(1-9-2019) **Draft Syllabus: Biology 390 Special Topics:   
Pre-Health Thrive-1 Pursuing Health Professions**

Spring 2019, Section 001  
Wednesdays 5:45-7:00   
Room 100 (just off main lobby) Genome Sciences  
Course Coordinator: Jean DeSaix, PhD [jdesaix@email.unc.edu](mailto:jdesaix@email.unc.edu) 302 Coker  
Office hours 2:39-4:30 G07 Steele and other times by appointment   
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This course will provide undergraduate students of any level exposure to a variety of health professions, emphasizing ways health care teams work together: interprofessional interactions. Self-assessments will be utilized to examine articulation between strengths and interests and the skills and competencies required in healthcare careers. Guidance will be provided to plan a path toward a profession of interest by selecting appropriate course, service, and research opportunities to include in a portfolio useful in completing applications. Throughout the course, practitioners will provide insight into their professions. Application preparation and interview practice will be addressed. The course will include health professions programs such as allopathic and osteopathic medicine, podiatric medicine, veterinary medicine, optometry, dentistry, pharmacy, nursing, social work, occupational therapy and many others.

Each class will have a preparation assignment for you to post on the Assignments folder on Sakai. These posts will be part of a portfolio that will be useful in applying to your profession of interest. It has been suggested that you also keep this information in a personal document file for the time when the Sakai site is no longer available.

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| Date | Topics | Assignment (most before class) | Professions Practitioners |
| 9 Jan | Introduction, self- assessment, interprofessional education defined | Complete the self-evaluation competency assessment available under “resources” on Sakai. Save this for your own consideration (No need to post it back to Sakai.) | Meg Zomorodi,(nursing) & Assistant Provost for Interprofessional Education and Practice |
| 16 Jan | PA, MD, and DVM | 1. Find on-line resources for applying to PA, MD AND DVM (vet) school and post (information or a link to information) to your Sakai “assignments” for 16 Jan. This is the beginning of your “portfolio” of health professions information. 2. Consider how a PA, an MD and a veterinarian might be involved in the case posted on Sakai. 3. In class share experiences you have found helpful in strengthening competencies (from self-assessment list) for a health care practitioner. | * Ryan Vann, PA-C * Allen Mask, MD * Wally Diehl, DVM |
| 23 Jan | Summer programs & Requesting letters of recommendation (consider competencies) | 1. Research a summer program for A. academic enrichment, B future health care providers, C summer abroad and D summer research opportunities. Post application deadlines for each program you found and indicate which competency they might help develop. 2. Look at websites for at least 3 schools you might want to apply to and find what they require for letters of recommendation. How many, from whom? Post to your Sakai portfolio. Think of whom you might ask for letters and what competencies they could address. | * Paula Borden * Office for Undergraduate Research |
| 30 Jan | Graduate school Osteopathic medicine  Pharmacy | 1. Find course pre-reqs and required competencies or skills needed for your 3 favored (targeted) professions. Post to your Sakai assignments portfolio. If it is one of the professions already covered, indicate that. 2. Find on-line resources for applying to DO, PHD AND Pharmacy school and post to your Sakai portfolio. 3. Consider for discussion how each practitioner would be involved in the case that has been posted on Sakai for today. | * Peter Gilligan, PhD * Justin Myers, DO * Pharm D |
| 6 Feb | Campus lab research Volunteering  Preparation assistance | 1. Identify 3 particular laboratories on campus researching questions of interest to you. Skim one publication from each lab. Post to your Sakai portfolio the name of the PI (Principle Investigator) and the nature of the research. 2. Research 3 specific local volunteer experiences that might help you increase competencies/skills for your favored profession. Post to your Sakai portfolio whom the contact, what the nature of the work is and what competencies you believe would be strengthened. 3. Research what admission test is necessary for 2 professions of interest to you and post the list of topics on the test to your Sakai portfolio. | * Student Panel on research and volunteering experiences * Frank Kessler, campus resources and test prep * Course selection |
| 13 Feb | Medical social work  Podiatric medicine Dentistry | 1. Find on-line resources for applying to Social Work, Podiatric medicine AND Dental school and post to your Sakai portfolio. 2. Consider how each practitioner would be involved in the case posted for today. | * Rayhaan Adams, MSW, LCSW * Jane Andersen, DPM * Antonio Braithwaite, DDS |
| 20 Feb | Public health  Optometry  Nursing | 1. Find on-line resources for applying to Public Health, Optometry AND Nursing school and post to your Sakai portfolio. 2. Consider how each practitioner would be involved in the case posted for today. | * Carolyn Herzig, PhD, Public Health * Amorette Hanna, OD * **Rebeca Moretto, MPH, CNM midwife** |
| 27 Feb | **Allied Health:**   * Clinical Laboratory Science * Clinical Rehabilitation and Mental Health Counseling * Occupational Science and OT * Physician Assistant * Physical Therapy * Radiologic Science * Speech and Hearing | 1. Find the name of a person on campus, outside of advising, that you could contact to find out more about 3 favored (targeted) health professions. 2. Find on-line resources for applying to three of today’s allied health programs of your choosing and post to your Sakai portfolio. 3. Consider how at least 3 of the practitioners from Allied Health would be involved in the case posted for today | * Brenda Mitchell, PhD |

