionalism, What is a Good Doctor, and your profession’s ‘Professional Codes of Ethics’. Post your discussion response, and comment on two of your classmate’s discussion posts.
      - **INITIAL POST DUE: 9/21 by 3:00 PM & PEER RESPONSES DUE: 9/23 by 3:00 PM**
   3. **Discussion Question #3: The Physical Exam & Our Senses – Butterfly by Rupert Grint** (4 points). Look at the painting by Rupert Grint. With great detail, describe what you see in the painting. Second, if a patient came to you and told you similar details about their personal story, describe ways you would use your senses to reflect on and help with their diagnosis process. Post your discussion response, and comment on two of your classmate’s discussion posts.
      - **INITIAL POST DUE: 10/19 by 3:00 PM & PEER RESPONSES DUE: 10/21 by 3:00 PM**
   4. **Discussion Question #4: Questions Related to your Profession** (2 points). Please submit at least three questions you have related to your desired profession (e.g. Medicine, PA, OT, PT, etc.)
      - **POST DUE: 10/26 by 3:00 PM**

3. **Reading Reflection** - (18 points total) Typed, 11 font, single spaced. Submit via Canvas in .doc or .docx format.
   Use the Book Summary Form provided in Canvas under the ‘Forms and Handouts’ tab. Download a copy of the form, save it, and complete the chapter summaries and reflection. Read the material carefully, and synthesize what you read to respond to the questions asked on the form.

   For each Reading Reflection, type in what you learned about the profession, patients and families. Recommendation: complete each section of the ‘Book Summary Form’ as you read each chapter of Every Patient Tells a Story for class. Weekly chapter reading recommendations are noted in the syllabus and in Canvas.
Reflective writing is a necessary skill in the healthcare professions. Much of the application and interview process involves reflections related to healthcare issues and personal experiences.

**Reading Reflection: Every Patient Tells a Story**

- *Every Patient Tells a Story: Introduction and Part 1 (Chapters 1 & 2)* (Textbook). (3 points)
- *Every Patient Tells a Story: Part 2 (Chapters 3, 4, 5, 6 & 7)* (Textbook). (5 points)
- *Every Patient Tells a Story: Parts 3 & 4 (Chapters 8, 9 & 10) and Reflection Questions* (Textbook). (7 points)

**Reflection: Pre-Health Essentials – Learn About Your Future Patients**

Enroll in Pre-Health Essentials ([https://www.advising.ufl.edu/pre-health/](https://www.advising.ufl.edu/pre-health/)). Click on the Modules tab, found on the course navigation bar. Scroll down to the Learn About Your Future Patients header. Select one population group listed, read the material in that topic area. Imagine you have a patient who is representative of that population. Answer the following questions: What additional information would you like to know about the patient’s story? What are some challenges regarding delivering medical care? What are some resources you would suggest for your patient? Post your discussion, and comment on two of your classmate’s discussion posts. (3 points)

4. **Engagement Points** – (9 points total – 3 points each)

   Complete the following ‘Engagement Point’ assignments. For each assignment, you will submit a summary via Canvas. The summaries are to be typed, 11 font, single spaced. See each assignment for content of submission.

   **A. Engagement Point #1 – Research a Campus Resource** (3 points)

   Typed, 11 font, single spaced. Submit via Canvas under ‘Discussions’ for viewing by other students.

   - **DUE: 9/14 by 3:00 PM**

   Research one of the campus resources below and provide a summary of the resource including:

   1. Full name of the campus resource.
   2. Contact information (address, phone number, email) and hours of service.
   3. Link to the website address.
   4. Who are the services for?
   5. Summarize the services available.

