

IHS1100
Summer Syllabus
Intro to the Pre-Health Process
1 credit

Instructor:

Email:

Class Time & Location:

Student Office Hours: In person or Zoom:

COURSE DESCRIPTION

This course is for freshman, sophomore, or new transfer students interested in pursuing admission to healthcare professional graduate programs. This course provides information for students to begin personal and professional development in preparation for application to healthcare professional programs. Students are introduced to topics related to holistic preparation including exploration of the patient and family experience, and intense self-reflection and preparation. The use of the word 'medicine' in this course is all encompassing to include all healthcare professions.

Unless otherwise indicated, per the instructor or syllabus, when students submit their assignments, they are confirming and verifying that no AI (Artificial Intelligence) mechanism was used to complete the assignment. Any assignment containing AI generated text will be considered as a student conduct violation.

CAMPUS RESOURCES:

- Academic: <https://www.ufl.edu/academics/resources/>
- Pre-Health Essentials: <https://www.advising.ufl.edu/pre-health/>
- Pre-Health Advising: <https://www.advising.ufl.edu/pre-health/>
- Pre-Health Resources: <https://www.advising.ufl.edu/pre-health/pre-health-resources/>

COURSE OBJECTIVES

1. Understand and articulate the academic and extra-curricular requirements and competitive criteria for admission to healthcare professional schools/programs.
2. Reflect, verbally and in writing, the personal journey, purpose, and impact for pursuing a healthcare profession.
3. Gain knowledge and understanding regarding personal and professional growth, professional identity formation, prehealth competencies and their relationship to healthcare professions.
4. Self-assess personal strengths, challenges, values, and prehealth competencies for healthcare professions.
5. Research and analyze the expectations and competencies (e.g., AAMC Core Competencies) valued by admission committees
6. Create an individualized and intentional personal and professional development plan to engage in until admitted to professional school.

The instructor reserves the right to change the content of this syllabus at any time. This syllabus is a guide, and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

COURSE REQUIREMENTS:

- **NO LATE ASSIGNMENTS ACCEPTED WITHOUT PRIOR APPROVAL FOR EXTENUATING CIRCUMSTANCES**
- **ATTENDANCE: Attendance is required.** Five points will be deducted from total points for each unapproved/undocumented absence. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Please contact the instructor **prior to class** if you will not be attending class. For absences approved prior to class, there is a Zoom option available.

ASSIGNMENTS:

All assignments are due at the beginning of class on the date specified in the syllabus. Suggestions for completion timelines of components in the portfolio are listed in the weekly schedule.

All 'Forms and Handouts' can be found under the 'Forms and Handouts Module' link in Canvas.

There are 6 categories of assignments for this course:

- 1) Discussion Questions - (15 points)
- 2) Professional Video Reflections – (10 points)
- 3) Engagement Points – (10 points)
- 4) Professional Development Portfolio - (45 points)
- 5) Professional Development Presentation – (20 points)
- 6) GatorEval – (0 points)

- 1. Discussion Questions** - (15 points total – 5 points each question) Minimum 250 words, 11 font, single spaced – Submit responses via Canvas under the 'Discussion' link. Reflect on two of your classmate's reflections.

A. Discussion Question #1 – Career Eulogy (5 points):

Having a clear understanding of personal goals and ultimate professional outcomes can guide us through professional practice in the present.

Projecting forward to the end of your professional career, imagine you are ready to retire from your healthcare profession. Write a short speech (approximately 50 words) outlining what you would like others to say about you at the retirement ceremony. Include the qualities and characteristics you hope they would use to describe and your role in their lives.

- B. Discussion Question #2 (5 points): Question:** In medicine it is important to develop all our senses in the diagnosis and treatment process. Consider the value of heightened use of smell, touch, site, and our interpretation of symptoms, offering clues or pieces of the puzzle in the diagnosis process. Observation is one of the primary skills needed. Look at the painting by Rupert Grint. Using your skills of observation and in great detail, what do you see? If your patient came to you and told you this painting is symbolic of their story, what is the story you see? (Minimum 250 words) Please read and respond to at least two post comments in response to your classmate's insights.
- C. Discussion Question #3 – Case Studies - (5 points):** Providing biopsychosocial and spiritual care is complex and involves developing multiple competencies. Utilizing interpersonal skills, critical thinking, scientific inquiry, and other skills assists in this process. Select one case below, read the related articles, and answer the questions. Think carefully about the information that would be helpful to know the patient's full story. What questions would help find this information. Research some of the challenges that might impact care and resources helpful to the patient. Please indicate the case you are reviewing. List each question followed by your answers.

