Instructor: Roberta Knickerbocker
　　　　　1120D Turlington Hall
　　　　　rknicker@ufl.edu

Course Communication: Reach out to the instructor via Canvas or direct email. Please feel free to use Student Office Hours or make an appointment with the instructor via https://www.advising.ufl.edu/beyond120/ using the 'Book An Appointment' button.

CLASS: Tuesdays 1:55-3:50

Remote Option: Available only following communication with the instructor for an excused absence.

Meeting URL:	https://ufl.zoom.us/j/96884192442?pwd=vsbeykZORbKT3N9poiaJYcMbphqzjC.1&from=addon
Meeting ID:	968 8419 2442
Passcode:	375322

STUDENT OFFICE HOURS: Wednesday: 3-4 PM
Either in person or via ZOOM

- In person: 1120D Turlington
- ZOOM:

Meeting URL:	https://ufl.zoom.us/j/94490227822?pwd=gcWILiPOOR7zDPXyDSuVb0ldCtdV7a.1&from=addon
Meeting ID:	944 9022 7822
Passcode:	060847

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 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 new ideas.

CAMPUS RESOURCES:

List of campus resources: https://oas.aa.ufl.edu/students/campus-partners--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 DESCRIPTION

This course is designed for students to develop and self-assess essential professional competencies, enhance thinking and reasoning skills, and gain comprehensive knowledge of the healthcare professional application process. Through active engagement and reflection, students will complete personal assessments, acquire in-depth understanding of the application process, and develop a robust personal and professional growth plan alongside a comprehensive application portfolio.

The competency model used in this course is founded on the model from the American Association of Medical Colleges (AAMC) including professional, thinking and reasoning, and science competencies. https://students-residents.aamc.org/applying-medical-school/article/core-competencies/

COURSE OBJECTIVES

By the end of this course, students will:

1. **Gain comprehensive knowledge of the healthcare professional application process**: Students will acquire a thorough understanding of the application process, including timelines, requirements, and best practices.
2. **Identify, assess and develop essential prehealth professional competencies**: Students will understand the key prehealth competencies required for a successful healthcare career and professional school admission process.
3. **Complete personal assessments and develop a personal and professional development and growth plan**: Students will engage in self-reflection and assessment to identify areas for personal and professional growth and develop strategies for improvement.
4. **Self-evaluate for competitiveness and readiness for application and admission:** Students will engage in self-evaluation and reflect on admission requirements for best timing and fit for application.
5. **Reflect verbally and in writing regarding experiences of personal and professional growth, experiences, and challenges:** Students will engage in reflective writing consistent with
6. **Build a comprehensive application portfolio**: Students will create a robust application portfolio, including a personal statement, experiences, school list, and letters of recommendation, that showcases their skills, experiences, and potential.
7. **Explore options and benefits for growth years and create a growth year plan:** Students will understand the benefits for growth years and create a growth year plan to enhance personal and professional growth.

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.

The use of the word 'medicine' is all encompassing to include all health professions.
This course is focused on personal and professional development of the prehealth student and in no way reflects or attempts to offer training or answers to healthcare or medical issues.

COURSE Readings:

- **Readings listed in the syllabus**

- **FINGERTIP GUIDE - https://ufl.instructure.com/courses/522771/pages/school-directories-cas-professional-organizations-entrance-exams-2?module_item_id=11525396**

- **Download or bookmark and read the Centralized Application Service (CAS) Guidelines/Instructions for your professional application and read each section as we move through each section of the application.**
  Allopathic Medicine - AMCAS Links to an external site.
  Dentistry – AADSAS Links to an external site
  Occupational Therapy – OTCAS Links to an external site
  Optometry – OPTOMCAS Links to an external site.
  Osteopathic Medicine - AACOMAS Links to an external site
  Pharmacy – PHARMCAS Links to an external site
  Physician Assistant – CASPA Links to an external site
  Veterinary Medicine – VMCAS Links to an external site

- **Review CAS test accounts for your profession: DO NOT PUT IN ANY PERSONAL INFORMATION INTO THE TEST APPLICATION or SUBMIT IT. MANY OTHER STUDENTS ARE ALSO VIEWING THIS.**
  CAS login information:
  AMCAS - U: PHPBtest   Pswd: PHPb2024!
  All other CAS – U: PHPBTest!   Pswd: PHPb2024!

