

IHS1100 – Intro to the Pre-Health Process
Section PH02, Class Number 19200
Wednesday – Periods 5 & 6; 2:00 PM – 4:45 PM
Summer 2022
1 credit

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.

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- *If sending an email via your UFL email address, please include IHS1100 in the subject line.*

OFFICE: 2020 Farrior Hall

OFFICE HOURS: Office hours will be held **Thursdays from 1:30 PM – 2:30 PM** via Zoom or In Person. To reserve a 15-minute office hour appointment, click the 'Syllabus' tab in the left navigation bar. Click the 'Office Hours' calendar event link for the day you wish to meet. Select any 'Available' appointment slot, add comments stating what you wish to meet about and **whether you wish to meet in person or via zoom**, and click Reserve. The instructor will email you a secure Zoom link on the day of your appointment if you note you prefer this option. For availability outside of this timeframe, please email me 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/>

REQUIRD TEXTBOOK: Sanders, L. (2009). Every Patient Tells a Story: Medical Mysteries and the Art of Diagnosis. NY: Random House. **ISBN:** 9780767922470.

SYLLABUS: The syllabus is located in the Syllabus tab in Canvas. 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 (enroll): <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.

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.

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

NO LATE SUBMISSIONS – All assignments are due *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. **In-class attendance and participation** – (12 points – 2 points per week)
Attendance is required. One point will be deducted from total points for each unapproved/undocumented/unexcused absence. Please see the university attendance policy <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Email your instructor prior to class to discuss excused absences.
2. **Discussion Questions** – (10 points total – 2 points each). For discussion questions 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.

Discussion Questions:

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: 6/29 by 11:59 PM**
2. **Discussion Question #2: Ideal Characteristics of a Healthcare Professional** (2 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 posts. **INITIAL POST & PEER RESPONSES DUE: 7/6 by 2:00 PM**

3. Discussion Question #3: The Physical Exam & Our Senses – Butterfly by Rupert Grint (2 points). Post your discussion response, and comment on two of your classmate's posts. **INITIAL POST & PEER RESPONSES DUE: 7/13 by 2:00 PM**
 4. Discussion Question #4: Questions for the Professional (2 points). We will have a video presentation from a physician who practiced for 62 years. Post 3 questions you would like to ask. Also post what you need clarification on for your portfolio. **POST DUE: 7/20 by 2:00 PM**
 5. Discussion Question #5: Every Patient Tells a Story – Professional Errors & Techn (2 points). Based on 'Every Patient Tells a Story' – What role does technology play in medicine? How is it helpful? How does it impact negatively? How does it impact errors made? Post your discussion, and comment on two of your classmate's posts. **INITIAL POST & PEER RESPONSES DUE: 7/27 by 2:00 PM**
3. **Reading Reflections** - (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 assignments as they are assigned. 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. Complete the Self-Reflections section with Parts 3 & 4. Recommendation: complete each section of the 'Book Summary Form' as you read *Every Patient Tells a Story* for class. Add each additional reflection on the same form.

Reading Reflections:

1. Reflection #1 – Book Reflection 'Every Patient Tells a Story' (15 points): Use Reading Summary Form – Summarize each part of the book (including Foreword and Afterword). Identify the specific page number(s) you reference from the text. In detail, describe what you learned about your desired profession and patients and/or families in their prospective columns. Do not repeat what is in the chapters; read the foreword, chapters, and afterword and summarize what you learned in each part **DUE: 7/20 2:00pm**
2. Reflection #2 – Pre-Health Essentials – (3 points):
Log into Pre-Health Essentials <https://www.advising.ufl.edu/pre-health/> . Go to the 'Learn About Your Future Patients' module. Select one group of people to read about - transgender, immigrant, homeless or minority. Read the information for that population. Imagine you have a patient who is representative of that population.

Write a one page paper, using the following section headings and reflect on the following:

- 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?
- DUE: 7/27 by 2:00pm**

4. Engagement Points – (10 points total – 5 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 – Pre-Health Website Scavenger Hunt (5 points)

Website: <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: 7/6 by 11:59 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 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.

B. Engagement Point #2 – Research a Campus Resource (5 points)

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

• **DUE: 8/3 by 11:59 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 and hours of service.
3. Link to the website address.
4. Who are the services for?
5. Summarize the services available.