Questions to reflect on:

1. What additional information would you like to know about the patient's story and what questions would you ask the patient to get this information? What else do you need to know about the person in order to help them?
2. What are some challenges or barriers you might encounter in delivering medical care to them?
3. What are three resources you would recommend for your patient? Provide website links for these resources.

CASE #1

Kris is a 32-year-old, African American, biologically identified as female at birth. Kris currently identifies as a trans male and is receiving testosterone hormone therapy. Kris was previously married and gave birth to a son. He had multiple sexual partners since his divorce. He is six months post-surgical for a bilateral mastectomy. Kris was brought to the emergency department by his current partner who found him after a period of prolonged unconsciousness or sleep, confusion including the inability to remember her name, recognize her surrounding or partner, vomiting, and urinary incontinence on exam, Kris has several areas of bruising on the trunk of his body, but Kris is unable to remember circumstances that would explain this.

READ: Christian, L. et. al. (2021). **A biopsychosocial framework for understanding sexual and gender minority health: A call for action** <https://www.sciencedirect.com/science/article/pii/S0149763421002426>

REVIEW: Minority Health and Health Equity - CDC (Center for Disease Control) - <https://www.cdc.gov/minorityhealth/index.html>

CASE #2

Fred is a Caucasian male appearing to be in his mid-40's. He is admitted to the emergency room after being found unconscious in a local homeless settlement. He is combative, confused and yelling incoherently. His body and clothing are covered with layers of dirt and smell of urine and feces. He is coughing profusely as he is yelling. His skin is covered with draining sores and rashes. Others at the settlement indicated Fred has been homeless for 10 years but has been at the encampment only for the last 4 weeks. They indicated he walks endlessly around the encampment muttering and with no active engagement in talking with anyone. He is reported to not have slept for the last 4 days. Prior to that he would sleep on the ground under a tree. His personal belongings were left at the camp.

READ: Homeless Health Concerns: MedlinePlus <https://medlineplus.gov/homelesshealthconcerns.html>

REVIEW:

National Coalition for the Homeless Health Care - National Coalition for the Homeless (nationalhomeless.org)
<https://nationalhomeless.org/issues/health-care/>

CASE #3

Wanetta is a 15-year-old undocumented female. She came to the U.S. with her mother as a tourist but never went back to her home country in eastern Europe. She is undocumented and has been in the U.S. for 4 years. She is experiencing severe (8 on 10 scale) lower left abdominal pain with an increase in rebound tenderness. She also has a fever of 102.4. She knows she needs to go to the hospital, but her family has no insurance and is afraid they will be reported and deported. Her mother works illegally cleaning homes for others. She collapsed and was brought in via an ambulance.

READ: Hacker, K. et. al., (2015). Barriers to health care for undocumented immigrants
<file:///S:/AAC/Beyond120/Healthcare%20and%20Wellness/Curriculum/Courses/IHS1100%20Intro%20to%20the%20Pre-Health%20Process/Fall%202022%20Revisions/Weekly%20Ppts%20and%20Resources/Week%2012%20%20Being%20a%20Patient/Cases/Readings%20for%20Cases/Case%203/Barriers%20to%20health%20care%20for%20undocumented%20immigrants.pdf>

REVIEW: Immigrant, Refugee, and Migrant Health | Immigrant and Refugee Health | CDC
<https://www.cdc.gov/immigrantrefugeehealth/index.html>

2. Professional Video Review (10 points)

Pursuing in-depth perspectives and understanding the reality of healthcare professions, provides opportunities to make an informed decision for the profession that is the best fit for each individual.

In the Canvas, 'About Us' module, watch the 'Journeys Traveled Professional Student Panel' video and one of the professional's videos. Complete the Video Review Form and submit via Canvas.

3. Engagement Points (10 points - 5 points each)

Complete Engagement #1 as described and submit a summary per the guidelines listed.

Submit summaries for each activity - 250 word minimum, 11 font, single spaced.

Activities required for another class or that you completed in a previous semester may not count towards the requirement for this class.

❖ Engagement Point #1 (5 pts.) - Pre-Health Website Scavenger Hunt - [Pre-Health Website](#)

Knowing where to find information makes the prehealth process easier. One initial resource is the prehealth website. Go to the website to find the answers to the following questions. Please list the question followed with your answers including the website for the answers.

