IDS4930
Spring
Intro to the Pre-Health Process Fall/Spring
1 credit
Bobbi Knickerbocker
Co-teacher - Brittany Schambow
2016 Farrior Hall
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OFFICE HOURS: Monday, 1-2 or Call 352-273-4083 for appointment

AUDIO SYLLABUS & SYLLABUS QUIZ: (0 points) Watch the Syllabus PPT at: https://mediasite.video.ufl.edu/Mediasite/Play/b606eb7110af4ff0a6c7796cf036eec31d

Take the ‘Syllabus’ quiz in Canvas. You make take this as many times as needed in the first week of class. You must pass with 80%.

CAMPUS RESOURCES: Campus resources: https://www.ufl.edu/academics/resources/

- Pre-Health Essentials: https://www.advising.ufl.edu/pre-health/
- Pre-Health Advising: https://www.advising.ufl.edu/pre-health/
- Pre-Health Resources: https://www.advising.ufl.edu/pre-health/pre-health-resources/

COURSE DESCRIPTION

This course is intended for students in their freshman or sophomore year who are interested in pursuing admission to healthcare professional graduate programs. This course will provide information on how students can begin to prepare for being a healthcare professional and applying to health graduate programs. It will also introduce students to current topics in healthcare in a holistic, mind-body-spirit context including exploration of the patient/family experience, and one’s self as related to healthcare issues and topics. The use of the word ‘medicine’ in this course is all encompassing to include all healthcare professions.


COURSE OBJECTIVES

1. To explore what is necessary to be a competitive applicant to health profession graduate programs.
2. To explore the experience of healthcare from the multiple perspectives of the patient, the family and the healthcare provider
3. To explore the patient-professional relationship
4. To reflect on the concept of humanism in relation to healthcare
5. To gain awareness and understanding of personal strengths, traits, type and qualities
6. To encourage reflection of current healthcare issues and ethical dilemmas
7. To complete a personal and professional development plan so as to pursue admission to professional school.


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

**COURSE REQUIREMENTS:**

**NO LATE SUBMISSIONS** – All assignments are due at the beginning of class on the date specified in the syllabus. Suggestions for completion of each component of the portfolio are listed in the weekly schedule.

All ‘Forms and Handouts’ can be found under the ‘Form and Handouts Module’ link in Canvas.

1. **In-class attendance and participation** – 20 points
   Attendance is required. Two points will be deducted from total points for each unapproved/undocumented absence. Please see the university attendance policy below.

2. **Reading Summaries** - (15) points 11 font, single spaces
   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.

   Assigned reading is done prior to coming to class and ‘Reading Summary’ forms are completed as assigned. Reading Summaries are submitted via Canvas in .doc format and are due at the beginning of each class. Use the ‘Reading Summary form’ found in Canvas under the ‘Forms and Handout’ Module.

   Read carefully, then synthesize what you read to respond to the questions asked on the form. Do not repeat what is stated in the book.

   Reading Summaries:
   1. Introducing Biopsychosocial (Canvas) DUE: 1/16 (1 point)
   2. Medical Professionalism (Canvas) DUE: 1/30 (1 point)
   3. Every Patient Tells a Story (text) Introduction and Part One: Chapters 1 & 2 DUE 2/6 (3 points)
   4. Inter-professionalism & Shared Decision Making (Canvas) DUE: 2/6 (1 point)
   5. Every Patient Tells a Story (text) Part Two: Chapters 3 through 7 DUE: 3/19 (5 points)
   6. Pre-Health Essentials – Learn About Your Future Patients Module – Choose one group, read all material in group selected to complete Reading Summary DUE: 4/2 (1 point)
   7. Every Patient Tells a Story (text) Parts 3 & 4: Chapters 8, 9, 10 DUE: 4/9 (3 points)

3. **‘Circle of Life’ Plan Poster.** – (10 points) 11x14 foam board - Use the ‘PH Plan Template’ found on Canvas (or create/draw your own version of it) - Include your picture in the center with your 1-2 sentence mission statement. Choose three specific options for each outer circle - Academics (non-science electives), Research (specific research interests or activities), Community Service (non-medical, list locations), Healthcare Experience (list locations), Shadowing (list practitioners and any area of specialty), and Competencies (top 3 you want to develop). You must have one uniquely creative option in each circle. **Due 4/9. You will present these in class.**

4. **Engagement Points** – (15 points) Choose 3 different activities worth 5 points each. Submit summaries for each on Canvas **one by each of the following dates: 2/6, 3/12, and 4/16 at 11:59 p.m.** 250 word minimum, 11 font, single spaced. These must be UF campus related activities.

