

IHS1100
Intro to the Pre-Health Process
Fall/Spring
1 credit

Instructor:

Class:

Office:

Email:

Phone:

Student Office Hours: In person or Zoom:

Teaching Assistant :

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.

READINGS: As indicated in syllabus. Can be accessed in Canvas modules

COURSE OBJECTIVES

1. Identify and demonstrate knowledge of 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. Reflect on perspectives of healthcare from professional and patient perspectives.
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.

ASSIGNMENTS:

All assignments are due on the date and time specified in the syllabus. Assigned reading and videos are to be completed by the beginning of class.

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) Circle of Life Poster & Presentation – (20 points)
- 6) Evaluations – (0 points) Course and GatorEval

- 1. Discussion Questions** - (20 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)
<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 related to your profession. 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 pre-health 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.ua.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

- 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) DUE:

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.

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)I - <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 an 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 immediately after this is discussed in class!**

- G. **Circle of Life – 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 '[Circle of Life 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. 'Circle of Life' Plan Poster – (20 points – 10 pts. poster/ 10 pts. presentation) DUE:

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.

Type and Record. 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 an MP4 file 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 **DUE:**

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

7. GatorEval – (0 points) Please complete and submit the instructor evaluation via GatorEval when prompted. You will receive an email with the link.

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 |
|------|------|--|---|--|
| | | | | ***Professional Development Portfolio Components – See Due Dates and Time All other assignments are due by the beginning of class on the day listed. |
| 1 | | Intro & Syllabus | 1. Read syllabus and watch syllabus video | DUE: 1. Submit all questions regarding prehealth, professions, and UF in Canvas 2. Register for PH listserv www.advising.ufl.edu/prehealth |
| 2 | | PIF (Professional Identity Formation), Personal and Professional Development Intro | 1. Rees and Monrouxe (Sept. 2018). Who Are You and Who Do You Want to Be? | DUE: Discussion Question #1 – Career Eulogy (5 points): Imagine you are ready to retire from your medical profession in the distant future. Write a short speech (approximately 50 words) outlining what you would like to be said about you at the retirement ceremony. |
| 3 | | Interprofessionalism | 1. Inter-professionalism https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018136/pdf/cjic25-018.pdf 2. Website: https://explorehealthcareers.org | To Do: Review: Website https://explorehealthcareers.org |

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|---|--|---------------------------------|--|--|
| 4 | | 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> |
| 5 | | WHY? Mission Statements | <p>1. Read and Listen to: Fauci, Anthony, 2020. A Goal of Service to Humankind - https://thisibelieve.org/essay/15/</p> | <p>DUE: Complete rough draft of ' Purpose, Impact, and Mission Statement' and bring to class. Bring rough draft to class</p> |

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|---|--|--|---|---|
| 6 | | Who? Self-Assess – Who You Are Matters - MBTI, EI (Emotional Intelligence), Competencies | <p>1. DeAngelis, C.D. (2015). Medical Professionalism. JAMA, Vol. 313: 18</p> <p>2. Lotfi, A. (2021). Aspiring Doctors and Professionalism in Medicine</p> <p>3. Read your professions' Code of Ethics – 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: Complete the following surveys and submit to Canvas</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 |
| 7 | | WHO? Self- Assess: Values & Interests | <p>Putting Values at the Forefront of Health Care https://postgraduateeducation.hms.harvard.edu/trends-medicine/putting-values-forefront-health-care</p> | <p>DUE: Complete the following surveys and submit to Canvas:</p> <ul style="list-style-type: none"> • Personal Values: https://personalvalu.es/personal-values-test • Competency Assessment <p>***Pro Dev Portfolio: Complete and submit via Canvas – DUE:</p> <ul style="list-style-type: none"> • Self-Evaluation of Strengths, Challenges, Values, & Skills page |

