**Draft Syllabus: Biology 118: Pursuing Health Professions: Spring 2020**

Thursdays 5:45-7:00 pm Room 100 (just off main lobby) Genome Sciences Building

Course Coordinators:

Jean DeSaix, PhD Jonathan Reside, DDS, MS
jdesaix@email.unc.edu jreside@unc.edu
302 Coker 111 Brauer Hall
Work: (919) 962-1068 Home: (919) 929-1580 Work: (919) 537-3727
Office hours Thursdays 2:30-4:30 and by appointment Office hours by appointment only

This course will provide guidance 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. Application preparation and interview skills will be addressed for health professions programs such as allopathic and osteopathic medicine, podiatric medicine, veterinary medicine, optometry, dentistry, pharmacy, nursing, social work, allied health fields and many others.

Each class will have a preparation assignment to post in 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 (most before class) | In-class content |
| 19 Jan | Introduction, self- assessment, interprofessional education definedAssignment details on Sakai at Announcements  | 1. Complete the self-evaluation competency assessment available under “resources” on Sakai. Save this for your own consideration (Post to Sakai “On my honor I have completed the self-evaluation competency assessment.”)
2. In class share experiences you have found helpful in strengthening the pre-professional competencies (not the more cognitive ones)
 | * Introduce course
* Review people who will be contributing during the semester
* Consider personal mission, value of liberal arts education
* Interprofessional Practice
 |
| 216 Jan | Academic strength. | 1. Find course pre-reqs and required competencies or skills needed for your favored (targeted) professions. Post to your Sakai assignments portfolio.
2. Find on-line resources available on campus to strengthen your academic performance.
 | * Course requirements for various programs, sequence, etc.
* Presentations from campus resources such as health professions advising, learning center, wellness to help with academics
* Kate Thieda wellness
 |
| 323 Jan | Seeking experience in the professionVolunteering | Research local experiences that might help you increase knowledge and competencies/skills for your favored profession. Post to your Sakai portfolio.  | * How to seek volunteer and shadowing opportunities. Center for public service, Adam Hoxie, Logan Prysiazniuk
* Peer mentors
* Dressing for the profession
 |

|  |  |  |  |
| --- | --- | --- | --- |
| 430 Jan | Seeking research experiences | Research how to be involved in laboratory work on campus during the school year. Post to your Sakai portfolio.  | * How important is it?
* Panel of undergrad researchers and research mentors.
* Bob Pleasants OUR
* Shannon Wallet research dean
 |
| 56 Feb | Summer Activities | Research summer new experiences: health care, shadowing, research, leadership or just fun experiences and post to Sakai | * Goals of summer activities
* Kate McPherson
* Panel of students about summer experiences
 |
| 613 Feb | Developing other non-cognitive competencies | Write about your experiences demonstrating non-cognitive [competencies](https://www.aamc.org/services/admissions-lifecycle/competencies-entering-medical-students) sought by your health profession of interest (such as cultural competency, ethical behavior, capacity to learn). Post at least 3 paragraphs to Sakai. | * CASper, Lisa Rahangdale
* MMI Wendy Cox
* Other assessments
 |
| 7 20 Feb | Preparing for application | Research application forms for your targeted health profession and begin to indicate what you will include. Use this as a practice activity. Post a description of your top 3 experiences to Sakai. | * DMU critical review of applications
 |
| 8 27 Feb | Personal Statement | 1. Research resources for writing personal statements. Post to Sakai
2. DRAFT personal statement and post it to your Sakai assignments. Just first thoughts.
 | Admissions panel on personal statements Randee Reed, Brenda MitchellWriting Center |
| 95 March | Exam prep and Applying: Timing | Research timing/deadlines of applications for standardized tests required. Design a studying and applying timeline | * Study strategies
* review courses for MCAT, DAT, etc
* Frank Kessler
* Celin, Ariel and Joseph
* Learning center
 |
| 1019 March | Interviewing | Research types of interviews used by target schools. Add a summary of these and/or links to sources to your portfolio. Identify someone to interview you, maybe a letter writer. Download all of your assignments to your computer or other saved place and on Sakai indicate, “On my honor I have saved all of my assignments.” | Admissions panel on interviews.  |
| 11 TUESDAY March 24 | **TUESDAY 1-4PM** | Health Professions Fair - Student Union Great HallAt 3 different tables/schools where there are no students standing, ask “What are you most looking for in students who apply to your program? And “What kind of numbers (GPA, test scores, etc.) are you looking for? Post the answers to Sakai | *1-8-20* |

There are two 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.

**Desired Course Outcomes:** As a result of this course students will

1. exhibit professionalism, collaboration and value interprofessional interactions
2. evaluate personal skills, strengths and competencies as required by various health professions
3. select appropriate courses for desired professions
4. select appropriate campus resources for study/learning/skills development/experience exploration, etc.
5. seek experiences targeted at developing particular strengths or competencies
6. locate information about health care professions requirement to create a personal plan, including courses, experiences and competency development for desired professions.
7. Strengthen interview knowledge and skills

**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.

Jonathan Reside, course coordinator, is the Assistant Dean of Admissions and a Periodontist at the UNC Adams School of Dentistry.  He is a Diplomate of the American Board of Periodontology and a Fellow in the International Team for Implantology.  He earned a BS degree at the University of Illinois.  He completed his DDS degree and received his Specialty Certificate in Periodontology, at UNC School of Dentistry, before joining the UNC faculty.

**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 professionals are giving their time to help you know more about applying and interviewing. Some are admissions personnel and will speak about preparing for admissions. Speaker bios and contact information will be posted on Sakai. These contacts are important, download their information into your personal digital storage.

**Sakai**: All course materials and communications are Sakai-based. You will post assignments and reflections in Sakai. Any announcements that you receive by email will also be on Sakai.

**Expectations of Students**: 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 is not a course about mastering content, this is a course about helping you assemble information, knowledge and skills that you want and need to be a successful applicant and practitioner in the field of your choice. This will involve completing, before class, investigations about activities needed to become the strongest possible applicant. Everyone benefits when everyone comes to class ready to share with peers, through informed discussion and with pertinent questions for our guest speakers. Keeping your laptops closed during class is important in order to pay close attention and not to distract others. Take written notes by hand. 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 eventual practice as will communication and collaboration with others who will be your team members. That is just one reason why there will be group discussions as part of this course.

**Grading:** Grading will be based on attendance and posting assignments to Sakai. This is a Pass/Fail class and you need to complete assignments and attend at least 9 of the 11 classes to pass. Attendance will be recorded by the post-class reflection. You must also post material to your portfolio on Sakai for at least 9 of the 11 classes no later than the time of the beginning of class (5:45pm). Be sure to save at least one “free” class to the end of the semester in case you get sick or some other disaster occurs. Note that the last assignment involves attending the Health Professions Fair on TUESDAY MARCH 24 FROM 1-4PM. You do not need to attend the entire time.

**Behavior**: Unless asked to do some specific task, please keep your laptop closed during class and take your notes on paper. 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 your screen shows other content 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 pertinent content. As future health care professionals, you are expected to demonstrate the highest personal integrity in honest completion of all of your assignments and not to facilitate the completion of assignments by other, i.e. don’t send others the answers or the questions.

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.