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| 6 Mar | Applying to Health professions schools | 1. Download application forms for 2 targeted health professions (you may have to set up a profile, but as long as you don’t submit it, that will be OK). Post to Sakai a comparison of information needed for each. 2. Begin a list of the experiences you want to include in your application indicating what you learned from each or what competency was strengthened in each. Begin to draft a personal statement, due on 27 March. | * Randee Reid, Director of Admissions UNC SOM * Dr. Mark Hyman, UNC Dental School * Dr. Paul Chelminski UNC PA Program * Olivia Hammill Pharmacy |
| 20 Mar | Personal statements and interviewing (competencies described) | 1. Research resources for writing personal statements used by target schools. Add a summary of these and/or links to sources to your portfolio. Post a draft of a personal statement   Research types of interviews used by targeted schools | * Lisa Long, Assistant Director for Special Programs: Personal Statements * Dr. Lisa Rahangdale UNC SOM: Interviews |
| 26 Mar | Health Professions Fair 1-4 | Attend the Health Professions Fair and go to 2 tables where there are no students and speak to the recruiter. Thank them for coming to talk with Carolina students. Ask the prerequisites for one of their programs, including GPA. Post the school name, the programs you asked about and prereqs to Sakai |  |
| 27 Mar | 3 more practitioners, TBA |  |  |
|  | Final Reflection |  |  |

There are three course threads:

* understanding the personal attributes, skills and competencies needed for various health care professions and considering where you are personally in developing those attributes.
* gathering information needed for your own pursuit of one or more professions including applying and interviewing.
* learning the essential nature of interprofessional interactions and what it is like to be a practitioner in various health professions.

**Desired Course Outcomes as a result of the course:**

1. exhibit Professionalism
2. evaluate personal skills, strengths and competencies as they relate to those required by various health professions
3. detail actions taken by teams of health care providers involved in evaluating and treating patients (interprofessional interactions)
4. select appropriate campus-based resources for study/learning/skills development/experience exploration, etc.
5. seek experiences targeted at developing particular strengths or competencies
6. select appropriate courses for desired professions
7. locate information about health care professions requirements to create a personal plan, including courses, experiences and competency development for desired professions.
8. hear from professionals in various professions and build relationships with students in the professions

**Faculty:** Jean DeSaix, course coordinator, is a Teaching Professor in biology, teaching Biology 101 and other courses through her career. She spent years as a health professions advisor and continues to be active at the campus, state and national level with Advisors of Health Professions. Her professional interest is assessment and she is on the Test Construction Committee for the Dental Admissions Test and the Optometry Admissions Test.   
Peter Gilligan, is Professor of Microbiology-Immunology and Pathology-Laboratory Medicine at UNC School of Medicine and Director of the Clinical Microbiology-Immunology Laboratories at the University Hospitals. At the UNC Center for Infectious Diseases he collaborates with investigators on various research projects at the UNC Center, Lilongwe, Malawi. His primary research interest is the detection and molecular epidemiology of emerging infectious diseases.  
Meg Zomorodi Meg Zomorodi is Associate professor in Nursing and Assistant Provost and Director for Interprofessional Education and Practice at UNC. She teaches in the nursing school for the undergraduate and graduate program. She is a neuroscience intensive care nurse and her educational scholarship is centered around interprofessional education, quality improvement, and leadership.

(Each of these faculty members have PhDs and so the proper way to address them is with the prefix “Dr.” or “Professor.”)

**Peer Mentors:** You are fortunate to have a group of near-peer-mentors, both undergraduates and graduate health professions students who are familiar with particular health professions. They will be talking with you in class and available for chats about their professions outside of class. The list of the Peer Mentors and their field is on Sakai

**Speakers:** Many practitioners are giving their time to help you know more about the satisfaction and the challenges of their professions. They are not admissions personnel and will not speak about preparing for admissions. You will have gathered information about application requirements to their professions before class. Speaker bios and contact information will be posted on Sakai. Several groups of admissions officers will be sharing advice about the application and interview process.

**Sakai**: All course materials and communications will be Sakai-based. You will post assignments and reflections in Sakai.

**Student Expectations**: In this course for students considering a variety of health professions, you are expected to take a very active and collaborative role in your learning. This will involve completing, before class, investigations about health care professions and how to become the strongest possible applicant. Everyone benefits when each person comes to class ready to participate directly with peers, through informed discussion, in-class technology and with pertinent questions for our guest practitioners. No matter what profession you choose, your interactions with others, i.e[. interprofessional interactions](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3081249/), will be part of your practice. Even if you are sure what profession you want to pursue, it is important to know about those others who will be your team members.

**Poll Everywhere:** Each student will need a Poll everywhere account which will be used for attendance. Please go to [**https://poll.unc.edu/**](https://poll.unc.edu/)to activate your account.

**Grading:** Grading will be based on attendance and posting assignments to Sakai. This is a Pass/Fail class and in order to pass you need to attend at least 10 of the 12 classes and complete all of the homework for those classes by the due date/time. Attendance will be recorded by your responding to several questions on Poll Everywhere each class period.

**Behavior**: Our classroom has plenty of seats for everyone. As a courtesy to our speakers, please sit in the front portion of the classroom. The back rows of the room will not be used for seating. This course will require you to use your laptop during class time. There may be times when you will be asked to create a word document during class. If you can do this on your phone, then you may use your phone in place of your laptop. Most people are more comfortable doing that on a laptop. Please be respectful of your classmates and restrict your use of digital devices to course content. Realize that those around you will be distracted if you scroll through Instagram. Evidence tells us that inappropriate device use is contagious!

**Honor Code**: Every student has the responsibility to support and maintain the University’s Honor Code. The Honor Code exists to establish behavioral expectations that provide standards for academic accomplishment and personal integrity. Since 1875 students have accepted the responsibility of governing themselves and maintaining the high standards of the University. Because all of the work that you do in this class will be for your benefit and not to satisfy the standards of others, it will not be graded. We will make note that you have written or posted some content. As future health care professionals, you are expected to demonstrate the highest personal integrity in honest completion of all of your assignments and submission of those assignment is indication that you have abided by the honor code and that all work is your own.

It is our hope that in this course you work hard, learn a lot, but also, have fun and that we all will learn together.