Pre-Health Thrive-1: Considering Health Professions

Course Coordinator: Dr. Alaina Garland

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Office hours Thursdays 2:50-3:50 (Sign up via Sakai, Sign-up tab) and other

times by appointment

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.

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.

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| Date | Topics | Highlighted Professions Practitioners | Pre-class Assignments |
| 21 Aug | Introduction, self- assessment, interprofessional education defined |  Meg Zomorodi, PhD Clinical Professor in Nursing and Assistant Provost for the Office of Interprofessional Education and Practice  | 1. Complete the self-evaluation competencyassessment available under “resources” on Sakai. Save this for your own consideration. Submit your completed self-evaluation OR a blank document to indicate that you have completed the self-evaluation. You have until Monday, August 26th to complete this first assignment. |
| 28 Aug | PA, MD, and DVM | * Ryan Vann, PA-C
* Allen Mask, MD
* Wally Diehl, DVM
 | 1. Find on-line resources for applying to PA, MD or DVM (vet) school and post (could be information or simply a link to the information). 2. Discuss experiences you have found helpful in strengthening competencies for becoming a health care practitioner.3. Discuss how each practitionerwould be involved in the case that has beenposted on Sakai for today |
| 4 Sept | Podiatric medicine, Pharmacy,DO | * Jane Anderson, DPM
* Brian Murray, PharmD
* DO practitioner
 | 1. Find and post course pre-reqs and required competencies or skills needed for your 3favored (targeted) professions. 2. Find and post on-line resources for applying to DPM, PharmD, and DO school. 3. Discuss how each practitioner would be involved in the case that has been posted on Sakai for today. |
| 11 Sept | Graduate SchoolNursingMSW | * Peter Gilligan, PhD
* Mary Knowles, NP
* Stephanie Jarrell
 | 1. Research and post local experiences that might help you increase competencies/skills for your favored profession. 2. Find and post on-line resources for applying to Social Work, Nursing, and graduate school.3. Consider and discuss how each practitioner would be involved in the case posted for today.  |
| 18 Sept | Public healthOptometryNurse Midwife | * Zack Moore, MD, MPH
* Amorette Hanna, OD
* Rebeca Moretto, CNM
 | 1. Research how to be involved in laboratory research on campus during the school year. Post to your Sakai portfolio.2. Find on-line resources for applying to Public Health, Optometry, and Nurse Midwife programs and post to your Sakai portfolio.3. Consider how each practitioner would be involved in the case posted for today. |
| 25 Sept | Allied Health: • Radiologic Science• Clinical Laboratory Science• Audiology | * Joy Renner, MA, RT(R)
 | 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 practitionersfrom Allied Health would be involved in thecase posted for today |
| 2 Oct | Allied Health, cont’d • Clinical Rehabilitation and Mental Health Counseling• Occupational Science and Occupational Therapy • Physical Therapy• Speech Language Pathology. | * Brenda Mitchell, PhD
 | 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. |
| 9 Oct | Genetic counselingDentistryClinical trials | * Julianne O’Daniel, MS Genetic Counseling
* Antonio Braithwaite, DDS
* Laura Helms Reece, DrPH
 | 1. Find on-line resources for applying to genetic counseling, dentistry, and biostatistics (within public health programs) and post to Sakai. 2. Consider how each practitioner would be involved in the case posted for today. |
| 23 Oct | PA vs NP | * Mary Beth McGranaghan, PhD, PA-C and PA admissions
* Tom Bush, NP
* Carrie Palmer, DNP and NP admissions
 | 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. Compare and contrast PA vs NP in terms of schooling and careers. Consider what the requirements are for each school, what that schooling looks like, and what the career looks like afterwards. Post this to Sakai |
| 30 Oct | MD vs DO | * Stephanie Goral, DO Admissions
* Lisa Rahangdale, MD, MPH, and MD admissions
* Tiffany-Lowe Paine, DO
 | 1. Research 3 specific local volunteer experiences that might help you increase competencies/skills for your favored profession. Post to Sakai whom to contact, what the nature of the work is and what competencies you believe would be strengthened. 2. 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 assignment. Remember to keep a copy of this information.3. Compare and contrast MD vs DO in terms of schooling and careers. Consider what the requirements are for each type of school, what that schooling looks like, and what the career looks like afterwards. Post to Sakai. |
| 6 Nov | TBA | TBA |  |

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 this course students will

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 requirement 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

**Course leaders**

Dr. Alaina Garland, course coordinator, 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.

Dr. Jean DeSaix, course faculty, is a Professor in biology, having taught Biology 101 served as a health professions advisor. She 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. She and her husband, Peter, are Covenant Scholarship mentors and always open to mentoring Covenant Scholars who are interested in health professions.

Dr. Meg Zomorodi, course faculty, is a Clinical Professor in Nursing and Assistant Provost and Director for Interprofessional Education and Practice at UNC-CH. She teaches in the nursing school for the undergraduate and graduate programs. 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.”)

Ms. Mary-Charles Horn is a Health Professions Advisor in the College of Arts and Sciences at UNC.  She has a Masters in Counseling Psychology and Counselor Education, and advises students through their journey of exploring, preparing, and applying to a Health Professional School.

**Peer Mentors:** You are fortunate to have a group of near-peer-mentors who are familiar with particular health

professions and who 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 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.

**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

everyone 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, 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.

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

1. **Attend at least 8 of the 10 classes.** Attendance will be recorded by your responses to a query sent through PollEverywhere.
2. **Complete 8 of the 10 pre-class assignments** for the day under Assignments in Sakai. Homework is due by 6PM on Wednesdays. No late homeworks will be accepted.
3. **Complete 8 of the 10 post-class assignments.** At the end of every class, you will be asked to complete a short reflection. It will be due by 8:30PM the night of class, and should be completed before leaving the classroom.

**Behavior:** 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 students will likely find it easier 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”, 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.

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

together.