### CAMPUS RESOURCES

<table>
<thead>
<tr>
<th>Campus Resource</th>
<th>Contact Information</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Center</td>
<td>352-392-2010</td>
<td><a href="https://teachingcenter.ufl.edu">teachingcenter.ufl.edu</a></td>
</tr>
<tr>
<td>U Matter We Care</td>
<td>352-294-2273</td>
<td><a href="https://umatter.ufl.edu">https://umatter.ufl.edu</a></td>
</tr>
<tr>
<td>Dean of Students Office</td>
<td>352-392-1261</td>
<td><a href="https://www.dso.ufl.edu">https://www.dso.ufl.edu</a></td>
</tr>
<tr>
<td>Counseling and Wellness Center</td>
<td>352-392-1575</td>
<td><a href="https://counseling.ufl.edu">https://counseling.ufl.edu</a></td>
</tr>
<tr>
<td>Center for Undergraduate Research</td>
<td>352-846-3222</td>
<td><a href="https://cur-AA.ufl.edu">https://cur-AA.ufl.edu</a></td>
</tr>
<tr>
<td>Field and Fork</td>
<td>352-294-1780</td>
<td><a href="https://fieldandfork.ufl.edu">https://fieldandfork.ufl.edu</a></td>
</tr>
<tr>
<td>GatorWell Health Promotion Services</td>
<td>352-273-4450</td>
<td><a href="https://gatorwell.ufl.edu">https://gatorwell.ufl.edu</a></td>
</tr>
<tr>
<td>Multicultural and Diversity Affairs</td>
<td>352-294-7850</td>
<td><a href="https://multicultural.ufl.edu">https://multicultural.ufl.edu</a></td>
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</tbody>
</table>
UF Student Success: For improving study skills to connecting with a peer tutor, peer mentor, success coach, academic advisor, and wellness resources, go to [http://studentsuccess.ufl.edu](http://studentsuccess.ufl.edu).

B. **Engagement Point #2 – Pre-Health Website Scavenger Hunt (3 points)**  
   Website: [https://www.advising.ufl.edu/pre-health/](https://www.advising.ufl.edu/pre-health/). Typed, 11 font, single spaced. Submit via Canvas.  
   Find and post the website links where you can locate information about the topics listed below. Follow the directions after each task accordingly.  
   - **DUE: 10/5 by 3:00 PM**

   1. **Pre-Health Listserv & Pre-Health Essentials** – Provide the links to find information about these on the website. Join the pre-health listserv and enroll in Pre-Health Essentials. Provide screenshots for verification that you have joined the listserv and enrolled in Essentials.
   2. **Pre-Health Pre-Requisite Chart** – Provide the link to find this chart online.
   3. **Suggested Course Timeline** for your desired profession – Provide the link to find this form on the website (for the profession you are pursuing).
   4. **Research Databases/Programs** – Provide the link to Research Opportunities on the Pre-Health website. Answer the question: How many research opportunities and programs are listed?
   5. **Pre-Health Advising Services** – Provide the link to find the services offered by the Pre-Health Advising Office. List 4 services and/or advising options the Pre-Health Advising Office offers.

C. **Engagement Point #3 – Attend a virtual or live UF event (e.g. pre-health, student organization meeting, diversity event) (3 points)**

   Attend one of the following virtual or live events below. Submit summary to Canvas (typed, 11 font, single spaced, 250 word minimum). If possible, include a selfie/photo of the event.  
   - **DUE: 11/30 by 3:00 PM**

   1. **Attend virtual UF Pre-Health Kick-Off Week events (September 13 – September 16).**
   2. **Attend a UF Pre-Health Event (advertised on the Pre-Health Events Calendar).**
   3. **Attend a UF student organization meeting.**
   4. **Attend a UF multicultural or diversity event.**

   Write a summary including:
   - Date and Location the event took place.
   - The contact person and their contact information.
   - Event start time and timeframe you participated.
   - What you did at the event (format of the event, your participation in the event).
   - What you learned at the event.
5. **Professional Development Portfolio** – (40 points total)

Typed, 11 font, single spaced. Use the **Professional Development Portfolio Template** in ‘Forms & Handouts.’ Submit completed portfolio (including all four survey results) to Canvas in .doc or .docx format.