   Activities required for another class or that you completed in a previous semester may not count towards the requirement for this class.

   Refer to [https://www.advising.ufl.edu/pre-health/pre-health-resources/](https://www.advising.ufl.edu/pre-health/pre-health-resources/) for ideas.

For letters A-I write a summary including:
- Where
- Contact person and info
• Date
• Number of hours
• What you did
• What you learned
• A signed business card or picture of you at the event with identifying background

**Engagement Options:**
A. Community service – Be creative!
B. Clinical service
C. Shadowing
D. Research
E. Attend a multicultural event – take a selfie
   [https://multicultural.ufl.edu](https://multicultural.ufl.edu)
F. Go to the WOW Kick-Off - Take a ‘selfie’ with a PH advisor and get their autograph
G. Attend a student organization meeting
H. Campus resources such as: (Bring a signed business card)

**Broward Tutoring (Teaching Center)**
352-392-2010
[teachingcenter.ufl.edu](http://teachingcenter.ufl.edu)

**OAS Tutoring**
352-392-0788
[oas.aa.ufl.edu](http://oas.aa.ufl.edu)

**Writing Studio**
352-392-6420
[writing.ufl.edu/writing-studio](http://writing.ufl.edu/writing-studio)

**Institute of Black Culture (IBC)**
352-392-1217 ext. 252
[www.multicultural.ufl.edu/ibc](http://www.multicultural.ufl.edu/ibc)

**Institute of Hispanic-Latino Cultures (La Casita)**
352-392-1217 ext. 254
[www.multicultural.ufl.edu/lacasita](http://www.multicultural.ufl.edu/lacasita)

**International Student Center**
352-392-5323
[www.ufic.ufl.edu](http://www.ufic.ufl.edu)

**Career Resource Center**
352-392-1601
[www.crc.ufl.edu](http://www.crc.ufl.edu)

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

J. Interview a professional (non-family) in your area of interest and write a summary including:
   ➢ What inspired me to pursue a career in medicine: How I move ________:
   ➢ Career highlights
   ➢ Advice I’d give to those interested in pursuing a career in medicine:
5. **Final Portfolio** – (40 points) **DUE 4/2 at the beginning of class**

Typed, 11 font and single spaced.
Should be in a folder or notebook, **with sections labeled in the order indicated below** (1 point)

Portfolio that includes:

- **Statement of Purpose** – (5 points) 11 font, single spaced, one-page (500 words minimum)
  Write a paper indicating why and how you want to use the knowledge and skills you will gain in undergrad and professional school to impact other people’s lives as a healthcare professional. **This will include a 2 to 3 sentence ‘Mission Statement’ that summarizes your purpose. Your ‘Mission Statement’ is to be at the top of your paper.** You will share your ‘Mission Statement’ in class.

- **Personal 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](https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/principles-of-medical-ethics.pdf)

- **Competency Assessment (handout)** (5 points) – This will be completed in class. You will fill out the bottom portion of the handout, assessing your current level of competencies. 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 Surveys:** Complete the following surveys, print results and include in portfolio (4 points)
  - [https://www.16personalities.com/free-personality-test](https://www.16personalities.com/free-personality-test)
  - [https://www.vcn.org/health-care/interest-profiler](https://www.vcn.org/health-care/interest-profiler)
  - [https://www.123test.com/work-values-test/](https://www.123test.com/work-values-test/)
  - [https://students.tufts.edu/sites/default/files/Skills%20Inventory.pdf](https://students.tufts.edu/sites/default/files/Skills%20Inventory.pdf)

- **Professional Development Plan** – (6 points)
  The Professional Development Plan Packet is in Canvas ‘Forms and Handout’ module. Complete all pages.
  
  Page 1 – Include your 2 to 3 sentences ‘Mission Statement’ or ‘Why’ at the top.
  - In the center of the cloud, put the profession you are pursuing, ‘Dentistry, Medicine, Physician Assistant, physical Therapy, etc.
  - In the body of the cloud, list the values, traits, characteristics and competencies you aspire to demonstrate as the ideal professional.