CAMPUS RESOURCES

<p><u>Teaching Center</u> 352-392-2010 teachingcenter.ufl.edu</p>	<p><u>Multicultural & Diversity Affairs</u> 352-294-7850 https://multicultural.ufl.edu/</p>
<p><u>U Matter We Care</u> 352-294-2273 https://umatter.ufl.edu</p>	<p><u>Student Health Care Center</u> 352-392-1161 https://shcc.ufl.edu/</p>
<p><u>Counseling and Wellness Center</u> 352-392-1575 https://counseling.ufl.edu/</p>	<p><u>Office of Academic Support Tutoring</u> 352-392-0788 https://oas.aa.ufl.edu/current-students/tutoring/</p>
<p><u>Dean of Students Office</u> 352-392-1261 https://www.dso.ufl.edu/</p>	<p><u>Writing Studio</u> 352-846-1138 writing.ufl.edu/writing-studio</p>

<p>Center for Undergraduate Research 352-846-3222 https://cur.aa.ufl.edu/</p>	<p>Disability Resource Center 352-392-8565 https://disability.ufl.edu/</p>
<p>Field and Fork 352-294-1780 https://fieldandfork.ufl.edu</p>	<p>International Student Center 352-392-5323 https://internationalcenter.ufl.edu/</p>
<p>GatorWell Health Promotion Services 352-273-4450 https://gatorwell.ufsa.ufl.edu/</p>	<p>Career Connections Center 352-392-1601 https://career.ufl.edu/</p>

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>.

5. **Professional Development Portfolio** – (40 points) - **DUE 7/27 by 2:00pm**

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 how you decided to pursue your healthcare profession, why you want to serve others, 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: (Standard or Detailed Assessment)
<https://sfcollege.emsicc.com/assessment?radius=®ion=120%20mile%20Radius%20from%20Santa%20Fe%20College%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 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** – (10 points – 5 pts. poster/ 5 pts. presentation) Typed. Submit poster via Canvas – Presentation in class. **Due 8/3 by 2:00pm.**

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 circle – two specific ideas in Gainesville and 1 you create for yourself. This is your ideal experience and not an established option.

Academics- include 2 specific non-science electives and one course you wish could be taught at UF. (Cannot list MCAT or entrance exam prep course)

Research - list 2 specific and existent research interests or activities and one research project you'd like to create

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 8/5**

Please download and complete the [Intro to the PH Process Course Evaluation](#) form. Submit this via Canvas.

100 TOTAL POINTS POSSIBLE

GRADING SCALE

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

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

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

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/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.

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/>

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.

GATORLINK E-MAIL

Students are required to have and use their GatorLink account for all UF related e-mail functions. Official university communications are sent to students at this email address.

Attendance: If you do miss a class for some reason, it is your responsibility to obtain any material or assignments from a fellow class member. Excused absences include:

ATTENDANCE POLICY

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

One point will be deducted from total points for each unapproved/undocumented absence.

WEEK	DATE	TOPICS	READ	ASSIGNMENT DUE
1	6/29	Intro & Syllabus PH in 5		**These are assignments included in the <u>PROFESSIONAL DEVELOPMENT PORTFOLIO</u> Dates given below are suggested dates of completion. You will turn these in as your 'FINAL PORTFOLIO' which is due 8/3
		WHY? - Serving Others		DUE: 1.. <u>Week 1 Discussion – In Discussions</u> - Submit any and all questions you have related to UF, class, pre-health, etc. 2. Sign up for PH listserv www.advising.ufl.edu/prehealth
		Inter-professionalism: Get a Clue	Inter-professionalism & Shared Decisions Making https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018136/pdf/cjic25-018.pdf Website: https://explorehealthcareers.org	Review: Pre-Health Essentials – Explore Health Careers Module
2	7/6	WHY? MISSION STATEMENTS	1. Every Patient – Part One - Chapters - Intro – 3 2. What is a good doctor and how can we make one? Introducing the Biopsychosocial Model for good medicine and good doctors. <i>BMJ</i> 2018;324:1533 file:///C:/Users/rknicker/Downloads/What%20is%20a%20good%20doctor%20and%20how%20can%20we%20make%20one.pdf 3. From Purpose to Impact https://hbr.org/2014/05/from-purpose-to-impact	
		WHO? – Competencies Professionalism/Ethics	1. DeAngelis, C.D. (2015). Medical Professionalism. <i>JAMA</i> , Vol. 313: 18 https://jamanetwork.com/journals/jama/fullarticle/2290618 2. Read your profession’s Code of Ethics - NO READING SUMMARIES FOR THESE ‘Professional Code of Ethics’ https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/principles-of-medical-ethics.pdf	TO DO: 1. Watch: Every Patient Tells a Story https://www.youtube.com/watch?v=JMwZzqt5tcU 2. Read and analyze three physician profiles on the AMA Member Profile page to determine the characteristics of these individuals and their purpose for practicing medicine from https://www.ama-assn.org/topics/ama-member-profiles Bring copies of AMA profiles to class

