

IHS3102 Pre-Health Pathways
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People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of new ideas.

CLASS: Wednesday Periods 7 & 8; 1:55-3:50

2000 Farrior Hall

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/documented illness to the instructor.

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

Meeting URL: <https://ufl.zoom.us/j/93425298538?pwd=UDkwU3EzZHF0eGICMk1JZjArVDI2UT09&from=addon>
Meeting ID: 934 2529 8538
Passcode: 375088

STUDENT OFFICE HOURS: Mondays 3-4 PM

In person or remote:

- In person: 2016 Farrior Hall
- Virtual Student Office Hours via Zoom

Meeting URL: <https://ufl.zoom.us/j/99671037608?pwd=djFUVm9ZdEpteW5VRi9aQjhHaUs0dz09&from=addon>

Meeting ID: 996 7103 7608
Passcode: 228454

CAMPUS RESOURCES:

List of campus resources: <https://oas.aa.ufl.edu/students/campus-partners--resources/>

Pre-Health Essentials: <https://www.advising.ufl.edu/pre-health/>

Pre-Health Advising: <https://www.advising.ufl.edu/pre-health/>

Pre-Health Resources: <https://www.advising.ufl.edu/pre-health/pre-health-resources/>

COURSE DESCRIPTION

Consistent/continual personal and professional growth is the core to preparation for health career professions. Offers pre-health students opportunities for analysis, engagement, and assessment of intrapersonal, interpersonal, and critical reasoning pre-professional competencies defined by healthcare professional schools. Creation of professional development plan and professional school 'application portfolio' demonstrate knowledge, skills and qualifications needed for competitive applicants. Competencies: <https://students-residents.aamc.org/applying-medical-school/article/core-competencies/>

COURSE OBJECTIVES

By the end of this course, students will:

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

The instructor reserves the right to change the content of this syllabus at any time. This syllabus is a guide, and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

The use of the word 'medicine' is all encompassing to include all health professions.

This course is focused on personal and professional development of the prehealth student and in no way reflects or attempts to offer training or answers to healthcare or medical issues.

COURSE TEXTBOOK

- TEXTBOOK: Lee, T. H., MD. (2020). *The Good Doctor*. NY, NY: Press Ganey Associates. ISBN-13: 978-1260459203
- Journal readings as indicated in the Course syllabus

UNIVERSITY GRADING POLICIES

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

COURSE REQUIREMENTS:

- **NO LATE ASSIGNMENTS WITHOUT PRIOR APPROVAL FOR EXTENUATING CIRCUMSTANCES**
- **ATTENDANCE:** In-class attendance and participation – **Attendance is required.** Five points will be deducted from total points for each unapproved/undocumented absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
- Please contact the instructor before class if you will not be attending class.

UF ATTENDANCE POLICY

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

ACADEMIC HONOR CODE AND ACADEMIC HONESTY

University of Florida students Honor Code:

Preamble:

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the Honor Code.

The Honor Code:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge:

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at www.dso.ufl.edu/sccr, and ask the instructors to clarify any expectations you do not understand. Any occurrence of academic dishonesty will be reported to the judicial body in the Dean of Students office and may result in failure of this course.

ADA STATEMENT

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

CIVILITY

Mature and respectful behavior is expected in this classroom when dealing with instructors and other students. Side conversations, sleeping, and reading other course material (or the Alligator, etc.) are not appropriate and may result in the student losing attendance credit for that day. Cell phones and pagers are NOT welcome in this classroom; please turn them off (or at least silence them) and put them away prior to the start of class.

STUDENT COMPLAINT PROCESS: Residential Course: <https://www.dso.ufl.edu/documents/UFComplaintspolicy.pdf>

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of

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

CONFIDENTIALITY

The content of a conversation between healthcare professional and patient is considered confidential and privileged. Likewise in this course discussions and their content should be considered confidential and not discussed outside of class. The only exception is if there is concern for someone's safety or the safety of another. If you have concerns, please contact the instructor.

GATORLINK E-MAIL

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

IN-CLASS RECORDING

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

ASSIGNMENTS:

- **Submission of assignments is verification/confirmation by the student that no AI was used to write or complete any assignments. Assignments must be completed by the student only. All resources must be listed.**
- **NO LATE ASSIGNMENTS WITHOUT PRIOR APPROVAL FOR EXTENUATING CIRCUMSTANCES**
- **All assignments are due at the beginning of class on the date specified in the syllabus. Suggestions for completion of components of the portfolio are listed in the weekly schedule.**

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

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

1. Reflective Writing Assignments (10) – 2 points each – Total 20 points

Each week there will be a reflective writing prompt related to a secondary application or supplemental question. You will complete these in class and submit via Canvas by 5 PM the day of class.