  Page 2 – Use the Competency Assessment form, the four Personal Surveys and self-knowledge to complete page two.

  Page 3 - Go to professional websites (AMA, AAMC, ADEA, PAEA, AAVMC, etc.) and review current topics being discussed in your profession. Along with your self-knowledge, complete page three.

  Page 4 – Plan – Using UF resources and your creativity, list three specific options in each category for you to pursue as a pre-health student at UF. Be specific. List specific research projects, clinical sites, community agencies, and specifically who to shadow.

  Page 5 – Identify long and short-term goals to put your plan from page 4 into effect. List when
you will add research, clinical and community service and shadowing to your plan. Be specific. You should have a balance of these four areas by mid-sophomore year. List other long and short-term goals important to you.

Page 6 – Use to assess your plan once you have started it. If you are currently involved in activities, please assess these. If you are not, leave blank.

- **Professional Organizations** – (5 points) 11 font, single spaced, one page or 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)

- **Academic Plan** – (5 points) Create a 4-year academic plan based on your chosen healthcare profession and your major for completion of your degree and pre-health requirements. Have your completed plan **signed by your college/major 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!

- **Research Three Schools** – (5 points) 11 font, single spaced – See ‘School Comparison’ form in ‘Forms and Handouts’ module in Canvas
  Research three schools and include:
  a. Mission statement
  b. Pre-requisite courses
  c. Mean science GPAs
  d. Mean entrance exam scores
  e. Extra-curricular requirements.

100 TOTAL POINTS POSSIBLE

**GRADING**

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

A grade of Incomplete (I) will be issued only for extenuating circumstances. For additional information about grading policies please visit: [www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html)

**UNIVERSITY GRADING POLICIES**

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

**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
The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should 1) Register with and provide documentation to Disability Resources (352-392-8565 www.dso.ufl.edu/drc/), and 2) Bring a letter to the instructor from Disability Resources indicating that you need academic accommodations. Please do this as soon as possible, preferably within the first week of class.

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 silence and put them away prior to the start of class.

STUDENT COMPLAINT PROCESS: Residential Course:

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

Two points will be deducted from total points for each unapproved/undocumented absence.
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<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT DUE</th>
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<td><strong>These are assignments included in the Final Portfolio that you can complete upon completion of the material presented in class throughout the semester. You will hand these in as part of the Final Portfolio</strong></td>
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<td>1</td>
<td>1/9</td>
<td>Intro &amp; Syllabus</td>
<td><em>Every Patient Tells a Story</em></td>
<td>‘Reading Summary’ reflections due as assigned</td>
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<td>Reading Summary #1: Introducing Biopsychosocial article (on Canvas)</td>
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<td>Watch: Every Patient Tells a Story <a href="https://www.youtube.com/watch?v=JMwZztq5tcU">https://www.youtube.com/watch?v=JMwZztq5tcU</a></td>
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<td>Bring copies of AMA profiles to class</td>
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<td>2</td>
<td>1/16</td>
<td>WHY? - Serving Others</td>
<td>1. Every Patient – Intro</td>
<td>Complete Rough draft of ‘Statement of Purpose?’ and bring to class</td>
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<td>2. Introducing the Biopsychosocial Model for good medicine and good doctors. <em>BMJ 2018;324:1533</em></td>
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<td>3. Three profiles from: <a href="https://www.ama-assn.org/topics/ama-member-profiles">https://www.ama-assn.org/topics/ama-member-profiles</a></td>
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<td>1/23</td>
<td>WHY? MISSION STATEMENTS</td>
<td><em>Every Patient – Chapter 1</em></td>
<td>Complete Rough draft of ‘Statement of Purpose?’ and bring to class</td>
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<td>Reading Summary #2 (DeAngelis) Medical Professionalism</td>
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<td>Bring copies of 3 student bios from Anatomy of an Applicant to class</td>
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<td>**Complete the following surveys: <a href="https://www.16personalities.com/free-personality-test">https://www.16personalities.com/free-personality-test</a> **</td>
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<td><strong>Complete Portfolio Pages/Sections</strong></td>
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<td>2/6</td>
<td>Inter-professionalism: Get a Clue</td>
<td>1. Every Patient – Chapter 2</td>
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<td>3. Website <a href="https://explorehealthcareers.org">https://explorehealthcareers.org</a></td>
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<td>DUE: Reading Summaries #3 and 4 (2)</td>
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<td><em>Every Patients Tells a Story: Reading Summary #1 Intro, CH 1 &amp; 2</em></td>
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<td><em>Inter-professionalism</em>*</td>
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<td>Essentials – Review Explore Health Careers Module</td>
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<td><strong>Complete Portfolio Pages/Sections</strong></td>
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<td>• Personal Code of Ethics **</td>
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<td>DUE: Engagement Point #1 via Canvas</td>
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<td>6</td>
<td>2/13</td>
<td>Personal &amp; Professional Development: Values &amp; Interests</td>
<td>Complete the following surveys: Healthcare Interest Profile&lt;br&gt;<a href="https://www.vcn.org/health-care/interest-profiler">https://www.vcn.org/health-care/interest-profiler</a>&lt;br&gt;Work Values Test&lt;br&gt;<a href="https://www.123test.com/work-values-test/">https://www.123test.com/work-values-test/</a>&lt;br&gt;Skills Inventory&lt;br&gt;<a href="http://students.tufts.edu/sites/default/files/Skills%20inventory.pdf">http://students.tufts.edu/sites/default/files/Skills%20inventory.pdf</a>&lt;br&gt;Bring results of all surveys to class</td>
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<td>7</td>
<td>2/20</td>
<td>WHAT? - Circle of Life - Academics</td>
<td>Review PH Essentials – Pre-health 101&lt;br&gt;**Complete Portfolio Pages:&lt;br&gt;Current Interests&lt;br&gt;Professional Interests</td>
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<td>8</td>
<td>2/27</td>
<td>WHAT? - Circle of Life - Extracurriculars</td>
<td>Review PH Essentials – Building a Competitive Application&lt;br&gt;-Anatomy of a competitive applicant.&lt;br&gt;**Complete Portfolio Pages/Sections&lt;br&gt;Academic Plan (Complete and See college advisor ASAP)&lt;br&gt;Final Draft of 'Statement of WHY?’</td>
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<td>3/5</td>
<td>Spring Break</td>
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<td>9</td>
<td>3/12</td>
<td>WHERE? Professional Schools &amp; Mission Statements</td>
<td>Review PH Essentials – Choosing Schools&lt;br&gt;DUE: Engagement Points #2 via Canvas</td>
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<td>10</td>
<td>3/19</td>
<td>HOW? - Make a Plan CAS &amp; Professional Organizations</td>
<td>DUE: Reading Summary #5&lt;br&gt;Every Patient Tells a Story: Part Two – Chs. 3 to 7&lt;br&gt;Bring a printed blank Professional Development Plan to Class (Forms &amp; Handout module in Canvas)&lt;br&gt;**Complete Portfolio Pages/Sections&lt;br&gt;Research Three Schools that match your mission statement</td>
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<td>11</td>
<td>3/26</td>
<td>About US - Questions</td>
<td>**Complete Portfolio Pages/Sections&lt;br&gt;Circle of Life Plan&lt;br&gt;Goals and Timetable&lt;br&gt;CAS Info Summary</td>
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<td>Reading Material</td>
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<td>12</td>
<td>4/2</td>
<td>Being a Patient</td>
<td>Every Patient – Chapter 9</td>
<td>Reading Summary #6 - PH Essentials – Learn About Your Future Patients Module</td>
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<td>PH Essentials – Module: Learn About Your Future Patients Module – Choose one patient group do a ‘Reading Summary Form’ for it.</td>
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<td><strong>DUE:</strong> Final Portfolio</td>
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<td>13</td>
<td>4/9</td>
<td>PRESENTATION OF Circle of Life PLAN</td>
<td>Every Patient – Chapter 10</td>
<td>DUE: Reading Summary #7 – Every Patient Tells a Story - Parts 3 &amp; 4 – CHs. 8, 9, 10 and Afterward</td>
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<td>14</td>
<td>4/16</td>
<td>What’s Next</td>
<td>Complete presentations of PH Plans &amp; Final</td>
<td>Keeping Track Review: Action Plan</td>
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<td><strong>DUE:</strong> Engagement Point #3</td>
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