

Cover Sheet: Request 14256

CLAS IDS1XXX Introduction to the Pre-Health Process

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Roberta Knickerbocker rknicker@advising.ufl.edu
Created	9/18/2019 1:45:20 PM
Updated	4/3/2020 8:51:49 AM
Description of request	Request for new course: IDS1XXX Introduction to the Pre-Health Process

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Interdisciplinary Studies 011601001	Margaret Fields		1/13/2020
No document changes					

Step	Status	Group	User	Comment	Updated
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	<p>Recycled.</p> <p>a. Transcript title needs to be reworked to better match course title. Committee suggests Intro to Pre-Health (preferred) or Pre-Health Process. Also for course title and transcript title – may want to reconsider both of these to make more clear about professional development aspect of course, and also be aware of potential overlap with Honors and/or HSC 4008?</p> <p>b. Telegraph course description to remove last line and include suggested edits as follows: “Introduces professional development necessary for application to healthcare professional schools. Engagement in self-assessment while researching requirements and competencies needed to build a professional development plan. Explores diversity in academics, clinical, research, shadowing and community involvement.”</p> <p>c. Weekly topics – add week 15</p> <p>d. Grading scheme – add more detail to explain each component and how they will be graded. Clarify distinction between participation and engagement points. Add rubric for participation (or reduce percentage). Add parentheses around B to match rest of grading scale. Remove final sentence about incomplete grade (not needed for UCC proposal).</p>	2/18/2020
No document changes					
Department	Approved	CLAS - Interdisciplinary Studies 011601001	Margaret Fields	OK, per Joe Spillane.	2/21/2020
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/3/2020
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/3/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 14256

Info

Request: CLAS IDS1XXX Introduction to the Pre-Health Process

Description of request: Request for new course: IDS1XXX Introduction to the Pre-Health Process

Submitter: Roberta Knickerbocker rknicke@advising.ufl.edu

Created: 2/18/2020 8:01:41 PM

Form version: 5

Responses

Recommended Prefix IDS

Course Level 1

Number XXX

Category of Instruction Introductory

Lab Code None

Course Title Intro to Pre-Health Process

Transcript Title Intro Pre-Health Proc

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 1

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 1

Course Description Introduces professional development necessary for application to healthcare professional schools. Engagement in self-assessment while researching requirements and competencies needed to build a professional development plan. Explores diversity in academics, clinical, research, shadowing and community involvement.

Prerequisites None

Co-requisites None

Rationale and Placement in Curriculum Nearly 48% of incoming University of Florida (UF) students indicate they wish to pursue a pre-health profession upon completion of an undergraduate degree. Degree programs provide students with the academic and intellectual development for preparation to meet professional school academic requirements and standards. However, students need to gain awareness of, acquire, and demonstrate professional competencies needed for admission to professional schools. This course provides students, specifically freshmen, sophomores and transfer students an opportunity to gain insight into the personal and professional development competencies and to develop a professional and academic undergraduate plan.

Overlap concerns:

1. This course and syllabus originated with Ms. Knickerbocker and was piloted Summer B as IDS4930. It was then shared with the honors pre-health advisor. This is the course developed as IDS4930/

2. HSC4008 is for seniors and is a restricted course for students in PPHP>

Course Objectives 1. Identify what is necessary to be a competitive applicant to health profession graduate programs.

2. Distinguish multiple perspectives of the patient, the family and the healthcare provider
3. Articulate components of the patient-professional relationship
4. Articulate the concept of humanism in the context healthcare
5. Identify awareness and understanding of personal strengths, traits, type and qualities

6. Identify and articulate current healthcare issues/topics
7. Construct a personal and professional development plan so as to pursue admission to professional school.

Course Textbook(s) and/or Other Assigned Reading Sanders, L. (2009). Every Patient Tells a Story: Medical Mysteries and the Art of Diagnosis. NY: Random House.

. Introducing the Biopsychosocial Model for good medicine and good doctors. BMJ 2018;324:1533

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018136/pdf/cjic25-018.pdf>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1116090/pdf/1756.pdf>

Weekly Schedule of Topics WEEK TOPIC

READING

ASSIGNMENT DUE

1 Intro & Syllabus

2 WHY? - Serving Others

1. Every Patient – Intro Reading Summaries: (2) Every & Introducing Biopsychosocial Watch: Every Patient Tells a Story <https://www.youtube.com/watch?v=JMwZzqt5tcU>
2. Introducing the Biopsychosocial Model for good medicine and good doctors. BMJ 2018;324:1533
3. Three profiles from AMA profiles: <https://www.ama-assn.org/topics/ama-member-profiles>

3 WHY? MISSION STATEMENTS

Every Patient – Chapter 1 Reading Summary – Every Patient
Complete Rough draft of ‘Statement of WHY?’ and bring to class