GRADING POLICIES - https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/
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.

COURSE REQUIREMENTS:

- **This is a flipped class. All reading assignments and other assignments listed in each module are expected to be completed by class in order to be able to fully participate in class activities.**

- **NO LATE ASSIGNMENTS WITHOUT PRIOR APPROVAL FOR EXTENUATING CIRCUMSTANCES – Assignments not submitted by the deadline will receive 0 points. Unless otherwise indicated, assignments are due by the beginning of class.**

  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 before class if you will not be attending class.

UF ATTENDANCE POLICY: Documentation must be discussed with the instructor and documentation provided

- Required student participation in a university sponsored event: These events will be excused with official documentation from the appropriate faculty or staff member. Documentation should be received PRIOR to the event.
- Religious Holidays: Religious holidays are always excused; however, please notify the instructors, in writing, within the first two weeks of class so that appropriate accommodations may be made.
- Medical Emergencies: Medical emergencies are excused with appropriate documentation from a health care provider.
- Family Emergencies: These emergencies are only excused with written documentation.

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.

STUDENT COMPLAINT PROCESS: Residential Course:
https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

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, 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. Email to the departmental contact should include a clear description of the student's concern, and any supporting documents. 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 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 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.

ASSIGNMENTS:

- **Submission of assignments is a verification by the student that no AI was used to write or complete any assignments. Assignments must be completed by the student only. All resources must be listed.**

- **NO LATE ASSIGNMENTS WITHOUT PRIOR APPROVAL FOR DOCUMENTABLE EXTENUATING CIRCUMSTANCES – Assignments not submitted by the deadline will receive 0 points.**

- **Late submission of assignments <u>requires prior approval of documentable extenuating circumstances</u>. 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.**

- **All assignments are due at the beginning of class, or the time specified in Canvas, on the date specified in the syllabus. Suggestions for completion of components of the portfolio are listed in the weekly schedule.**

- **In assignments where you are responding to or answering questions, list the specific question first and then give your answer.**

<u>All 'Forms and Handouts' can be found under the 'Forms and Handouts Module' link in Canvas.</u>

Each week of competency review, students will participate in Problem Based Learning Small Groups.

PBL Competency Small Group Review:
- ❖ Definition of competency – Use AAMC - (https://students-residents.aamc.org/real-stories-demonstrating-premed-competencies/premed-competencies-entering-medical-students)
- ❖ Summary of reading/resources
- ❖ PBL Activity
- ❖ Relationship/application to healthcare – Why does this matter?
- ❖ How is this demonstrated as a prehealth student
- ❖ Develop 1 discussion question

ASSIGNMENTS: There are 4 categories of assignments for the course: 1) Reflection Essays; 2) Individual Assessments 3) Competency Evaluation Assessment 4). Application Portfolio

1. **Reflective Writing** (10) – 2 points each – Total 20 points

   Professional schools assess an applicants' writing skills via the application. The application process includes secondary applications or supplemental questions. Each week there will be a reflective writing prompt that mirrors a secondary application or supplemental question. These will be assessed for depth of content as well as writing skills. Submit via Canvas by due date.

These are one full page, single spaced – 12 font. Given these are personal and private reflections, these will be read by instructor(s) only. Privacy will be maintained in all cases except for any reference of harm to self or others. Students will complete and submit their reflections to Canvas by due date.

2. **Personal Assessments** – Total 10 points - Submit via Canvas
   Professional schools look for applicants who have depth and breadth of personal insight. Schools assess for an applicant's individual purpose for pursuing the profession, depth of personal insights regarding personality, maturity via emotional intelligence, professionalism, and personal character and values. These are assessed per the application, secondary applications/questions and interviews. It is important to understand the relationship of your self-knowledge, character and values and be able to express this knowledge well in the application process. Complete and reflect on the following assessments and their outcomes by the due dates and upload results to Canvas. If you have been in a class that previously required the 16 Personalities, you may upload those results as these do not change. The other surveys do change and are required to be taken for this course.
   - Pre-Course Competency Assessment – 1 pt.
   - Defining Your Purpose worksheet 2pts
   - 16 Personalities – MBTI – 2 pt. https://www.16personalities.com/personality-types
   - Emotional Intelligence (EI) - 2 pt. https://globalleadershipfoundation.com/geit/eitest.html
   - Values Survey - https://personalvalu.es/personal-values-test - 2 pts
   - Final Professionalism Assessment – 1 pt.