These are one page, single spaced – 12 font. Given these are personal and private reflections, these will be read by instructor(s) or TA only. Privacy will be maintained in all cases with the exception of any reference of harm to self or others. Students will complete and submit their reflections to Canvas at the end of class following a brief discussion.

2. Individual Personal Assessments – 5 points - Submit via Canvas

Complete the following assessments by due dates and upload results to Canvas.

- Defining Your Purpose worksheet 1 pts
- 16 Personalities – MBTI – 1 pt. <https://www.16personalities.com/personality-types>
- EI - 1 pt. <https://globalleadershipfoundation.com/geit/eitest.html>
- Hidden Bias - 1 pt. **Complete Hidden Bias Tests: Race, Sexuality, Age and Disability** - <https://implicit.harvard.edu/implicit/takeatest.html>
- Pre-course Competency Assessment – 1 pt.

3. Competency Video Presentation - 25 points

You will be divided into small groups. Each small group will be assigned a competency. Groups will plan and record a 10-15 minute video based on the reading for the competency and the chapter in 'The Good Doctor.' Include competencies demonstrated by the doctor in the chapter of 'The Good

Doctor.’ Use your creativity – Claymation, create a commercial, etc. to provide the presentation content. Videos and questions are submitted as an MP4 file at least one week prior to the competency class you are teaching.

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

Competency Presentation Video: (10 minutes)

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

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

- a. Peer Evaluations - Submit an evaluation for each individual presenting in the video. Students are evaluated individually, not as a group. There is an IDS4930 **Peer Presentation Evaluation** form found in Canvas under the ‘Forms and Handouts.’ Please fill out the entire form and offer comments that validate your scores.
- b. Small Group Professionalism Evaluations - Evaluate those you present with - You will submit a **Group Professionalism Evaluation** form for those in your presentation group and submit via Canvas. This form is in Canvas found under ‘Forms and Handouts.’

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

4. **Application Portfolio** - 50 points

- a. Journey, Purpose, and Impact Statement – 10 pts – Using 5,000 to 5300 characters (depending on profession), including spaces, write a paper telling of your journey in deciding ‘why’ healthcare, what is your purpose for practicing a healthcare profession, and what impact do you want to make by serving others for the rest of your professional life.
- b. Competency Assessments Forms (8) – 16 pts – Each week of competency review, you will complete your preprofessional competency form for that specific competency. Submit these as part of the Application Portfolio.

- c. Circle of Life Assessment – 2 pts - List completed/in progress activities, hours completed and graph.
- d. Experiences (5) – 5 pts – Select four 'Circle of Life' experiences you engaged in. Select three – using 700 characters, including spaces, write in complete sentences what you did and what you learned. Place greater emphasis on what you learned. For the fourth experience, using 1325 characters, in complete sentences, write what you did, what you learned and why this was one of your most impactful experiences.
- e. List of Schools (5) – 5 pts – Using the 'School Directory' form in the Application Portfolio, gather the required data and identify at least five schools you will apply to
- f. List of Recommenders (5) – 5 pts – List a minimum of five recommenders, their contact information and type of letter (science, non-science, character)
- g. Growth Year Plan – 5 pts – Based upon assessment of competitiveness and competency assessments, make a plan on how you will spend your growth year(s).
- h. Application Reminders – 2 pts - Standardized Test & Application Submission

100 TOTAL POINTS POSSIBLE

GRADING

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

A grade of Incomplete (I) will be issued only for extenuating circumstances.

For additional information about grading policies please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

