# Please Note Please Note:

This syllabus is a draft. What does that mean? It means the instructors may need to change aspects of this syllabus during the course of the semester. *version date 8Aug2020*

# Instructor Information & Office Hours

## Contact Information & Office Hours

Dr. Jean DeSaix jdesaix@email.unc.edu

Zoom Open Office Hours: Every Thursday from 2:30-3:30 at https://unc.zoom.us/j/5578160877 or email for one-on-one appointments.

Dr. Alaina Garland agarland@email.unc.edu

Zoom Open Office Hours: Every Wednesday from 3-4PM. Sign up for a slot via Sign-up tab on the left and I will email you a Zoom link about an hour before your time slot begins! If that time doesn't work, please email me and I'll find an alternative time slot for you.

*For questions of a sensitive or personal nature, please use Sakai SignUp Tool (at left) to register for one-on-one office hours*

## Meet Your Instructors

Course faculty

Dr. Alaina Garland (agarland@email.unc.edu) is an Assistant Professor in Biology, teaching Biology 101, 202, 205, 252, and 449. She has a PhD in Microbiology and Immunology from UNC-CH and taught for several years at the University of Washington in Seattle prior

to being hired in her current position at UNC. She is passionate about educating students in biology and helping them to achieve their professional goals. **Preferred Name:** Dr. Garland ("GAR-Lund")

Dr. Jean DeSaix jdesaix@email.unc.edu received her MS and PhD from Carolina and has taught mostly Bio 101 and Bio 101Honors while being a health professions advisor. She has held positions in the state, regional, and national associations of health professions advisors. Teaching awards include the UNC Tanner Faculty Award for Excellence in Undergraduate Teaching, the National Association of Biology Teachers’ National College Teacher of the Year award, and the UNC Mentor Award for Lifetime Achievement. Although semi-retired, Dr. DeSaix continues to work with students through the Carolina Covenant program, Episcopal Campus Ministry and the UNC-SOM undergraduate Rural Medicine Scholars program. Most recently she designed and implemented two health professions courses, Biology 117 (formerly Biology 390) and Biology 118.

**Preferred Name:** Dr. DeSaix ("Dih-SAY")

Dr. Lillian Zwemer (lmzweme@email.unc.edu) is a Teaching Assistant Professor in the Department of Biology. With a PhD in Molecular Genetics, teaching experience in medical genetics, molecular biology, and physiology, as well as practical experience in career advising, Dr. Zwemer knows that students are both excited, and overwhelmed, about the diversity of careers available to them in the health professions. She is excited to be joining the instructional team for the first time in Fall of 2020, and looks forward to taking a more active role as an instructor in future years.

**Preferred Name:** Dr. Zwemer ("ZWAY-Muhr")

Dr. Meg Zomorodi (meg\_zomorodi@unc.edu) course faculty, is a Clinical Professor in Nursing and Assistant Provost and Director for the Office of Interprofessional Education and Practice at UNC-CH. She teaches in the nursing school for the undergraduate and graduate program and works with Carolina’s Rural Interprofessional Health Initiative. She is a neuroscience intensive care nurse and her educational scholarship is centered around interprofessional education, quality improvement, and leadership. Dr. Zomorodi earned her bachelor’s and doctoral degrees from Carolina’s School of Nursing.

**Preferred Name:** Dr. Zomorodi ("Zoh-moh-ROH-dee")

Ms. Mary-Charles Horn ( marycharles.horn@unc.edu | (919) 962-4094) is a Health Professions Advisor in the College of Arts and Sciences at UNC. Ms. Horn is a native of Durham, NC. She holds a Bachelor of Science in Sociology from College of Charleston and a Master of Arts in Counselor Education from the University of Colorado at Denver.  Her career began as a high school guidance counselor in Fairplay, Colorado, better known as "South Park".  Her experience in academic advising, career counseling, and admissions all serve her well as a Health Professions Advisor at UNC.  She enjoys working with students from all walks of life as they explore and plan a path to a career in the health professions.

**Preferred Name:** Ms. Horn ("Horn")

# About This Course Structure

This course will provide exposure to a variety of health professions, emphasizing ways health care teams work together via interprofessional interactions. Self-assessments will be used to examine articulation between strengths and interests and the skills and competencies required in healthcare careers. Throughout the course, practitioners

will provide insight into their professions. This 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.