3. **Competency Evaluation Worksheets** – 2 points each – Total 20 points – Submit via Canvas
   Professional schools are assessing for specific traits, characteristics and skills. The AAMC developed a specific set of 'competencies' believed to incorporate the positive traits of a healthcare provider. Applicants need to have self-knowledge of these competencies, how they developed them and how they apply to their purpose for a healthcare profession. In this class we will examine the competencies in depth and each student will self-reflect on these personally in preparation for communication of these via the application process.
   Each week of competency reviews, you will complete a Competency Assessment form by the end of class and submit to Canvas.

4. **Application Portfolio** - 50 points
   The application process is intense, labor intense, and time consuming. The application is the mechanism for students to share their personal stories/journeys, purpose and hoped for impacts in the profession. Professional schools review these microscopically to attain depth of knowledge about the applicant and their fit for the profession and each school. The application portfolio will provide an opportunity for students to prepare applications content that is reviewed and ready to include in the application. The content of the application portfolio are those areas of the application that students spend the most time completing.

   Submit via Canvas by due dates listed in Canvas
   a. Purpose, and Impact Statement – 20 pts – Using the number of characters indicated in the CAS application instructions, 5,000 to 5300 characters (depending on profession), including spaces, write a paper telling of your journey in deciding 'why' healthcare, what is your purpose for practicing a healthcare profession, and what impact do you want to make by serving others for the rest of your professional life.

b. <u>PH Resume</u> – 5 pts – Using the prehealth resume model, complete a resume that includes all extra-curricular activities completed and current during undergraduate and beyond. This includes: where, contact person, start date, end date, weekly hour, total hours and description of what you did and what you learned.

c. <u>Experiences</u> (10) – 10 pts – Select four 'Circle of Life' experiences you engaged in. Select three – using 700 characters, including spaces, write in complete sentences what you did and what you learned. Place greater emphasis on what you learned. For the fourth experience, using 1325 characters, in complete sentences, write what you did, what you learned and why this was one of your most impactful experiences.

d. <u>List of Schools</u> (5) – 5 pts – Using the 'School Directory' form in the Application Portfolio, gather the required data and identify at least five schools you will apply to

e. <u>List of Recommenders</u> (5) – 5 pts – List a minimum of five recommenders, their contact information and type of letter (science, non-science, character)

f. <u>Growth Year Plan</u> – 5 pts – Based upon assessment of competitiveness and competency assessments, make a plan on how you will spend your growth year(s).

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

WEEK	Date	CLASS	READING ASSIGNMENTS	DUE
1	1/14	**Course Intro**	• **<u>Syllabus Review</u>** Read: Course Syllabus	**DUE:** Competency Assessment Pre-Course
2	1/21	**Application Content, Process & Holistic Review** **Application: Entrance Exams**	⬥ **Application Content, Process & Entrance Exams** Select and listen to the CAS application presentation for your profession: https://www.advising.ufl.edu/pre-health/2021-cas-event/ **Download or bookmark the Centralized Application Service (CAS) Guidelines/Instructions for your professional application and read each section as we move through each section of the application.** **Allopathic Medicine - AMCAS Links to an external site.** **Dentistry – AADSAS Links to an external site** **Occupational Therapy – OTCAS Links to an external site** **Optometry – OPTOMCAS Links to an external site.** **Osteopathic Medicine - AACOMAS Links to an external site.** **Pharmacy – PHARMCAS Links to an external site.** **Physician Assistant – CASPA Links to an external site.** **Veterinary Medicine – VMCAS Links to an external site.** ⬥ **Entrance Exams** Explore your profession's entrance exam information	**DUE:** Read: Syllabus Read: CAS instructions -Pre-course Competency Assessment
3	1/28	**Knowing Who You are Matters:** -Pro Dev -PIF -Personality -MBTI -EI -Values & Character -Professionalism	**Read according to assigned group** • **Group 1: Personal & Professional Growth** **Read:** -Personal and Professional Development (PPD) <mark>-Tipton, D. (2017). Personal and Professional Growth pp. 6-16</mark> **Video:** What Having a "Growth Mindset" Actually Means https://www.youtube.com/watch?v=r0qpJxEhOP4 • **Group 2: Professional Identity Formation (PIF)**	**DUE:** **EI Test:** https://globalleadershipfoundation.com/geit/eitest.html **MBTI – 16 Personalities test -** https://www.16personalities.com/personality-types **Take only the free portion of this. Do not pay anything for this.**