Submit answers to the following including the website links for the followings:

- What are 3 options listed for Pre-Health Advising on the drop down menu? Website links for the 3?
- Pre-Health Services: What services are offered via prehealth advising? Website link?
- Pre-Health Resources: List 4 of the 8 prehealth resources. Website links?
- Workshops: What workshop reviews information related to study abroad? Website link?
- Where can you find information about 'Specialty Programs' such as the BS/DMD? Website link?

❖ Engagement 2 – Campus Activity (5 points) - DUE:

As a student, it is important to become engaged on campus and in the Gainesville community. Making connections and networking with others will enhance your prehealth experience as an undergraduate.

Select an activity from the options listed below and complete a summary per the information listed below. These must be UF campus or Gainesville community related activities that are new to you.

Summary includes:

- What was the activity
- Where
- Contact person and info
- Date
- Number of hours
- What you did
- What you learned

- Submit a signed business card or picture of you at the event/resource with identifying background

Activity Options:

- A. Pre-Health (PH) Kick-Off or other PH event
- B. Community service – Be creative!
- C. Clinical service
- D. Shadowing
- E. Research
- F. Attend a multicultural event
<https://multicultural.ufl.edu>
<http://www.ufl.edu/student-life/cultural-opportunities/>
- G. Attend a student organization meeting
- H. Use a campus resource such as: (Include a signed business card in the summary
[Broward Tutoring \(Teaching Center\) - teachingcenter.ufl.edu](#)
[OAS \(Office of Academic Support\) Tutoring - oas.aa.ufl.edu](#)
[Writing Studio - writing.ufl.edu/writing-studio](#)
[Institute of Black Culture \(IBC\) - www.multicultural.ufl.edu/ibc](#)
[Institute of Hispanic-Latino Cultures \(La Casita\) - www.multicultural.ufl.edu/lacasita](#)
[International Student Center - www.ufic.ufl.edu](#)
[Career Resource Center - www.crc.ufl.edu](#)
- I. Pre-approved idea – Come up with a unique idea that encompasses the course content. Be sure to get instructor approval before completing.
- J. Interview a professional (non-family) in your area of interest and write a summary including:
 - What inspired the person to pursue a career in medicine:
 - How I move _____ profession:
 - Career highlights
 - Advice the professional would give to those interested in pursuing a career in medicine:
 - Aspect of professional work that means the most:
 - The professionals hope for the future of medicine

4. Professional Development Portfolio – (45 points)

Typed, 11 font and single spaced. Submit via Canvas using the Professional Development Portfolio Form in Forms & Handouts – Submit via Canvas

- A. Long- and Short-Term Goals** (5 points) Once a plan is in place, it is necessary to set short and long term goals in order to accomplish your plan. List two of your long term goals or those goals you want to achieve over the course of your professional life. List three short term goals that you need to achieve by the end of the semester or academic year.

- B. Purpose, Impact & Mission Statement** (10 points) 11 font, single spaced, one-page (500 words minimum)

Professional schools want to know your 'WHY.' Why do you want to practice the healthcare profession you are choosing and what 'impact' do you want to make in others' lives with the knowledge and skills you will acquire. This is the core entity upon which everything is based. The core reason for wanting to care for others in a healthcare profession. Your 'Purpose and Impact' or your 'WHY' is then summarized into your personal 'Mission Statement.'

Write a paper indicating:

1. **Purpose and Impact Essay**: Why and how you want to use the knowledge and skills you will gain in undergraduate and professional school to impact other people's lives as a healthcare professional.
 2. **'Mission Statement'**: Following completion of the Purpose and Impact Essay, write a 2 to 3 sentence **'Mission Statement'** that summarizes your purpose.
 3. You will share your paper in class.
- C. Undergraduate Personal Code of Ethics** (5 points) – 11 font, single spaced, one-page (250 words minimum)

Who you demonstrate yourself to be as an undergraduate is core to the application process for professional schools. You are assessed for professionalism and ethical behavior from the moment you begin college. What you do matters.