# Goals

The course was designed with three main goals in mind:

* learning the essential nature of interprofessional interactions and understanding the roles of various health practitioners who will be part of the health care team.
* 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.

# Learning Outcomes

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. locate information about health care professions requirements to create a personal plan, including courses, experiences and competency development for desired professions.
5. hear from professionals in various professions and build relationships with students in the professions

# Anticipated Schedule

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| Date | Topics | Highlighted Professions Practitioners | Pre‐class Assignments |
| 12 Aug | Introduction, self‐ assessment, interprofessional education deﬁned | Meg Zomorodi, PhDClinical Professor in Nursing and Assistant Provost for the Oﬃce of Interprofessional Education and Practice | 1. Set up your oﬃcial UNC Zoom account according to the instructions listed in Lesson One.
2. Complete the self‐evaluation competency assessment for your own use (you do not need to submit this). You may also be interested in the other self‐ assessment tools in this resource folder.
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| 19 Aug | PA, MD, and DVM | Ryan Vann, PA‐C Allen Mask, MD Wally Diehl, DVM | 1. Find online resources for applying to PA, MD and DVM (vet) school and paste into a new document. Include URLs.
2. Be ready to discuss experiences you have found helpful in strengthening competencies for becoming a health care practitioner.
3. Be ready to discuss how each practitioner would be involved in the case that has been posted on Sakai for today
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| 26 Aug | Podiatric medicine, Pharmacy,DO | Jane Anderson, DPM Ashley Marx, PharmD Kimberly Kasow, DO | 1. Find and post course pre‐reqs and required competencies or skills needed for your 3 favored (targeted) professions. Include URLs.1. Find and post on‐line resources for applying to DPM, PharmD, and DO school. Include URLs.
2. Be ready to discuss how each practitioner would be involved in the case that has been posted on Sakai for today.
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| 2 Sept | Graduate School NursingMedical Social Work | Peter Gilligan, PhD Mary Knowles, NP Medical Social Work | 1. Research local experiences that might help you increase competencies/skills for your favored profession. Organize the information and paste it into your document. Include URLs.
2. Find on‐line resources for applying to Social Work, Nursing, and graduate school and post into your document. Include URLs.
3. Consider and be ready to discuss how each practitioner would be involved in the case posted for today.
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| 9 Sept | Public health Optometry Nurse Midwife | Carolyn Herzig, PhD Amorette Hanna, OD Rebeca Moretto, CNM | 1. Research how to be involved in laboratory research on campus during the school year and summarize the information in a document. Include URLs.
2. Find on‐line resources for applying to Public Health, Optometry, and Nurse Midwife programs and paste that information into your document. Include URLs.
3. Consider how each practitioner would be involved in the case posted for today.
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| 16 Sept | Allied Health:* Clinical Rehabilitation and Mental Health Counseling
* Occupational Science and Occupational Therapy
* Physical Therapy
* Speech Language Pathology.
 | Brenda Mitchell, PhD | 1. Select three allied health professions among those scheduled for this week and next week and research requirements for application. Past these resources into your document. Include URLs.3. Consider how at least three of the practitioners from Allied Health would be involved in the case posted for today. |
| 23 Sept | Allied Health, cont’d* Radiologic Science
* Clinical Laboratory Science
* Audiology
 | Joy Renner, MA, RT(R) | 1. Research at least one summer program for each of the following:
	1. academic enrichment
	2. future health care providers
	3. summer abroad
	4. summer research opportunities

Write down in your submission document. the name of the program, the URL and the application deadlines for each program you found.Indicate which competencies you could develop by participating in each program.1. Look at websites for at least 3 schools where you might want to apply to ﬁnd what they require for letters of recommendation (LORs). How many, from whom? Write down in your submission document the names of the schools/training program and the LOR requirements. Make a list of whom you could ask for letters of recommendations and which competencies they would be in a position to address when writing your letter.
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| 30 Sept | Genetic counseling DentistryClinical trials | Julianne O’Daniel, MS Genetic CounselingAntonio Braithwaite, DDS Laura Helms Reece, DrPH | 1. Find on‐line resources for applying to genetic counseling, dentistry, and biostatistics (within public health programs). Organize a list of these resources, including the URLs, in your submission document.
2. Consider and be prepared to discuss about how each practitioner would be involved in the case posted for today.
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| 7 Oct | Admissions | Lisa Rahangdale, MD, MPH, and MD admissionsMary Beth McGranaghan, PhD, PA‐C: PA admissionsJonathan Reside, DDS admissions | 1. Find and post the name of a person on campus, outside of advising, that you could contact to ﬁnd out more about 3 favored (targeted) health professions. For each person, be sure to write down their contact information, their oﬃcial job title and any notes you have about WHY they would be a useful resource.
2. Consider your own personal timeline for applying to a health profession, including when you might apply, when you would interview, and when you would start your program. Post that, year by year, in your document.
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| 14 Oct | TBD | TBD | Research what admission test is necessary for 2 professions of interest to you. List the topics on the test. Remember to keep a copy of this information for yourself! |
| 21 Oct | Final Reﬂection | Final Reﬂection |  |