- **DUE: 11/9 by 3:00 PM**

  - **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 the 2 to 3 sentence ‘Mission Statement’ that summarizes your purpose. Your ‘Mission Statement’ should be noted, separate from your Statement of Purpose.** You will share your ‘Mission Statement’ in class.

  - **Undergraduate Personal 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.”). This should be written about your ethics as an undergraduate pre-health student, not as a future healthcare professional. Cite your sources. See a copy of the AMA Code of Medical Ethics in the ‘Forms and Handouts’ tab in Canvas OR [https://www.ama-assn.org/sites/ama-assn/files/corp/media-browser/principles-of-medical-ethics.pdf](https://www.ama-assn.org/sites/ama-assn/files/corp/media-browser/principles-of-medical-ethics.pdf).

  - **Competencies Assessment** (5 points) – Complete the Competencies Assessment Form, assessing your current level of competencies. Each column represents one semester (fall/spring). In the top portion of the form, list activities you are currently involved in. *Assess one column. (Your current term at UF).*

  - **Personal Strengths, Challenges, Values and Skills** (5 points) – Using the results from the surveys below, analyze and identify your areas of strengths, challenges, values, and skills. Complete the entire table. Include copies of the survey results in your ‘Portfolio’ when uploaded to Canvas.

**Complete the following surveys, save results to PDF, and upload to Canvas.**

- **16 Personalities Free Personality Test** – DUE 9/7 by 3:00 PM  
  [https://www.16personalities.com/free-personality-test](https://www.16personalities.com/free-personality-test)

- **Career Interest Profile – Detailed Assessment** – DUE 9/28 by 3:00 PM  
  [https://sfcollege.emsicc.com/assessment?radius=&region=120%20mile%20Radius%20from%20Santa%20Fe%20College](https://sfcollege.emsicc.com/assessment?radius=&region=120%20mile%20Radius%20from%20Santa%20Fe%20College)

- **Personal Values Survey** – DUE 9/28 by 3:00 PM  

- **Skills Matcher Survey** – DUE 9/28 by 3:00 PM  
  [https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx](https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx)

  - **Personal & Professional Interests in Healthcare** (5 points) - Research/explore professionally related websites for personal areas of interest to the profession you are pursuing. List a specific interest you have related to each healthcare topic and identify a ‘Circle of Life’ category to explore it. Be specific about your interests. Include websites related to your searches. **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 to outline your degree and pre-health requirements. Be sure to include major, college, university, and general education/state requirements, along with minor and elective requirements (as applicable). Have your completed plan reviewed by your major advisor and a pre-health advisor (outside of your professor). Plan a time to meet with your advisor(s) as soon as this is discussed in class!
- **Circle of Life – Extracurricular Plan** – (5 points) Layout a plan for where and when you will begin and/or continue ‘Circle of Life’ experiences.

- **Professional Organizations & CAS** – (2 points) 11 font, minimum 250 words each. Use the ‘Professional Organizations’ form in ‘Forms and Handouts’ tab in Canvas. Write a summary of the information available to students on your desired profession’s ‘Professional Organization’ website (such as AAMC, ADEA, PAEA, AAVMC, etc.) AND your desired profession’s ‘Centralized Application Service’ (CAS) website (such as AMCAS, AADSAS, CASPA, VMCAS.) See Professional Organizations and CAS resource in Canvas.

- **School Comparison Form – Research Three Schools** – (3 points) 11 font, single spaced – Use the School Comparison Form in the Professional Development Portfolio Template.