Using the form provided below, write a one-page personal code of ethics that you will use as an undergraduate pre-health student. It should include a one paragraph introduction to your code followed by a list of 'I' statements - minimum list of eight - (e.g., "I will be professional in all correspondence.") Cite your sources. As an example of a code of ethics, see a copy of the AMA Code of Medical Ethics in the Forms and Handout Module on Canvas OR <https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/principles-of-medical-ethics.pdf>

*****REMEMBER THIS IS YOUR CODE OF ETHICS AS AN UNDERGRADUATE, NOT AS A PROFESSIONAL.**

- D. Self-Assessment of Strengths, Challenges, Values & Skills** (5 points) - Self-reflection and introspection are core skills needed for personal

and professional development. Having deep personal insights for areas of strengths, challenges, values and skills are at the core of growth and the information sought by professional schools in the application process. Schools will assess this information via your application and interviews. Consistent and in-depth self-reflection and assessment with intention in seeking out opportunities for growth will provide applicants with the continual personal and professional development expected.

Using the results from the surveys below, analyze and identify your areas of - Strengths, Challenges, Values and Skills Include copies of the results in your 'Portfolio' when uploaded to Canvas.

Complete the following four surveys and upload to Canvas when due

- a. Competency Assessment – In Professional Development Portfolio
- b. 16 Personalities – MBTI (Myers Briggs Type Indicator) – <https://www.16personalities.com/free-personality-test>
- c. Emotional Intelligence (EI) - <https://globalleadershipfoundation.com/geit/eitest.html>
- d. Personal Values Test - <https://personalvalu.es/personal-values-test>

- E. **Personal & Professional Interests in Healthcare** (5 points) - Individualizing your application is how you differentiate yourself from other applicants. The extra-curricular activities you choose should demonstrate your reasons or 'WHY' for wanting to practice a healthcare profession.

Using the '[Personal & Professional Interests in Healthcare](#)' form, research professionally related websites for personal areas of interest. You may use issues and topics related to those listed on the form provided or identify other professionally related topics. These are broad and generalized topics. Narrow these down further to very specific topics and interests in these areas. Once narrowed down, research these topics for related articles. Include websites related to your search for the specific topics.

- F. **Academic Plan** – (5 points) It is important to have an academic plan to know what courses you need and when to take them. This will help you when preparing to select courses for each semester. Based on your major and healthcare profession, [create a 4-year academic plan](#) for the completion of your degree and pre-health requirements. Be sure to **include pre-requisite, major, college, university, and state requirements**. Take your plan to a general advisor in your college and have your completed plan reviewed and signed by an advisor. If you meet with the advisor via Zoom, please take a screen shot of your advisor to submit. Plans without a signature can earn a maximum of 3 points.

***** Make an appointment to see an advisor in your college immediately after this is discussed in class!**

- G. **Professional Development Extra-Curricular Plan** – (5 points) - Personal and professional development for pre-health students is an intentional,

consistent and in-depth process. It involves developing a plan that delineates specific activities and mentors to be included in the plan. The plan provides a map of next steps and provides an overall plan. When developing this plan, make this unique to you, demonstrating your reasons for 'WHY' you are pursuing the profession, providing consistent and in-depth experiences.

Using the '[Professional Development Extra-Curricular Plan](#)' provided, layout a plan for where, when, and with who you will begin and continue 'Circle of Life experiences.' Make sure to include the specific experience for research, shadowing, clinical and community service. Include the names of those you will do research and shadowing with, along with when you will start and how long you will continue. Use a line to demonstrate continuation of the experience. Include the competencies you will develop and demonstrate by doing the activity.

H. Professional & CAS (Centralized Application Services) Organizations – (2 points) 11 font, minimum 250 words per organization

Knowing where to find information regarding your healthcare profession and related resources is imperative. Understanding the resources available will support the undergraduate and application process.

Using the '[Professional Organizations' form](#)' write a summary of the information and resources available on the professional organization and centralized application (CAS) websites you are pursuing. Examples are: AAMC (American Association of Medical Colleges), ADEA (American Dental Education Association), PAEA (Physician Assistant Education Association), AAVMC (American Veterinarian Medical Colleges), etc. **AND** your profession's 'Centralized Application Service' (CAS) sites such as AMCAS (American Medical College Application Service), AADSAS, CASPA (Central Application Service for Physician Assistants), VMCAS (Veterinary Medical College Application Service). (See links in Canvas)

I. Research Three Schools – (3 points) 11 font, single spaced

Every professional school for every profession has its own admission requirements and admission process. It is necessary to begin researching schools immediately to be certain your plan includes the requirements of the schools you will ultimately apply to. Knowing what information and where/how to find this will support you in your planning.