# (Near) Peer Mentors

**Peer Mentors**

You are fortunate to have a group of near-peer-mentors familiar with particular health professions who will be talking with you in class and

are available for chats about their professions outside of class. Watch for the posting of their available chat times. You will be required to visit at least two of the peer mentors' chat times.

Please use these resources frequently, and save a copy of their information for networking purposes once the course has ended.

# Invited Speakers Speakers

Many practitioners and others 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. This list of professionals who are willing to talk further with you about their profession is a very valuable part of this class. Be sure you “capture/download” the information about these people since the Sakai site with their contact information will not be available after the semester ends. Unless otherwise indicated, all are open to providing shadowing opportunities. Information about individual speakers will be posted to the relevant Lessons site for each week (see tool in the menu at left)

# Student Expectations

**Zoom Chat**

During live sessions, the chat will monitored by members of the instructional team. Questions meant for speakers should be typed into the chat box, and at set times, the speakers will take questions. If you have questions that are of a personal or very-specific nature that would be more appropriate for the instructional team or office hours, please do not post these questions to the general chat. Members of the instructional team will always stick around for a few minutes after class ends to handle these questions. Use the chat box only for speaker questions.

# Professionalism

Your collaborative role extends to your collaboration with the faculty and guests as well as your classmates. This course will require you to join us synchronously by Zoom during every scheduled class time. We are all busy, with many competing demands on our time, but this is particularly true of our invited speakers. As students, you are expected to demonstrate professionalism by respecting their time.

What does this look like? It means showing up prepared and ready to engage, and by listening with a desire to learn. Before each class, you will need to complete investigations about given health care professions and how to become the strongest possible applicant. Everyone benefits when everyone comes to class ready to participate directly with peers, through informed discussion, in-class technology and with pertinent questions for our guest practitioners.

Even if you don't think a particular profession is of interest to you personally, it is important to learn about it, so that you know about those others who will be your healthcare team members. No matter what profession you choose, your interactions with others, i.e. interprofessional interactions, will be part of your practice, and you are expected to practice that professionalism in this class as well.

# Inclusive Classroom

We have tried to choose diverse speakers as a way to encourage diversity in the future healthcare workforce. If you have ideas about ways we might do this better, please share them with us by emailing us directly. If you see microaggressions exhibited at any time in this class, please call them out by expressing your experience in personal terms. You can do this in real time by private chat to one of the instructors or verbally to the group, as you feel most comfortable. We as course leaders want to recognize any potential problems, learn from them, and act on them to be sure to create a welcoming and effective learning environment. We value student voices as a constructively critical part of this course, which is meant to be *your* course.

We bring different types of diversity with us into the classroom (different ethical frameworks, values, personal experiences, family structures, physical abilities, intellectual strengths, religious backgrounds, cultural affiliations, personal identifications, etc.). This diversity is a strength - it allows us to more richly experience the spectrum of human experience through our work together. We hope that strength is demonstrated by the diversity of the speakers we have chosen for the course.

Below are a few example guidelines (from CRLT University of Michigan) for both students and faculty to follow when interacting with others to create an environment that supports inclusive learning. These could be covered in a syllabus or in class.

Step up, Step back: Be aware of how much you are contributing to in-class discussions. Try not to silence yourself out of concern for what others will think about what you say. If you have an idea, don’t wait for someone else to say it; say it yourself. On the other hand, if you have a tendency to contribute often, give others the opportunity to speak.

Show Respect by Giving your Attention: Don’t interrupt, engage in private conversations, or turn to technology while others are speaking. Use attentive, courteous body language, even when engaging remotely. Keep your video on when you can and keep focused on the screen.

