

**Sample Draft Syllabus based on course offered Fall 2018:** Fall 2019

**Pre-Health Thrive-1 Pursuing Health Professions**

Course Coordinator: Jean DeSaix, PhD  
[jdesaix@email.unc.edu](mailto:jdesaix@email.unc.edu) 302 Coker.

Office hours Tuesdays 2:30-4:30 and other times by appointment

Work: 919-962-1068 Home: 919-929-1580

This course will provide 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. Throughout the course, practitioners will provide insight into their professions. Application preparation and interview practice will not be addressed in this course but will be addressed in the Pre-Health Thrive 2 course. 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.

Date	Topics	Assignment ( <b>most before class</b> )	Highlighted Professions Practitioners
4 Oct	Introduction, self-assessment, interprofessional education defined, PA, MD, and DVM  See Announcements on Sakai for details of assignments	<ol style="list-style-type: none"> <li>1. 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.)</li> <li>2. 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) to your Sakai “assignments” for October 4. This is the beginning of your “portfolio” of health professions information.</li> <li>3. <u>In class</u> share experiences you have found helpful in strengthening competencies for becoming a health care practitioner.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Ryan Vann, PA-C</li> <li>▪ Allen Mask, MD</li> <li>▪ Wally Diehl, DVM</li> </ul>
11 Oct	Podiatric medicine, Graduate school Osteopathic medicine.	<ol style="list-style-type: none"> <li>1. Find course pre-reqs and required competencies or skills needed for your 3 favored (targeted) professions. Post to your Sakai assignments portfolio for October 11. If it is one of the professions already covered, indicate that.</li> <li>2. Find on-line resources for applying to DPM, PHD or DO school and post to your Sakai portfolio.</li> <li>3. Consider for discussion how each practitioner would be involved in the case that has been posted on Sakai for today.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Jane Andersen, DPM,</li> <li>▪ Peter Gilligan, PhD</li> <li>▪ Carolyn Keeler, DO</li> </ul>
25 Oct	Medical social work Nursing Dentistry	<ol style="list-style-type: none"> <li>1. Research <u>local</u> experiences that might help you increase competencies/skills for your favored profession. Post to your Sakai portfolio.</li> <li>2. Find on-line resources for applying to Social Work, Nursing or Dental school and post to your Sakai portfolio.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Rayhaan Adams, MSW, LCSW</li> <li>▪ Ernest Grant, PhD, RN, FAAN</li> <li>▪ Antonio Braithwaite, DDS</li> </ul>

		3. Consider how each practitioner would be involved in the case posted for today.	
1 Nov	Public health Optometry Pharmacy	<ol style="list-style-type: none"> <li>1. Research how to be involved in laboratory research on campus during the school year. Post to your Sakai portfolio.</li> <li>2. Find on-line resources for applying to Public Health, Optometry or Pharmacy school and post to your Sakai portfolio.</li> <li>3. Consider how each practitioner would be involved in the case posted for today.</li> </ol>	<ul style="list-style-type: none"> <li>▪ Carolyn Herzig, PhD</li> <li>▪ Amorette Hanna, OD</li> <li>▪ Provost Bob Blouin, PharmD</li> </ul>
8 Nov	Allied Health: <ul style="list-style-type: none"> <li>• Clinical Laboratory Science</li> <li>• Clinical Rehabilitation and Mental Health Counseling</li> <li>• Occupational Science and Occupational Therapy</li> <li>• Physician Assistant Studies</li> <li>• Physical Therapy</li> <li>• Radiologic Science</li> <li>• Speech and Hearing Sciences</li> </ul>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Find on-line resources for applying to three of today's allied health programs of your choosing and post to your Sakai portfolio.</li> <li>3. Consider how at least 3 of the practitioners from Allied Health would be involved in the case posted for today</li> </ol>	<ul style="list-style-type: none"> <li>▪ Brenda Mitchell, PhD</li> </ul>
15 Nov	additional professions	<ol style="list-style-type: none"> <li>1. Download application forms for 3 targeted health professions. Compare information needed for each.</li> <li>2. Find on-line resources for applying to three of today's programs and post to your Sakai portfolio.</li> <li>3. Consider how the practitioners from today would be involved in the case posted for today</li> </ol>	<ul style="list-style-type: none"> <li>▪ Additional practitioners</li> </ul>
29 Nov	additional professions	<ol style="list-style-type: none"> <li>1. Interview a practitioner in your top two professions of interest</li> <li>2. Find on-line resources for applying to three of today's programs and post to your Sakai portfolio.</li> <li>3. Consider how the practitioners from today would be involved in the case posted for today</li> </ol>	<ul style="list-style-type: none"> <li>▪ Additional practitioners</li> </ul>
13 Dec	Final Exam 7pm GSB 100	Written 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 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

**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, course faculty, 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 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.

**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 posting assignments to Sakai. This is a Pass/Fail class and you need to attend at least 5 of the 7 classes and the final exam to pass. Attendance will be recorded by your responding to a query sent through our attendance App. You must also post material to your portfolio on Sakai for at least 6 of the 7 classes no later than the time of the beginning of class (6pm).

**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 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. There will simply be an indication 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.

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