Use the '[School Comparison](#)' form in 'Forms and Handouts' module in Canvas

Include:

1. Name of school
2. Mission statement
3. Pre-requisite courses
4. Mean science GPAs
5. Mean entrance exam scores
6. Extra-curricular requirements

5. Professional Development Plan Presentation – (20 points – 10 pts. poster/ 10 pts. presentation)

Summarizing and communicating your story, purpose, and plan is core to the application process. Professional schools assess applicants on the personal and professional development represented in this process.

Complete your poster and record a 5 minute presentation explaining each circle on the Circle of Life. The easiest way to do this is by using PowerPoint, with your 'poster' as the one slide. Save and submit your recording as a MP4 file link via Canvas. Also include and submit a picture of your poster.

Using the '[PH Plan Poster Template](#)' complete the poster. Include your picture and 2-3 sentence 'Mission Statement' in the center of the poster. If your 'Mission Statement' is too long for the center of the circle, you can put this below the circle.

Choose three options for each outer circle – two specific and existing ideas at UF and/or Gainesville and 1 idea you create that does not currently exist - your ideal experience if you could create anything.

- **Academics**- include 2 specific non-science electives available at UF and one course you wish could be created at UF. You cannot list a MCAT or entrance exam prep course.
- **Research** - two specific research opportunities at UF and one you would like to create.
- **Shadowing** - list 2 specific practitioners with their area of healthcare at UF and one dream shadowing experience if you could create one
- **Healthcare Clinical Experience** – list 2 specific clinical experiences and one you would create as your ideal.
- **Community Service** - (non-clinical) - list 2 specific locations in Gainesville and one dream experience you would create as your ideal
- **Competencies** – List the 3 competencies you want to develop further

6. Course Evaluation – (0 points) Typed. Submit via Canvas

Please download and complete the [Intro to the PH Process Course Evaluation.docx](#) form. Submit this via Canvas.

7. GatorEval – (0 points) Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

- The email they receive from GatorEvals
- Their Canvas course menu under GatorEvals
- The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

100 TOTAL POINTS POSSIBLE

GRADING

93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 63-66 (D); 60-62 (D-); 59 or below (E)

A grade of Incomplete (I) will be issued only for extenuating circumstances. For additional information about grading policies please visit:

www.registrar.ufl.edu/catalog/policies/regulationgrades.html.

UNIVERSITY GRADING POLICIES

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

WEEK	DATE	TOPIC	READ	ASSIGNMENTS
				<p>***Professional Development Portfolio Components – See Due Dates and Time</p> <p>All other assignments are due by the beginning of class on the day listed.</p>
1		Intro & Syllabus	1. Read syllabus and watch syllabus video	<p>DUE:</p> <p>1. Submit any and all questions regarding prehealth, profession, UF in Canvas under 'Discussions'</p> <p>2. Register for PH listserv www.advising.ufl.edu/prehealth</p> <p>3. Register for Pre-Health Scholars if in College of Liberal Arts & Sciences</p>
		PIF (Professional Identity Formation, Personal and Professional Development Intro	<p>1. Rees and Monrouxe (Sept. 2018). Who Are You and Who Do You Want to Be?</p> <p>2. Watch: PIF: What is it?</p>	DUE:
2		Interprofessionalism	<p>Read:</p> <p>1. Interprofessionalism and shared decision making 2.pdf</p> <p>2. What is Maslow's Hierarchy of Need</p> <p>3. Website https://explorehealthcareers.org</p>	<p>DUE:</p> <p>Discussion Question #1 – Career Eulogy</p>