Include the following information about each school:

a. Name of the professional school (e.g. University of Florida College of Medicine)
b. Mission statement (e.g. Copy/paste the UF COM mission statement)
c. Pre-requisite courses (e.g. List the prerequisite courses required for UF COM)
d. Mean science GPAs (e.g. BCPM GPA or BCP GPA)
e. Mean entrance exam scores (e.g. MCAT, DAT, GRE, etc.)
f. Extra-curricular requirements (e.g. minimum number of required direct patient care hours)

6. ‘**Circle of Life’ Poster & Presentation** – (10 points total – 5 points for the poster content/5 points for the recorded presentation). Typed. Use the ‘**Circle of Life Poster Template**’ found in Canvas in ‘Forms and Handouts’ tab. Submit your completed individual Circle of Life Poster (.doc, .docx, or PDF; No .pages) via Canvas AND your Circle of Life Presentation – 3 to 5 minute video (mp4 or other media file) via Canvas.

- **DUE: 11/16 by 3:00 PM**

Include your picture in the center with your 2-3 sentence mission statement. Choose three specific examples for each outer circle. When directed to create 1 unique/dream idea, if money were no object, what would you do?

- **Academics** – Include 2 specific non-science electives and 1 course you wish could be taught at UF.
- **Research** – List 2 specific research interests or activities and 1 dream research experience (any topic, anywhere).
- **Shadowing** – List 2 specific practitioners and their area of specialty and 1 dream shadowing experience if you could create one.
- **Healthcare Experience** – List 2 specific locations and 1 dream experience if you could create your own.
- **Community Service (Non-medical)** – List 2 specific locations and 1 dream experience if you could create your own.
- **Professional Competencies** – List 3 professional competencies you would like to develop further.

**100 TOTAL POINTS POSSIBLE**

**GRADING SCALE**

Course grades will be assigned according to the following grading scale:

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

A grade of Incomplete (I) will be issued only for extenuating circumstances. Email the instructor to discuss.

**UNIVERSITY GRADING POLICIES**

Requirements for class attendance and make-up exams, assignments, and incomplete grades are consistent with university policies, found at: [https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/)
ACADEMIC HONOR CODE AND ACADEMIC HONESTY
University of Florida students Honor Code: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-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. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

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

ATTENDANCE
If you miss a class for any reason, it is your responsibility to obtain any material or assignments from a fellow class member. Please email the instructor to let them know you plan to miss class before the class period begins. Excused absences will be determined at the discretion of the instructor. One point will be deducted from total points for each unapproved/undocumented absence.

UNIVERSITY 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.

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 are not appropriate and may result in the student losing attendance credit for that day.

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.

DISABILITY RESOURCE CENTER: SERVICES FOR STUDENTS WITH DISABILITIES
The University of Florida provides high-quality services to students with disabilities. The Disability Resource Center coordinates the needed accommodations for students. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Connect with the Disability Resource Center by visiting
https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor(s) and discuss their access needs, as early as possible in the semester (preferably within the first week of classes).

Disability Resource Center, 0001 Reid Hall, (352) 392-8565, https://disability.ufl.edu/.

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.

HEALTH & SAFETY:

Face-to-Face: For students receiving face-to-face instruction this semester, certain protocols for health and safety are encouraged to be followed. If a student is ill, please do not attend class. Please communicate immediately with the instructor to let them know. Students will be permitted to attend the course via the Class Meeting Link provided in our Canvas shell as needed/appropriate, case-by-case.

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

Mask-Wearing: In keeping with UF Health guidelines, students in face-to-face sections will be expected to maintain physical distancing in the classroom and to remain masked during the class meeting. This applies to the instructors as well. Students are encouraged to wear masks in the classroom at all times. If you enter Farrior Hall in person, you are expected to wear a mask upon entering the building. You must wear a mask prior to entering my personal office, if you choose to meet face-to-face for an office hours appointment.

Social-Distancing: Students are encouraged to sit in seats leaving one seat between them and others. Students are encouraged not to enter the building until a few minutes before class begins. While waiting to enter the classroom, students are encouraged to sit/stand near the specially marked spaces on the second floor lobby of Farrior Hall to assist with distancing efforts.