			Read:	Values:
			-Cruess, R. et.al. (2015). A Schematic Representation of the Professional Identity Formation….. https://pubmed.ncbi.nlm.nih.gov/25785682/	https://personalvalu.es/personal-values-test

Read:
-Cruess, R. et.al. (2015). A Schematic Representation of the Professional Identity Formation…..
https://pubmed.ncbi.nlm.nih.gov/25785682/

-Holden, M., et.al. (2015). Professional Identity Formation….
https://www.researchgate.net/publication/274727062_Professional_Identity_Formation_Creating_a_Longitudinal_Framework_Through_TIME_Transformation_in_Medical_Education

-**Video** – Professional Identification   https://www.youtube.com/watch?v=XFJuMxtkZeI

- **Group 3: Professionalism**

Read:
-Levinson, W. et.al. (2014). Understanding Medical Professionalism. McGraw- Hill Education.
https://accessmedicine.mhmedical.com/book.aspx?bookid=1058

-CH. 1: A Practical Approach to Professionalism.
https://ufl.instructure.com/courses/496480/files/82195391?wrap=1

-**Video** – What is Medical Professionalism?   https://www.youtube.com/watch?v=GvZ_fENvCHA

- **Group 4: Personality – Traits and Types**

Read:
-Karimove, H. Personality and Character Traits: The Good, The Bad, and the Ugly

Videos:
-The Big Five - https://www.youtube.com/watch?v=IB1FVbo8TSs

-The Psychology of Your Future Self https://www.youtube.com/watch?v=XNbaR54Gpj4&t=3s

MBTI
-READ: MBTI Basics: https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/
-Video: MBTI Video: https://www.youtube.com/watch?v=CtOqQL5G0pA

- **Group 5: Emotional Intelligence**

Read:
-Ackerman, C. (2021) What is Emotional Intelligence? +18 Ways to Improve it

https://positivepsychology.com/emotional-intelligence-eq/

- Craig, H. (2021). The Theories of Emotional Intelligence Explained
https://positivepsychology.com/emotional-intelligence-theories/

-About EI (handout)
file:///C:/Users/rknicker/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/8VJ5JILN/About%20Emotional%20Intelligence%202019.pdf

- **Video** – Emotional Intelligence https://www.youtube.com/watch?v=jfbnKI9Zjb0

- **Group 6: Values & Character**
-James, Ted. (2023,July). Putting values at the Forefront of Health Care
https://postgraduateeducation.hms.harvard.edu/trends-medicine/putting-values-forefront-health-care

-Odero, A., et.al. (2020, August) Core Values that Influence the Patient -
https://pmc.ncbi.nlm.nih.gov/articles/PMC7696821/pdf/ijerph-17-08458.pdf

-Video: Core Values – Your Inner Compass - https://www.youtube.com/watch?v=mL4l75rMIiQ

| 4 | 2/4 | **Application Writing Components: Telling Your Story Purpose, & Impact Statement**

Competencies Commitment to Learning & Growth | **Read:**
➕ **Competencies:**
AAMC (2023). Refreshing the Premed Competencies:
 https://students-residents.aamc.org/media/15361/download

➕ **Commitment to Learning & Growth**
Read:
- Loscalzo, J. (2014) A Celebration of Failure
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3974547/pdf/nihms-562762.pdf

-Dweck, C. (2014). A Summary of Growth and Fixed Mindsets
https://fs.blog/2015/03/carol-dweck-mindset/

Videos:
Growth Mindset Introduction: https://www.youtube.com/watch?v=75GFzikmRY0 | **DUE**:
-Reflective Writing 1 – Who You Are Matters - Letter

- AAMC Competency Evaluation Form 1 – Commitment to Learning & Growth submit via Canvas