WEEK	Date	CLASS	READING ASSIGNMENTS	DUE
1	1/10	Course, Application, and Writing Component Intro	<ul style="list-style-type: none"> <u>Syllabus and Application Review</u> <p>Read Course Syllabus</p> <p>Select and listen to the CAS application presentation for your profession: https://www.advising.ufl.edu/pre-health/2021-cas-event/</p> <p>Please read the Centralized Application Service (CAS) Guidelines/Instructions for your professional application Allopathic Medicine - AMCAS Links to an external site. Dentistry – AADSAS Links to an external site. Occupational Therapy – OTCAS Links to an external site. Optometry – OPTOMCAS Links to an external site. Osteopathic Medicine - AACOMAS Links to an external site. Pharmacy – PHARMCAS Links to an external site. Physician Assistant – CASPA Links to an external site. Veterinary Medicine – VMCAS Links to an external site.</p>	
2	1/17	Who You are Matters: Commitment to Learning & Growth - PIF - Competencies	<ul style="list-style-type: none"> <u>Personal & Professional Growth</u> <u>Professional Identity Formation (PIF)</u> <ul style="list-style-type: none"> -Cruess, R. et.al. (2015). A Schematic Representation of the Professional Identity Formation..... https://pubmed.ncbi.nlm.nih.gov/25785682/ -Holden, M., et.al. (2015). Professional Identity Formation.... https://www.researchgate.net/publication/274727062_Professional_Identity_Formation_Creating_a_Longitudinal_Framework_Through_TIME_Transformation_in_Medical_Education -Video – Professional Identification https://www.youtube.com/watch?v=XFJuMxtkZel <u>Professionalism</u> <p>Read: Hilton & Southgate. (April 2007). Professionalism in medical education.</p> <p>Levinson, W. et.al. (2014). Understanding Medical Professionalism. McGraw- Hill Education. https://accessmedicine.mhmedical.com/book.aspx?bookid=1058</p>	DUE -Reflective Writing 1 ***Application Portfolio: -Pre - Competency Assessment

			<p>ABIM Foundation (Feb. 2002). Medical Professionalism in the New Millennium: A Physician Charter. https://www.acpjournals.org/doi/pdf/10.7326/0003-4819-136-3-200202050-00012</p> <p>-Video – What is Medical Professionalism? https://www.youtube.com/watch?v=GvZ_fENvCHA</p>	
3	1/24	Who you Are Matters & Video Planning	<p>-The Good Doctor – CH 1</p> <p><u>Who You Are Matters:</u></p> <ul style="list-style-type: none"> <u>Personality – Traits and Types</u> <p>Read: Karimove, H. Personality and Character Traits: The Good, The Bad, and the Ugly</p> <p>Videos: -The Big Five - https://www.youtube.com/watch?v=IB1FVbo8TSs</p> <p>-The Psychology of Your Future Self https://www.youtube.com/watch?v=XNbR54Gpj4&t=3s</p> <p>-MBTI READ: MBTI Basics: https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/ Video: MBTI Video: https://www.youtube.com/watch?v=CtOqQL5G0pA</p> <ul style="list-style-type: none"> <u>Intelligence</u> <p>-EI -Ackerman, C. (2021) What is Emotional Intelligence? +18 Ways to Improve it https://positivepsychology.com/emotional-intelligence-eq/</p> <p>- Craig, H. (2021). The Theories of Emotional Intelligence Explained https://positivepsychology.com/emotional-intelligence-theories/</p> <p>-About EI (handout) file:///C:/Users/rknicker/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/8VJ5JILN/About%20Emotional%20Intelligence%202019.pdf</p> <p>- Video – What is Emotional Intelligence https://www.youtube.com/watch?v=LgUCyWhJf6s&t=2s</p>	<p>DUE: -Reflective Writing 2</p> <p>EI Test: https://globalleadershipfoundation.com/geit/eitest.html</p> <p>MBTI – 16 Personalities test https://www.16personalities.com/personality-types</p>

4	1/31		<p>Journey, Purpose & Impact</p> <p><u>Journey, Purpose, Meaning & Impact</u></p> <ul style="list-style-type: none"> • <u>Journey</u> <p>PODCAST: Listen</p> <p>The Nocturnist – Episode 6: first 5 minutes - Becoming</p> <p>https://thenocturnists.com/the-nocturnists-black-voices-in-healthcare/2020/8/4/episode-6-becoming-1</p> <ul style="list-style-type: none"> • <u>Purpose:</u> <p>-Kashdan & McKnight (2009). Origins of Purpose in Life: Refining our Understanding</p> <p>-Coleman, J. (2017). You Don't Find Your Purpose – You Build it.</p> <p>-Martela & Pessi (March,2018) Significant Work Is About Self-Realization and Broader Purpose...</p> <p>Duckworth, A. (2016). Grit. Chapter 8 – Purpose</p> <p>https://publicism.info/psychology/grit/9.html</p> <p>Video: What is Purpose?: https://www.youtube.com/watch?v=T2pGwoL3foY</p> <ul style="list-style-type: none"> • <u>Meaning:</u> <p>-Ackerman, C. (2021). What is the Meaning of Life According to Positive Psychology?</p>	<p>-Defining Your Purpose Worksheet</p> <p>-Complete: Journey, Purpose, and Impact Statement – rough draft</p> <p>MEET WITH SOCIAL SKILLS GROUP</p>
5	2/7	Service Orientation	<p>-The Good Doctor – CH 2</p> <p>-Kleinman, A. (2019) How the Human Face of Medicine is Too Often Missing</p> <p>- Kleinman & van der Geest. 'Care' in health care</p> <p>- Van Ramshorst (2011). Reaffirming Our Commitment to Serve.</p> <p>In class: Video: Maslow's Hierarchy of Need - https://www.youtube.com/watch?v=L0PKWTta7IU</p>	<p>DUE</p> <p>-Rough Draft Personal Statement – bring to class</p> <p>- Reflective Writing 3</p> <p>- Competency Form</p>