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

COURSE EVALUATION
Students are strongly encouraged to provide professional and respectful feedback on the quality of instruction in this course. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>READ/VIEW</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>8/24</td>
<td>Introduction &amp; Syllabus</td>
<td>Course Syllabus in Canvas</td>
<td>TO DO:</td>
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<tr>
<td></td>
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<td><em>Every Patient Tells a Story</em></td>
<td>IHS1100 Canvas course shell</td>
<td>1. Discussion Question #1: Submit Your Questions DUE: 8/27 by 11:59 PM</td>
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<td><em>ISBN: 9780767922470</em></td>
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<td>2. Purchase <em>Every Patient Tells a Story</em></td>
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<td>2</td>
<td>8/31</td>
<td>WHY? Serving Others: Purpose &amp; Impact</td>
<td><em>American Medical Association</em> (AMA) Profiles: Go to the link below. Review and print two bios.</td>
<td>TO DO:</td>
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<td></td>
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<td><em>2021 Pre-Health Kick-Off Week!</em></td>
<td><a href="https://www.ama-assn.org/topics/ama-member-profiles">https://www.ama-assn.org/topics/ama-member-profiles</a></td>
<td>– Complete a draft of ‘Statement of WHY?’ and bring to class next week.</td>
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<td>– Zoom sessions with UF professional schools</td>
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<td>3</td>
<td>9/7</td>
<td>WHY? Mission Statements</td>
<td><em>Every Patient Tells a Story</em> – Introduction and Chapter 1</td>
<td>DUE:</td>
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<td><em>2021 Pre-Health Kick-Off Week!</em></td>
<td><a href="https://www.advising.ufl.edu/pre-health/2020-pre-health-kick-off/">https://www.advising.ufl.edu/pre-health/2020-pre-health-kick-off/</a></td>
<td>– Draft Statement of Purpose (bring to class) DUE: 9/7 by 3:00 PM</td>
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<tr>
<td></td>
<td>9/16</td>
<td><strong>2021 Pre-Health Kick-Off Week!</strong></td>
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<td><a href="https://www.16personality.com/free-personality-test">https://www.16personality.com/free-personality-test</a></td>
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<td>– Zoom sessions with UF professional schools</td>
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<td>Complete Portfolio Pages:</td>
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<td>– Draft Statement of ‘WHY?’ and Mission Statement (page 2)</td>
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<td>– Ideal Characteristics of a Healthcare Professional (page 1)</td>
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<td>– The ‘16 Personalities’ Survey (page 6)</td>
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<td>4</td>
<td>9/14</td>
<td>WHO? Competencies, Professionalism and Ethics</td>
<td>What is a good doctor and how can we make one? Introducing the Biopsychosocial Model for good medicine and good doctors. <em>BMJ</em> 2018; 324:1533 (Use for Discussion Question #2)</td>
<td>DUE:</td>
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<td>Read your profession’s ‘Professional Code of Ethics’ (Discussion Question #2) – Links provided in Canvas.</td>
<td>Complete Portfolio Pages:</td>
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<td><em>Every Patient Tells a Story</em> – Chapter 2</td>
<td>– Undergraduate Personal Code of Ethics (page 3)</td>
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<td>– Competencies Assessment (pages 4-5)</td>
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<td>5</td>
<td>9/21</td>
<td>Inter-professionalism</td>
<td><em>Inter-professionalism &amp; Shared Decision Making in Primary Care</em></td>
<td>DUE:</td>
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<td><em>Every Patient Tells a Story</em> – Chapter 3</td>
<td>Replies to 2 peers’ discussion posts DUE: 9/23 by 3:00 PM</td>
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<td>WEEK</td>
<td>DATE</td>
<td>TOPICS</td>
<td>READ/VIEW</td>
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| 6    | 9/28  | WHO? Personal & Professional Development: Values & Interests | *Every Patient Tells a Story* – Chapter 4 | **DUE:**  
  - Complete surveys **before class 9/28:**  
    - Career Interest Profile – Detailed Assessment at [https://scollege.emsic.com/assessment?radius=&region=120%20mile%20Radius%20from%20Santa%20Fe%20College](https://scollege.emsic.com/assessment?radius=&region=120%20mile%20Radius%20from%20Santa%20Fe%20College)  
  