-Defining Your Purpose Worksheet |

			➕ **Application:** **Read:** **Your CAS Application Guidelines re: Personal Essay – What is the prompt and number of characters used?** ➕ **Writing Components - Purpose & Impact – Personal Statement** -Coleman, J. (2017). You Don't Find Your Purpose – You Build it. -Martela & Pessi (March,2018) Significant Work Is About Self-Realization and Broader Purpose… -Ackerman, C. (2021). What is the Meaning of Life According to Positive Psychology? -Duckworth, A. (2016). Grit. Chapter 8 – Purpose https://publicism.info/psychology/grit/9.html **VIDEO**: What is Purpose? https://www.youtube.com/watch?v=T2pGwoL3foY Pre-PA watch: https://www.dropbox.com/scl/fi/dapig8yuihvuxdtyi1lfl/Jinwright-Recording.mp4?rlkey=fkgp4xcdejwwfoj1xukjp61vi&e=1&dl=0	
5	2/11	**Interpersonal Skills & Communication** **Application:** **LORs & PH Resume**	-Attending Epstein, R. (2017). Attending Medicine, Mindfulness and Humanity pp. 15-34 -Mindful Listening Zenger & Folkman (2019). What Great Listeners Actually Do - Interpersonal Communication Purcarea, C. (2018). Interpersonal Communication in Healthcare Ratna, H. (2019). The Importance of Effective Communication in Healthcare Practice Podcast: Non-verbal Communication https://www.apa.org/research/action/speaking-of-psychology/nonverbal-communication Read your CAS application instructions regarding letters of recommendation	**DUE:** -Reflective Writing 2 – Commitment to Learning & Growth – MBTI - AAMC Competency Form 2 – Interpersonal Skills ***Application Portfolio: Recommender List

| 6 | 2/18 | **Empathy & Compassion**

Application: Identifying Info, Schools Attended, & Biographic | Read:
-Empathy
Riess, H. (2017). The Science of Empathy

-The Difference Between Empathy and Sympathy https://www.psychmc.com/empathy-vs-sympathy/

Video:
Empathy: The Human Connection to Patient Care
https://www.youtube.com/watch?v=cDDWvj_q-o8

Blog:
How do you Cure a Compassion Crisis?
https://freakonomics.com/podcast/compassionomics/

Read:
Read CAS Application Guidelines for the ID Info, Schools Attended and Biographic sections of the application

-Levinson & Pizzo (2011). Patient- Physician Communication | **DUE:**
- Reflective Writing 3 – Interpersonal Skills & Communication – Values demonstrated

- AAMC Competency Form 3 – Empathy & Compassion |
| 7 | 2/25 | **Service Orientation**

Application: Academics & Coursework | Read:
-Kleinman, A. (2019) How the Human Face of Medicine is Too Often Missing
- Kleinman & van der Geest. 'Care' in health care
- Van Ramshorst (2011). Reaffirming Our Commitment to Serve
-Leonard, et.al. (2023). Service-Learning and the Development of Interpersonal Skills

Video: Maslow's Hierarchy of Need - https://www.youtube.com/watch?v=L0PKWTta7lU

Read Application Instructions for 'Coursework' | **DUE:**
- Reflective Writing 4 – Empathy & Compassion
- Empty

- AAMC Competency Form 4 - Service Orientation

-Find the UF Transcript Request website via registrar.ufl.edu

- Rough draft of Journey, Purpose, Impact statement bring to class |

8	3/4	**Cultural Awareness & Humility** **Application: Work & Activities**	Read: -Foronda, C. (2020). A Theory of Cultural Humility -Yancu & Farmer (2017). Product or Process: Cultural Competence or Cultural Humility? -Moton & Minkerler (2020). Cultural Competence or Cultural Humility? Moving Beyond the Debate DUE: Test Yourself for Hidden Bias https://www.learningforjustice.org/professional-development/test-yourself-for-hidden-bias Video: Conversations about Culture: The Importance of Cultural Humility https://youtu.be/cVmOXVIF8wc (12:49) Read Application Instructions for the Activities and Experience section	DUE: -Reflective Writing 5 – Service Orientation - Fauci - AAMC Competency Form 5 – Cultural Awareness & Humility - ***Application Portfolio Complete Experience/Activities
9	3/11	**Ethical Responsibility to Self & Others** **Application: Secondaries & Supplemental Questions**	READ: <u>Ethics:</u> <u>Your Profession's Code of Ethics</u> Caplin, A. (2021). What Is Medical Ethics, and Why Is It Important? Medscape https://www.medscape.com/courses/section/898060 <u>Ethical & Moral Development/Reasoning</u> Caplin, A. (2021). Fair and Ethical Stewardship Chapter 7_ FAIR AND ETHICAL STEWARDSHIP OF HEALTHCARE RESOURCES.pdf <u>Integrity</u> -Levinson, et. al. (2014). Understanding Medical Professionalism – Chapter 5: Integrity and Accountability Videos: Integrity/Ethics Defined https://www.bing.com/videos/search?q=integrity&docid=608042849510118986&mid=315313635365BC886248315313635365BC886248&view=detail&FORM=VIRE	DUE: - Reflective Writing 6 – Cultural Awareness & Humility – Young Woman - AAMC Competency Form 6 – Ethical Responsibility
	3/18	**SPRING BREAK**	<u>NO Classes</u>	
10	3/25	**Teamwork** **Application: Choosing Schools**	Read -Rosen, et.al. (2018). Teamwork In Healthcare: Key Discoveries Enabling Safer, High Quality Care -AAMC (2016). Teamwork: The Heart of Health Care	DUE Reflective Writing 7 – Ethical Responsibility – Health Human Right