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|----|--|---|---|--|
| 8 | | Circle of Life: Academics | | DUE: ***Pro Dev Portfolio: Complete and submit via Canvas: DUE: <ul style="list-style-type: none"> • Undergraduate Code of Ethics |
| 9 | | Circle of Life: Extracurricular & How? Make a Plan | Read: https://students-residents.aamc.org/premed-navigator/admissions-officers-bust-common-medical-school-application-myths Video: Medical School Admissions – Busting Common Myths - YouTube | To Do: Listen to: 'Research and Shadowing Peer Chat' DUE: <ul style="list-style-type: none"> ○ Discussion Question #2 via Canvas |
| 10 | | Where? Professional Schools & Mission Statement CAS & Professional Organizations | | DUE: ***Pro Dev Portfolio: Complete and Submit via Canvas – DUE <ul style="list-style-type: none"> • Personal & Professional Interests Research • Circle of Life Extracurricular Plan ***Academic Plan – have it reviewed and signed by an academic advisor in your college. Submit via Canvas |
| 11 | | About US | Pre-Med & PA: Listen or read 2 case studies at: Lifespan - 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 Pre-Vet: Read a couple case studies via the Merck Manual: https://www.merckvetmanual.com/pages-with-widgets/case-studies?mode=list | DUE: Submit via Canvas <ul style="list-style-type: none"> ○ Engagement Point #2 ○ Video Reviews ***Pro Dev Portfolio: Complete and submit via Canvas - DUE <ul style="list-style-type: none"> • School Comparison Form submit as part of the Professional Development Portfolio • CAS and Professional Organization Summaries |

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|----|--|--|---|--|
| 12 | | Being a Patient | Watch: Karrie's Story | DUE: <ul style="list-style-type: none"> ○ Discussion Question #3 ***Pro Dev Portfolio: Final draft of your 'Purpose, Impact, and Mission Statement' Personal long- and short-term goals |
| 13 | | PRESENTATION OF 'Circle of Life' Poster | | DUE: <ul style="list-style-type: none"> ○ Circle of Life Poster - 5-minute recorded presentation showing and explaining your 'Circle of Life' poster, save as MP4 and upload to Canvas in Discussions. Review one other student's presentation and offer reflection. ***Pro Dev Portfolio: Academic Plan – reviewed and signed by an academic advisor in your college. Submit via Canvas |
| 14 | | <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: Course Evaluation via Canvas GatorEvals |

Policies:

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF (University of

Florida) offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge, and the pursuit of innovative ideas.

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

- **NO LATE ASSIGNMENTS WITHOUT PRIOR APPROVAL FOR DOCUMENTABLE EXTENUATING CIRCUMSTANCES**

Late submission of assignments requires prior approval of documentable extenuating circumstances. At the time of approval for late submission, a new deadline will be established by the instructor. Make-up work is not allowed beyond this policy without documentation of a university-approved absence

- **ATTENDANCE:** In-class attendance and participation – **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 if you will not be attending class.

- **ACADEMIC HONOR CODE AND ACADEMIC HONESTY**

University of Florida students Honor Code:

Preamble:

In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the Honor Code.

The Honor Code:

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

Pledge:

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at www.dso.ufl.edu/sccr, and ask the instructors to clarify any expectations you do not understand. Any occurrence of academic dishonesty will be reported to the judicial body in the Dean of Students office and may result in failure of this course.

- ADA STATEMENT

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. Click here to get started with the Disability Resource Center. 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. <https://disability.ufl.edu/get-started/>

- CIVILITY

Mature and respectful behavior is expected in this classroom when dealing with instructors and other students. Side conversations, sleeping, and reading other course material (or the Alligator, etc.) are not appropriate and may result in the student losing attendance credit for that day. Cell phones and pagers are NOT welcome in this classroom; please turn them off (or at least silence them) and put them away prior to the start of class.

- COURSE COMPLAINTS

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs (Teaching Assistants), this is the instructor of record, in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or on the program's website at **[include relevant link]**. Email to the departmental contact should include a clear description of the student's concern, and any supporting documents **[can add more details here]**

about what kind of documentation the unit requires]. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the Office of the UF Ombuds, <https://www.ombuds.ufl.edu> ([Links to an external site.](#)).

- **CONFIDENTIALITY**

The content of a conversation between healthcare professional and patient is considered confidential and privileged. Likewise in this course discussions and their content should be considered confidential and not discussed outside of class. The only exception is if there is concern for someone's safety or the safety of another. If you have concerns, please contact the instructor.

- **GATORLINK E-MAIL**

Students are required to have and use their GatorLink account for all UF related e-mail functions. Official university communications are sent to students at this email address.

- **IN-CLASS RECORDING**

Students may 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 lecturer during a class session. Publication without the 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

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/>