  **Complete Portfolio Pages:**  
  - Final Draft ‘Statement of Why?’ and Mission Statement (page 2)  
  - Self Assessment of Strengths, Challenges, Values and Skills (page 6)  
  - Personal & Professional Interests in Healthcare (page 7) |
| 7    | 10/5  | WHAT? Circle of Life – Academics      | In Pre-Health Essentials:  
  - Pre-Health 101 Workshop  
  *Every Patient Tells a Story* – Chapter 5 | **DUE:**  
  - Engagement Point #2: Pre-Health Website Scavenger Hunt **DUE: 10/5 by 3:00 PM**  
  **Complete Portfolio Pages:**  
  - Circle of Life - Academic Plan (page 10) |
| 8    | 10/12 | WHAT? Circle of Life – Extracurriculars | In Pre-Health Essentials:  
  - Build a Competitive Application  
  *Every Patient Tells a Story* – Chapter 6 |  |
| 9    | 10/19 | WHERE? Professional Schools & Mission Statements | In Pre-Health Essentials:  
  - Choosing Schools Workshop  
  *Every Patient Tells a Story* – Chapter 7 | **DUE:**  
  - Discussion Question #3: The Physical Exam & Our Senses – Butterfly by Rupert Grint **DUE: 10/19 by 3:00 PM**;  
    Replies to 2 peers’ discussion posts **DUE: 10/21 by 3:00 PM**  
  **Complete Portfolio Pages:**  
  - Professional Organizations and CAS (page 9)  
  - Research Three Schools (pages 11-12) |
| 10   | 10/26 | HOW? Make a Plan – Finding Balance    | *Every Patient Tells a Story* – Chapter 8 | **DUE:**  
  - Discussion Question #4: Questions for the Guest Speaker **DUE: 10/26 by 3:00 PM**  
  **Complete Portfolio Pages:**  
  - Insert Profession & Goals (page 1)  
  - Extracurricular Plan (page 8) |
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPICS</th>
<th>READ/VIEW</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>11</td>
<td>11/2</td>
<td>About Us</td>
<td>Guest speaker presentation</td>
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<td>*Every Patient Tells a Story – Chapter 9</td>
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<tr>
<td>12</td>
<td>11/9</td>
<td>Being a Patient</td>
<td>Do We Need a New Word for Patients? (Read in class)</td>
<td><strong>DUE:</strong>&lt;br&gt;- Professional Development Portfolio&lt;br&gt;- Reading Reflection: Pre-Health Essentials - Learn About Your Future Patients <strong>DUE: 11/9 by 3:00 PM</strong></td>
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<td>*Every Patient Tells a Story – Chapter 10</td>
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<td>13</td>
<td>11/16</td>
<td>Circle of Life Presentation</td>
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<td><strong>DUE:</strong>&lt;br&gt;- Circle of Life Poster <strong>DUE: 11/16 by 3:00 PM</strong></td>
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<td>11/23</td>
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<td><strong>NO CLASS – ENJOY YOUR HOLIDAY BREAK!</strong></td>
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<tr>
<td>14</td>
<td>11/30</td>
<td>What’s Next?</td>
<td>Pre-Health Action Plan <a href="https://www.advising.ufl.edu/pre-health/">https://www.advising.ufl.edu/pre-health/</a></td>
<td><strong>DUE:</strong>&lt;br&gt;- Engagement Point #3: Attend a virtual UF event <strong>DUE: 11/30 by 3:00 PM</strong>&lt;br&gt;- Reading Reflection: <em>Every Patient Tells a Story</em> (Complete Book Summary Form) <strong>DUE: 11/30 by 3:00 PM</strong></td>
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*Reminder: No Final Exam*