		& Mission Statements	-Mayo & Woolley (2016). Teamwork in Health Care: Maximizing Collective Intelligence via Inclusive Collaboration and Open Communication -Read CAS Guidelines for 'selecting schools.' Video: Belbin's 9 Team Roles https://www.youtube.com/watch?v=7LunroajlLE&t=1s	- AAMC Competency Form 7 – Teamwork & Collaboration ***Application Portfolio Complete: School Comparison Form
11	4/1	**Reliability & Dependability** **– Are You Competitive?**	Read: -Cohen, D. High Reliability in Healthcare: A personal Failure https://www.medicalprotection.org/southafrica/casebook/casebook-may-2014/high-reliability-in-healthcare-a-personal-failure **-Video** What Matters to Patients - https://www.youtube.com/watch?v=NPryOYlUZWA Are you Competitive: 1. Read: Anatomy of an Applicant https://students-residents.aamc.org/applying-medical-school/faq/what-parts-your-application-tell-medical-schools-2/ 2. Angoff & Schwartz (2019). Readiness for Medical School: a Radical Proposal Explore and review individual school requirements for LORs Select and listen to the CAS application presentation for your profession: https://www.advising.ufl.edu/pre-health/2021-cas-event/	DUE - Reflective Writing 8 - Teamwork - TEAM - AAMC Competency Form 8 – Reliability & Dependability -Complete and submit to Canvas - Professionalism Self-Evaluation Form(1).pdf
12	4/8	**Resilience & Adaptability** **- Growth Years**	Resiliency Kosarek, C. (2020). -Why Resilience Is Key to Medical School Success https://www.usnews.com/education/blogs/medical-school-admissions-doctor/articles/why-resilience-is-key-to-medical-school-success - Mills & McKimm, S. (2005). Resilience: why it matter and how doctors can improve it https://www.researchgate.net/publication/309893648_Resilience_why_it_matters_and_how_doctors_can_improve_it Grit	DUE - Reflective Writing 9 – Reliability & Dependability - Oath - AAMC Competency Form 9 – Resilience & Adaptability

			-Duckworth, A. (2016). Grit Ch. 4
			https://publicism.info/psychology/grit/5.html
			
			-Video: Can Grit Be Taught: https://www.youtube.com/watch?v=qaeFnxSfSC4
			
			- How to Make Stress your Friend: https://www.youtube.com/watch?v=RcGyVTAoXEU
			
			Growth Year:
			-Read: AMCAS: Making the Most of Your Gap Year
			
			-Listen to:
			    Growth Years - https://www.advising.ufl.edu/pre-health/2021-cas-event/
			    Remember Your 'Why'- https://www.youtube.com/watch?v=Se_hp0THLpA
				-Grit Scale
				https://angeladuckworth.com/grit-scale/
				
				***Application Portfolio – Growth Year Plan

13	4/15		Portfolio Work Day	
13	4/22	**Telling Your Story - Interviews & SJTs & Wrap UP**	Listen to: -Interviewing Components - https://www.advising.ufl.edu/pre-health/2021-cas-event/ Review: PREview - https://students-residents.aamc.org/aamc-situational-judgment-test/aamc-situational-judgment-test CASPer - https://takecasper.com/	**DUE: Application Portfolio** - Reflective Writing 10 – Resiliency & Adaptability – Frankl or Donkey - AAMC Competency Form 10 – Critical Thinking - Final Professionalism Assessment