				<p>***Application Portfolio – Complete final copy of Personal Statement</p> <p>MEET WITH CULTURAL COMPETENCY GROUP</p>
6	2/14	Social Skills	<p>The Good Doctor – CH 3</p> <p>-<u>Mindful Listening</u> Zenger & Folkman (2019). What Great Listeners Actually Do</p> <p>-<u>Empathy</u> Riess, H. (2017). The Science of Empathy</p> <p>-Goleman, D. (2017). What is Empathy?</p> <p>Video: Empathy: The Human Connection https://www.youtube.com/watch?v=cDDWvj_g-o8</p> <p>Blog: How do you Cure a Compassion Crisis? https://freakonomics.com/podcast/compassionomics/</p> <p>Podcast: <u>Non-verbal Communication</u> https://www.apa.org/research/action/speaking-of-psychology/nonverbal-communication</p>	<p>DUE</p> <p>- Reflective Writing 4</p> <p>- Preprofessional Competency Form – Service Orientation</p> <p>MEET WITH TEAMWORK GROUP</p>
7	2/21	Cultural Competency (Humility)	<p>The Good Doctor – CH 5</p> <p>-Foronda, C. (2020). A Theory of Cultural Humility</p> <p>-Yancu & Farmer (2017). Product or Process: Cultural Competence or Cultural Humility?</p> <p>-Moton & Minkerler (2020). Cultural Competence or Cultural Humility? Moving Beyond the Debate</p>	<p>DUE</p> <p>Complete Hidden Bias Tests: Race, Sexuality, Age and Disability https://implicit.harvard.edu/implicit/takeatest.html</p>

			<p>DUE: Complete Hidden Bias Tests: Race, Sexuality, Age and Disability https://implicit.harvard.edu/implicit/takeatest.html</p> <p>Video: Conversations about Culture: The Importance of Cultural Humility https://youtu.be/cVmOXVIF8wc (12:49)</p>	<p>- Reflective Writing 5</p> <p>- Preprofessional Competency Form – Social Skills</p> <p>MEET WITH ETHICAL RESPONSIBILITY GROUP</p>
8	2/28	Teamwork	<p>The Good Doctor – CH 4</p> <p>Rosen, et.al. (2018). Teamwork In Healthcare: Key Discoveries Enabling Safer, High Quality Care</p> <p>-AAMC (2016). Teamwork: The Heart of Health Care</p> <p>-Mayo & Woolley (2016). Teamwork in Health Care: Maximizing Collective Intelligence via Inclusive Collaboration and Open Communication</p> <p>Video: Belbin’s 9 Team Roles https://www.youtube.com/watch?v=7LunroajlLE&t=1s</p>	<p>DUE</p> <p>- Reflective Writing 6</p> <p>- Preprofessional Competency Form – Cultural Competency</p> <p>MEET WITH CAPACITY FOR IMPROVEMENT GROUP</p>
9	3/6	Ethical Responsibility to Self & Others	<p>The Good Doctor – CH 7</p> <p>-<u>Ethical & Moral Development/Reasoning</u> Caplin, A. (2021). Fair and Ethical Stewardship Chapter 7 FAIR AND ETHICAL STEWARDSHIP OF HEALTHCARE RESOURCES.pdf</p> <p>-Ethical & Moral Development/Reasoning Caplin, A. (2021). Fair and Ethical Stewardship Chapter 7_ FAIR AND ETHICAL STEWARDSHIP OF HEALTHCARE RESOURCES.pdf</p> <p><u>Integrity</u></p>	<p>DUE</p> <p>- Reflective Writing 7</p> <p>- Preprofessional Competency Form – Teamwork</p> <p>MEET WITH RELIABILITY & DEPENDABILITY GROUP</p>