		WHY? – Journey, Purpose, Impact	<p>1. Feinburg, D.T. (2014). To serve patients is our greatest privilege</p> <p>2. What is a good doctor and how can we make one? Introducing the Biopsychosocial Model for good medicine and good doctors. <i>BMJ</i> 2018; 324:1533 file:///C:/Users/rknicker/Downloads/What%20is%20a%20good%20doctor%20and%20how%20can%20we%20make%20one.pdf</p> <p>3. From Purpose to Impact https://hbr.org/2014/05/from-purpose-to-impact</p>	<p>DUE: Engagement Point #1- Pre-health Website Scavenger Hunt - Submit via Canvas</p> <p>***Complete Statement of Purpose rough draft – after class</p>
3		Who? Self-Assess – Who You Are Matters - MBTI, EI, Competencies & Values	<p>1. DeAngelis, C.D. (2015). Medical Professionalism. <i>JAMA</i>, Vol. 313: 18</p> <p>2. Lotfi, A. (2021). Aspiring Doctors and Professionalism in Medicine</p> <p>3. James, T. Putting Values at the Forefront of Health Care. Trends in Medicine, Harvard Med, July, 2023</p> <p>Read your professions’ – see module for links ‘Professional Code of Ethics’ https://www.ama-assn.org/sites/ama-assn.org/files/corp/media-browser/principles-of-medical-ethics.pdf</p> <p>4. Student Code of Conduct http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf</p>	<p>DUE: <u>Complete the following surveys and upload to Canvas when due</u></p> <ul style="list-style-type: none"> • 16 Personalities – MBTI – https://www.16personalities.com/free-personality-test • Emotional Intelligence (EI) – https://globalleadershipfoundation.com/geit/eitest.html • Personal Values Test – https://personalvalu.es/personal-values-test • Competency Assessment <p>***Complete Portfolio Pages/Sections</p> <ul style="list-style-type: none"> • Competency Assessment • Personal Assessment of Strengths, Challenges, Values and Skills • Personal & Professional Interests

		Where? Professional Schools & Mission Statement		Bring your Purpose Statement to class *** Pro Dev Plan – Research 3 schools
4		Professional Development Plan: Academics & Extracurriculars	Review Prehealth Four Year Plan.pdf Pre-health Course Prerequisite Chart - 2020.pdf BIOPRO Suggested Timeline.docx BIOPRO Transfer Suggested Timeline.docx DentistryTimeline.pdf MedicineTimeline.pdf OptometryTimeline.pdf PharmacyTimeline.pdf PhysicalTherapyTimeline.pdf VeterinaryTimeline.pdf	DUE: -Complete an Academic Plan – have it reviewed and signed by an academic advisor in your college. *** <i>Complete Portfolio Pages/Sections</i> <ul style="list-style-type: none"> Academic Plan (<u>Complete and See college advisor ASAP</u>) Professional Development Plan
		How? ‘Make a Plan’		DUE: Discussion Question #2 – Butterfly Engagement Point #2 Bring a printed blank Professional Development Plan to Class (Forms & Handout module in Canvas) *** <i>Complete all remaining Portfolio Pages/Sections</i> - Goals – short and long term -CAS and Professional Organization summaries
5		About US	Pre-Med & PA: Listen or read 2 case studies at: <u>Lifespan</u> - https://www.lifespan.org/challengingcases Pre-Dental: Read and answer questions for a couple of the cases at: https://www.dentalcare.com/en-us/case-challenges	DUE: <ul style="list-style-type: none"> Professional Development Plan Video Review

			Pre-Vet: Read a couple case studies via the Merck Manual: https://www.merckvetmanual.com/pages-with-widgets/case-studies?mode=list	
		Being a Patient	Read: Do we need a new word for patients.pdf Watch: Karrie's Story	DUE: Discussion Question #3
6		PRESENTATION OF Professional Development Plan		DUE: Professional Development Presentation - 5-minute – bring printed copy to class
		<u>What's Next</u> Keeping Track Resume B120 PHS	Watch Videos: CLAS (College of Liberal Arts and Sciences) Global Exchange and Beyond 120 Research	DUE: GatorEval Watch Videos: CLAS (College of Liberal Arts & Sciences) Global Exchange and Beyond 120 Research

University Policies and Resources

Attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Bobbi Knickerbocker (rknicker@ufl.edu, [3522734076](tel:3522734076)). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; [352-392-1308](tel:352-392-1308)) or the Dean of Students Office (<http://www.dso.ufl.edu>; [352-392-1261](tel:352-392-1261)).

Resources available to students

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, [352-392-1575](tel:352-392-1575), or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call [352-392-1575](tel:352-392-1575) for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call [352-392-1161](tel:352-392-1161) for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call [352-392-1111](tel:352-392-1111) (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call [352-733-0111](tel:352-733-0111) or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call [352-273-4450](tel:352-273-4450).

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at [352-392-4357](tel:352-392-4357) or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, [352-392-1601](tel:352-392-1601). Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call [866-281-6309](tel:866-281-6309) or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, Call [352-392-2010](tel:352-392-2010), or to make a private appointment: [352-392-6420](tel:352-392-6420). Email contact: teaching-center@ufl.edu. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, [352-846-1138](tel:352-846-1138) | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information](#).