Let Curiosity Open your Mind: Understand that there are different approaches to solving problems. If you are uncertain about someone else’s approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work and respond based on that, not on your preconceptions.

Create the Environment you Need: Make an effort to get to know the other students, especially in your small groups. Introduce yourself and make a point to share the pronunciation of your name and your preferred pronouns. Refer to classmates by name and make eye contact with other students (via the screen).

Broadly speaking, over the course of your college career, it is expected that you will engage with topics that you may find emotionally challenging or unexpectedly difficult. It’s perfectly normal for this to make you feel uncomfortable, and entirely appropriate for you to reach out to one of us and/or your friends to talk about that. But please do remember a college education is designed to confront you with things that challenge and at times even threaten your world-views. This is actually one of the privileges of an education. So, if you feel intellectually or emotionally disturbed by what you learn in class, that’s not necessarily a bad thing. It may only mean that you are engaging with novel perspectives, which is what college is all about.

As for topics that are not just challenging, but are possible triggering: We know that some of us have trauma in our background and may need to seek extra support around topics that resonate with those painful experiences. So while we do not offer specific trigger warnings, We value making sure that each of our students is able to engage fully with the course and we trust our students to reach out to us for support as needed.

# Assignments & Grading Assignments

If you navigate to the Lessons tool (menu at left) you will find that there is an individual section for each week of this class. There, you can see that each class has a preparation assignment for you to submit. You will submit the assignments from the lessons tool and they will automatically go to the relevant Assignments folder on Sakai. Please complete these assignments thoughtfully, as they will comprise a portfolio that will be useful to you when applying to your profession of interest. Keep a personal file saved outside of Sakai with these assignments in it for your future reference.

**Pre-class assignments** are due **30 minutes before class begins**. These assignments will open nearly a week in advance and you are encouraged to complete them early in the week, understanding that something may come up at the last minute impacting your ability to meet the deadline. Post- class assignments are due no later than **an hour after class ends**. Please make careful note of these deadlines, as no late work will be accepted. Pre-class assignments will post on Wednesday by 7pm (giving you nearly a full week to complete them).

**Post-class assignments** are due an hour after the end of class. They will be made visible on Sakai at the end of each class period (Wednesday at 5:05pm).

To access your assignments, click on the corresponding Lessons tab (see menu at left). Assignments must be submitted as either a word (.docx) or PDF (.pdf) document (no .pages, please!). We advise you to also keep on your personal computer a copy of each assignment that you submit - this way you will be building your own personal portfolio of documents, which will be very helpful to you when you take your next professional steps!

There is no final exam in this class which ends before semester's end.

# Grading

Grading will be based on both attendance and submitted assignments. This is a Pass/Fail class. To pass this class, you must complete all of the following:

## Attend at least 8 of the 10 classes. Attendance will be recorded by your responses to a polls sent through Zoom and collected via Zoom attendance reports during speaker Q&A sessions during the last 15 minutes of class.

Complete at least 8 of the 10 pre-class assignments for the day under Assignments in Sakai. Complete at least 8 of the 10 post-class assignments.

Attend at least 2 near-peer mentor career discussion sessions.

Uphold the expectations for appropriate behavior in this class and adhere to the UNC honor code.

Please remember that the 2 classes and assignments that you are permitted to miss should be used in the case of illness, travel, etc, and that you should be saving these two excused absences in case you need them later in the semester. Wise coaches save the time-outs till the last minutes of the game!

There is no final exam in this class.

# Honor Code

Every student has the responsibility to support and maintain the University’s Honor Code, and as instructors, we have a responsibility to enforce it.

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”, though it will be checked for completion. As future health care professionals, you are expected to demonstrate the highest personal integrity in honest completion of all of your assignments. Each student is responsible for their own work

and should not assist others or be assisted by others in completing assignments. If you find yourself in need of help or confused about an assignment, please reach out directly to one of the course instructors as soon as possible.

# Accessability Accessibility Resources

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

Although we are very happy to help and want to support all of our students, it is your own responsibility to file the appropriate documentation and to approach one of the course instructors about your needs. All accommodations are coordinated through the **Accessibility Resources and Service Office**. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu. Relevant policy documents as they relate to registration and accommodations determinations, as well as the student registration form, are available on the ARS website under the About ARS tab.

The need for ARS accommodations based on time needed for assignment completion will not be necessary because there are no tests and no timed assignments in this class