			<p>-Levinson, et. al. (2014). Understanding Medical Professionalism – Chapter 5: Integrity and Accountability</p> <p>Videos: Integrity/Ethics Defined https://www.bing.com/videos/search?q=integrity&docid=608042849510118986&mid=315313635365BC886248315313635365BC886248&view=detail&FORM=VIRE </p>	
	3/13		SPRING BREAK	
10	3/20	Capacity for Growth	<p>The Good Doctor – CH 6</p> <p>-Loscalzo, J. (2014). A Celebration of Failure</p> <p>-Dweck, C. (2014). A Summary of Growth and Fixed Mindsets https://fs.blog/2015/03/carol-dweck-mindset/ </p> <p><u>Podcast</u>: Dr. Harry Karydes</p> <p>-Ep 88: How to Respond to (and Learn From) Criticism https://medicinerevived.com/5-ways-to-overcome-failure-a-doctors-guide/ </p> <p><u>Videos</u>: Growth Mindset Introduction: https://www.youtube.com/watch?v=75GFzikmRY0</p> <p>Good https://www.youtube.com/watch?v=IdTMDpizis8&t=93s</p>	<p>- Reflective Writing 8 - Preprofessional Competency Form – Ethical Responsibility</p> <p>MEET WITH RESILIENCE & ADAPTABILITY GROUP</p>
11	3/27	Reliability & Dependability	<p>The Good Doctor – CH 3</p> <p>-Cohen, D. High Reliability in Healthcare: A personal Failure https://www.medicalprotection.org/southafrica/casebook/casebook-may-2014/high-reliability-in-healthcare-a-personal-failure </p> <p>-Video What Matters to Patients - https://www.youtube.com/watch?v=NPryOYIUZWA</p>	<p>DUE</p> <p>- Reflective Writing 9 - Preprofessional Competency Form – Capacity for Improvement</p>

12	4/3	Resilience & Adaptability	<p>The Good Doctor – CH 8</p> <p>Resiliency</p> <p>Kosarek, C. (2020). -Why Resilience Is Key to Medical School Success https://www.usnews.com/education/blogs/medical-school-admissions-doctor/articles/why-resilience-is-key-to-medical-school-success</p> <p>- Mills & Mckimm, S. (2005). Resilience: why it matters and how to improve it https://www.researchgate.net/publication/309893648 Resilience why it matters and how doctors can improve it</p> <p>Grit</p> <p>-Duckworth, A. (2016). Grit Ch. 4 https://publicism.info/psychology/grit/5.html</p> <p>-Video: Can Grit Be Taught: https://www.youtube.com/watch?v=qaeFnxSfSC4</p> <p>- How to Make Stress your friend: https://www.youtube.com/watch?v=RcGyVTAoXEU</p>	<p>DUE</p> <p>- Reflective Writing 10</p> <p>- Preprofessional Competency Form – Reliability & Dependability</p> <p>-Grit Scale https://angeladuckworth.com/grit-scale/</p>
13	4/10	Telling Your Story – Are You Competitive? -Mission Statements & Schools	<ol style="list-style-type: none"> 1. Read: CAS Guidelines for appropriate professional application. https://students-residents.aamc.org/applying-medical-school/applying-medical-school-process/applying-medical-school-amcas/amcas-tools-and-tutorials/ 2. Explore and review individual school requirements for Mission Statements, GPAs, LORs, etc. 3. Read: Anatomy of an Applicant – 3 profiles https://students-residents.aamc.org/applying-medical-school/fag/what-parts-your-application-tell-medical-schools-2/ 4. -Angoff & Schwartz (2019). Readiness for Medical School: a Radical Proposal 	<p>DUE</p> <p>-Preprofessional Competency Form – Resilience & Adaptability</p> <p>**** In the Application Portfolio – Complete: Competency Assessment form: List of Schools List of Recommenders Experiences Remaining pages</p>

14	4/17	Telling Your Story - Interviews & SJTs	<p>Listen to: Video: Writing Components https://www.advising.ufl.edu/pre-health/2021-cas-event/</p> <p>-Interviewing Components https://www.advising.ufl.edu/pre-health/2021-cas-event/</p> <p><u>Review:</u> SJT - https://students-residents.aamc.org/aamc-situational-judgment-test/aamc-situational-judgment-test CASPer - https://takecasper.com/</p>	DUE: Application Portfolio
15	4/24	Growth Years – What If I Don’t Get In? & Wrap Up Final Questions (Online)	<p><u>Growth Year:</u> Listen to: Growth Years https://www.advising.ufl.edu/pre-health/2021-cas-event/</p> <p>Remember Your ‘Why’ https://www.youtube.com/watch?v=Se_hp0THLpA</p>	