			<p>3. Student Code of Conduct https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/</p>	<p><u>3. Anatomy of an Applicant:</u> Go to the link below and review and print three bios - bring to class https://students-residents.aamc.org/applying-medical-school/preparing-med-school/anatomy-applicant/</p> <p>4. Complete the rough draft of 'Statement of Journey, Purpose and Impact' and bring to class.</p> <p>5. <u>Survey:</u> Complete the following surveys and save the results in a file. https://www.16personalities.com/free-personality-test</p> <p><u>DUE: Week 2 Discussion Question</u> in Canvas</p> <p>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?</p> <p><u>DUE:</u> <u>Engagement #1</u> – Pre-Health Website Scavenger Hunt</p> <p><u>***COMPLETE PORTFOLIO PAGES:</u></p> <ul style="list-style-type: none"> • Competency Assessment
3	7/13	Personal & Professional Development: Values & Interests	Every Patient – Part Two – Chapter 3-7	<p><u>TO DO:</u></p> <p>1. <u>Complete the following surveys:</u></p> <p>Career Interest Profile: (Standard or Detailed Assessment) https://sfcollege.emsicc.com/assessment?radius=&region=120%20mile%20Radius%20from%20Santa%20Fe%20College</p> <p>Skills https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx</p> <p>Personal Values: https://www.valuescentre.com/tools-assessments/pva/</p> <p>Bring results of all surveys to class</p>

				<p>Week 3 Discussion Question in Canvas: The Physical Exam & Our Senses – Butterfly - 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</p> <p>***COMPLETE PORTFOLIO PAGES:</p> <ul style="list-style-type: none"> • Personal Code of Ethics
		WHAT? - Circle of Life - Academics		<p>Review PH Essentials – Pre-health 101</p> <p>***COMPLETE PORTFOLIO PAGES:</p> <ul style="list-style-type: none"> • Current Interests • Professional Interests • Academic Plan • Final Draft of ‘Statement of Purpose -WHY?’
		WHAT? - Circle of Life - Extracurriculars		<p>TO DO: Review PH Essentials – Building a Competitive Application - Anatomy of a competitive applicant.</p>
4	7/20	WHERE? Professional Schools & Mission Statements	Every Patient Parts 3 & 4 - Chapters 8-10 & Afterword	<p>TO DO: Review PH Essentials – Choosing Schools</p> <p>DUE: -Week 4 Discussion Question in Canvas What questions do you have related to your profession?</p> <p>- Book Summary 1: Every Patient Tells a Story Book Summary</p>
		HOW? - Make a Plan		<p>***COMPLETE PORTFOLIO PAGES:</p> <ul style="list-style-type: none"> • <u>Research Three Schools</u> that match your mission statement

		CAS & Professional Organizations		<ul style="list-style-type: none"> Goals and Timetable CAS Info Summary
5	7/27	About US - Questions	Think Like a Doctor (no Reading Summary) https://www.nytimes.com/column/think-like-a-doctor	TO DO: Watch https://www.youtube.com/watch?v=h0AEGnQ0L5s
		Being a Patient	Do We Need a New Word for Patients? – (No Reading Summary) https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1116090/pdf/1756.pdf	TO DO: - Review https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/healthlittoolkit2-tool10.html DUE: - Week 5 Discussion Question in Canvas Based on 'Every Patient Tells a Story' – What role does technology play in medicine? How is it helpful? How does it impact negatively? How does it impact errors made? - Reading Summary 2 - PH Essentials – Learn about Your Future Patients Module – Choose one group listed, review the information and complete a 'Reading Reflection Article Form' DUE: PROFESSIONAL DEVELOPMENT PORTFOLIO *** <u>COMPLETE</u> <ul style="list-style-type: none"> Circle of Life Poster
6	8/3	PRESENTATION Circle of Life Plan	FINAL	DUE: -Circle of Life Poster Presentation - Engagement #2 – Student Resources/ Activities
		What's Next	Action Plan https://www.advising.ufl.edu/pre-health/	Keeping Track Review: Action Plan