4 WHO? – Professionalism/Ethics

1. DeAngelis, C.D. Medical Professionalism. JAMA, Vol. 313: 18 Reading Summary (DeAngelis) & Competency Assessment in class
2. Anatomy of an Applicant: Review three bios’ bring to class Complete the following surveys: <https://www.16personalities.com/free-personality-test>
Review three bios’ bring to class <https://students-residents.aamc.org/applying-medical-school/preparing-med-school/anatomy-applicant/>
3. Read your professions - ‘Professional Code of Ethics’
4. Student Code of Conduct - <http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>

5 Inter-professionalism: Get a Clue

1. Every Patient – Chapter 2 Reading Summaries (2) – Every Patient & Inter-professionalism
2. Inter-professionalism & Shared Decision Making Essentials – Explore Health Careers Module <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018136/pdf/cjic25-018.pdf> Complete Portfolio Pages/Sections: Personal Code of Ethics
3. Website <https://explorehealthcareers.org>

6 Personal & Professional Development: Values & Interests

Every Patient - Chapter 3

Reading Summary: Every Patient
Complete the following surveys:

<https://www.vcn.org/health-care/interest-profiler>
<https://www.123test.com/work-values-test/>
<http://students.tufts.edu/sites/default/files/Skills%20inventory.pdf>
Bring results of all surveys to class

7 WHAT? - Circle of Life - Academics

Every Patient - Chapter 4

Reading Summary – Every Patient
Review Essentials – Pre-health 101
Complete Portfolio Pages: Current Interests & Professional Interests

8 WHAT? - Circle of Life - Extracurriculars

Every Patient – Chapter 5

Reading Summary – Every Patient
Review Essentials – Building a Competitive Application & Anatomy of a competitive applicant
Complete Portfolio Pages/Sections: Academic Plan & Final Draft of 'Statement of WHY?'

9 WHERE? - Professional Schools & Mission Statements Every Patient – Chapter 6

Reading Summary: Every Patient
Review Essentials – Choosing Schools

10 HOW? - Make a Plan - CAS & Professional Organizations

Every Patient – Chapter 7

Reading Summary – Every Patient
Complete Portfolio Pages/Sections - Research Three Schools that match your mission statement

11 About US - Questions

Every Patient – Chapter 8 Reading Summary – Every Patient
Complete Portfolio Pages/Sections: Circle of Life Plan; Goals and Timetable; CAS Info Summary

12 Being a Patient Every Patient – Chapter 9 Reading Summary (2) - Every Patient & Essentials
Essentials – Learn About Your Future Patients Module – Choose one patient groups do a 'Reading
Summary Form'

DUE: Final Portfolio

13 PRESENTATION OF YOUR PH PLAN Every Patient – Chapter 10

Reading Summary – Every Patient

14. Questions for the professionals Healthcare profession guest speaker

15. What's Next Complete presentations of PH Plans & Final

Keeping Track & Action Plan

Grading Scheme 1. Attendance and participation – 15 points attendance; 5 points - in class participation

2. Reading Reflections - 15 points - there are 7 required summaries using a provided 'Summary Form'

Introducing Biopsychosocial (1 point)

Medical Professionalism (1 point)

Every Patient Tells a Story (text) Introduction and Part One: Chapters 1 & 2 (3 points)

Inter-professionalism & Shared Decision Making (1 point)

Every Patient Tells a Story (text) Part Two: Chapters 3 through 7 (5 points)

Pre-Health Essentials – Learn About Your Future Patients Module – Choose one group, read all material in group selected to complete Reading Summary (1 point)

Every Patient Tells a Story (text) Parts 3 & 4: Chapters 8, 9, 10 (3 points)

3. 'Circle of Life' Plan Poster and Presentation – 10 points (6 points poster; 4 points presentation)
Include your picture in the center with your mission statement, three specific options for each outer circle - academics- non-science electives, research, community services, healthcare experience, shadowing and competencies to develop. You must have one uniquely creative option in each circle.

4. Engagement Points – 15 points - 3 different activities 5 points each (3 pts. for what was learned; 2 pts. for remaining info) - Participate in Engagement options and write a summary including: Where, Contact person and info, Date, Number of hours, What you did, What you learned, include signed business card or picture of you at the even with identifying background.

Community service

Clinical service

Shadowing

Research

Multicultural event

Pre-Health WOW Kick-Off

Attend a student organization meeting

Campus resources

5. Final Professional Development Portfolio – 40 points

Statement of Purpose – (5 points)

Personal Undergraduate Code of Ethics – (5 points)

Competency Assessment (handout) (5 points) – This will be completed in class.

Personal Surveys: (4 points)

Professional Development Plan – (6 points)

Professional Organizations – (5 points)

Academic Plan – (5 points)

Research Three Schools – (5 points) - Mission statement, Pre-requisite courses, Mean science GPAs, Mean entrance exam scores, Extra-curricular requirements.

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)

For additional information about grading policies please visit:

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

Instructor(s) Roberta Knickerbocker

Brittany Hoover

Brittany Schambos

Others to be determined

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes