

HA 550: Capstone in Art History: _____

Credit hours: 3

Catalog description

An advanced course dedicated to the in-depth study of special topics in art history. Students conduct research on a question within the parameters of the course topic and produce a research product that integrates knowledge from within the discipline of art history or in combination with other disciplines to generate new ideas. May be repeated for credit if content varies. Prerequisite: Junior or senior standing and twelve hours of art history, or consent of the instructor. LEC.

Rationale

Instructors of HA 550 will incorporate educating the students about the value of skills identified in the BGS Career Preparation Course requirements (oral and written communication, interpersonal skills, responsibility, and ethics) as necessary for success in the workforce. HA 550 assignments will include a reflective response on the part of the student that will be evaluated by the instructor. All instructors of HA 550 will incorporate a standard statement in their syllabus: "This course will provide instruction in the development of skills necessary to succeed in the workforce, such as oral and written communication, interpersonal skills, responsibility, and ethics." A row will be added to the HA 550 Capstone in Art History rubric: "Demonstrate development of skills necessary to succeed in the workforce, such as oral and written communication, interpersonal skills, responsibility, and ethics."

HIST 475: Professional Skills in History

Credit hours: 3

Catalog description

This course will introduce students to the fundamentals of planning and organizing job search strategies. Students will identify their professional interests, research specific careers, and prepare applications to positions or internships based on the skills, experience, and knowledge acquired in their History courses. The final project assignment will consist of preparing a digital portfolio that will include a cover letter, c.v., or resume, lists of specific positions or internships they could apply for, and a video of a mock professional interview.

Rationale

This course fulfills the BGS Career Preparation Requirement by preparing students of History for the workforce with a variety of intellectual tools and skills that include: • Building basic knowledge and skills in career preparation, entry, and development; • Discerning personal values and goals for students to make career choices; • Researching and searching relevant professional positions; • Acquiring strategies for successful interviewing to secure positions; and • Identifying forms of oral and written communication, interpersonal skills, responsibility, and ethics to succeed in the workforce.

LA&S 172: Exploring Health Professions

Credit hours: 3

Catalog description

Students will have the opportunity to explore health care career pathways broadly and will look more thoroughly at specific pathways of interest through experiential learning activities. Class-time will include discovering the knowledge, skills, and attributes typically seen in health care professionals and the requirements for gaining admission to the various professional degree programs. The course will

also discuss important ethical issues in health care and the future direction of the field. This course is designed for KU students who are interested in pursuing a health care career. This includes but is not limited to: medicine, pharmacy, physician assistant, physical therapy, and occupational therapy.

Rationale

This course has several objectives. It allows students to explore the variety of health care career pathways available through guest speakers, informational interviewing, course materials, field trips, and individual exploration. Not only will students understand the roles and responsibilities of these health care professionals, but they will be able to outline the requirements and processes for gaining admissions to the appropriate school, articulate the financial requirements of their education, and self-assess their skills as it relates to the professions or work place environments. In addition to the career exploration, students will discuss ethical issues regularly experienced by health care professionals and the social determinants of health that influence a person's health history. By the end of the class, they will have collected the knowledge and experience to determine which pathway is best for them and they will develop an alternate plan if a career in health care is not the best option. A series of grading rubrics have been developed to assess student learning. Assignments include: reflections, analysis papers, informational interviews, and a health history interview.

LA&S 372: Preparing for Programs in Health Professions

Credit hours: 3

Catalog description

Students will participate in experiential learning activities to confirm their interest in the health care professions and prepare documents for their application. Class-time will include exploring crucial health care topics such as ethical standards, the future of medicine, and social determinants of health. Additionally, students will prepare application materials, research professional programs, create a personal statement, participate in mock interviews, and decide where to apply. This course is designed for KU students who are planning to apply in the current or subsequent academic year to a health professional program including (but not limited to) medicine, pharmacy, physician assistant, physical therapy, and occupational therapy.

Rationale

This course has several goals directly related to career preparation, entry, and development. These goals include: developing interviewing skills through mock interviews; creating and revising all application materials (e.g. personal statements, resumes, essays etc.) for entry into a graduate program; thoroughly researching professional programs to find the best options; and, outlining an alternate plan in case students do not matriculate into a professional program. Students receive detailed feedback on everything they submit so that by the end of the semester they will have application materials ready to submit or an understanding of what is needed to finish compiling the materials. Additionally, students hear from a variety of health care providers both in class and through volunteering/job shadowing/part-time jobs.

SYLLABUS

LA&S 172 Exploring Health Professions

This syllabus is subject to change at the instructor's discretion.

Instructor information:

Millinda Fowles

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Office: 206 Summerfield Hall

Phone: 785-864-8360

Symantha Dawson

Email: sdawson5@ku.edu

Office: 206 Summerfield Hall

Phone: 785-864-3624

Credit Hours: 3

Meeting time: T/TR 3:00- 4:15

Location: 428 Summerfield Hall

Course Description

This course is designed for KU students who are interested in exploring the variety of career paths available within the health professions.

The goal for this class is to introduce students to the available career paths within the health professions. Class-time will include discovering the knowledge, skills, and attributes typically seen in health care professionals and the requirements for gaining admission to the various programs. Students will have the opportunity to explore several health care career pathways broadly and will look more thoroughly at specific pathways of interest to through experiential learning activities.

Learning Outcomes

- Compare your skills to the skills required of a health care professional
 - Describe the requirements for admission to a professional school and graduate education (e.g. academic, time, finances)
 - Outline the process for gaining admission to a professional school
 - Determine the career path that is most appropriate and realistic for you
 - Differentiate between the variety of medical environments (e.g. hospital, clinic, pharmacy, laboratory) and the types and responsibilities of health care providers
 - Recognize ethical dilemmas and explain the most appropriate solutions to address the issues
 - Identify the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
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Participation in this class will require both personal analysis and evaluation as well as critically examining the health care field and the associated ethical issues.

Requirements:

- You must have access to reliable internet and email throughout the semester to complete the coursework. If you do not feel you will have these resources, you will need to drop the course.
- All assignments need to be turned in by the assigned due dates.

- Communication relies on email. If your KU email account is not your main account, make sure your non-KU account is connected to your KU account.
- You will need to check your KU email account and access Blackboard regularly (at least once per week at the beginning of each week minimally).

Required Texts:

The majority of the texts will be available to you on-line.

TruTalents: TruTalents Assessment: Cost \$20. Complete the assessment. Your results will be delivered to you in class.

Ansell, D.A. (2017). *The Death Gap: How Inequality Kills*. Chicago: The University of Chicago Press

Americans with Disabilities Act: The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://disability.ku.edu>. Please also contact me privately in regard to your needs in this course.

The following is Article II, Section 6 of the Rules and Regulations of the University Senate, revised as of August 2006.

2.6.1 Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; **knowingly misrepresenting the source of any academic work**; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; **plagiarizing of another's work**; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

Blackboard

Course assignments, announcements, and grades will be posted in Blackboard. You will also submit nearly all of your assignments in Blackboard. Your username and password are the same as your KU on-line ID. Also, if the University does not have a record of the e-mail account that you use, you should register your e-mail account on the Blackboard main page under "Personal Information." If you do not do this, e-mails sent to you will be returned to sender, and you will be deleted as a user of Blackboard. To access the site, go to <<http://courseware.ku.edu/>>.

The Nature of a Hybrid Course

All assignment descriptions, materials, and examples are described or listed in Blackboard. Please reference these materials **before** completing the assignments. Please call or email your instructor with additional questions, or set up an appointment to talk via phone or Skype for Business.

Response time: Your instructor will attempt to respond to any emails or phone calls from students received during normal business hours (M-F, 8a.m. – 5p.m.) within 24 hours; however, a 24-hour response may not always be possible. Emails received over the weekend may take longer.

Course Grading

All assignments will be graded on critical thinking, spelling accuracy and grammar, as well as the other items mentioned in their respective descriptions in Blackboard. Since you are aware of all assignments and due dates from day one of the semester, late work WILL NOT be accepted. If you have a technological issue or other emergency, you need to contact your instructor IMMEDIATELY—issues relayed after the due date will not be considered. Also, be sure to CHECK YOUR GRADES REGULARLY to ensure assignments were received. If there is a

Grades Scored Between	Will Equal
93 % and 100 %	A
90 % and Less Than 93%	A-
87 % and Less Than 90%	B+
83 % and Less Than 87%	B
80 % and Less Than 83%	B-
77 % and Less Than 80%	C+
73 % and Less Than 77%	C
70 % and Less Than 73%	C-
67 % and Less Than 70%	D+
63 % and Less Than 67%	D
60 % and Less Than 63%	D-
0 % and Less Than 60%	F

discrepancy, please contact your instructor within 1 WEEK OF THE GRADE BEING POSTED IN BLACKBOARD. Final grades are not weighted and are based on total points.

Assignments & Points

About Me | 8 points

TruTalents | 10 points

Career Pathway Group Presentation | 50 points

KU Mentoring Contact | 12 points

Career Pathway Voice Thread | 40 points

Academic Advisor Meeting | 20 points

Career Coach Meeting | 20 points

Guest Speaker Questions | 10 points each submission | 50 points total

Health History Interview | 50 points

Informational Interview | 75 points

The Death Gap Reflection | 25 points

Academic & Career Plan Timeline | 100 points

Engagement Points | 50 points

Total | 510 points

Grammar and Punctuation

It is expected that your assignments will be written using proper grammar and punctuation, as the work for this class should reflect the professionalism you should exude in a professional workplace.

All discussions, as well as other writing assignments will be graded on grammar and punctuation. Some assignments such as the resume, cover letter, thank you letter, and mock interview have their own rubric which includes grammar and punctuation points. Assignments that do not include a specific rubric will be graded on grammar and punctuation using the following:

Grading scale for grammar and punctuation:

- Assignment is well-written, easy to read and understand, and has few, if any, grammar and punctuation errors: -
0
- Assignment is well-written, easy to read and understand, has some significant grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -**1**
- Assignment doesn't flow as well as it could and is sometimes difficult to follow; significant grammar and punctuation errors exist (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -**2**
- Assignment is not well-written, is not easy to read and understand, and has several significant grammar and punctuation errors ((i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): -**3**

Tips for Success in an online course

- Technology can fail, so always save a copy of a document in your records.
 - Make sure you read and follow the syllabus and refer to the "Assignments" tab in Blackboard each week before completing your assignments or asking questions.
3. Check Blackboard for updates and due dates. Know that all assignments are due by 5:00 p.m. on the date listed.

4. Turn assignments in on time. Late work will not be accepted! If you have an emergency that will interfere with an assignment, contact your instructor immediately before the assignment due date to make arrangements.
5. Check grades often in Blackboard, and notify instructor if you find a discrepancy immediately (within one week of the posting date).
6. Please refer to the syllabus, course Blackboard site, and course emails before contacting your instructor with a question, as most questions can be answered through these documents
7. Proofread ALL assignments before submitting, as points will be taken off for grammar and punctuation errors. If needed, utilize the KU Writing Center, which is available to both on-campus and online students.

Date	Topic	Guest Speaker	Reading	Assignment Due
27-Aug	Introduction, Course Overview & Resources		HealthCarePathway.com ExploreHealthCareers.org	
29-Aug	Career Pathways Overview			About Me & TruTalents
3-Sep	TruTalents Overview			
5-Sep	Characterisitcs of a Health Care Provider/ Health Screening of the Waiting Room		Hirsch, E.M. (2007) Guide to the Documentary, The Waiting Room	
10-Sep	Career Pathways Discussion - Group Presentations		Snider, S. (2017) Gharib, M. (2019)	Career Pathway Group Presentation
12-Sep	HIPPA Training/KU Mentoring Platform		U.S. Department of Health & Human Services, 2003	
17-Sep	Education Requirements & Alternate Plans & Holistic Admissions	Paul Crosby, UAC	Holistic Admissions in the Health Professions	
19-Sep	Health History Interview/Informational Interviewing		Fortin et. al, 2012)	
24-Sep	Personal Investments		Liao, J (2012)	Career Pathway Voice Thread
26-Sep	Meet with Advisor and/or Career Coach			Career Pathway Review Time Management Reflection
1-Oct	Experiential Education & Involvement Panel			Submit 2 questions for Watkins Field Trip
3-Oct	Field Trip to Watkins			Submit 2 questions for Dr. Steed & Karen Bock

Yellow highlights - In-Class Meeting

8-Oct	Guest Speakers - MEET IN SUMMERFIELD 201	Molly Steed, PharmD Karen Bock, PT, MPT		Submit 2 questions for Steve Palmer
10-Oct	Financial Requirements	Steve Palmer, RN BSN	Agbonile, A. (2019)	
15-Oct	Fall Break			
17-Oct	Introduction to Medical Ethics			Health History Interview Due Submit 2 questions for Dr. Hundley
22-Oct	Medical Ethics Studies	Kelsie Hundley, PharmD	The Ethics Centre (2017) Markula Center for Applied Ethics (2009)	
24-Oct	Introduction to Implicit Bias			Submit 2 questions for Julie Gatts
29-Oct	Implicit Bias	Julie Gatts, MA, CCC-SLP		
31-Oct	Health Care Disparities/Social Determinants of Health		Oregera, K. & Artiga, S., 2018	Submit 2 questions for Rachel Hartford & Amy Luken
5-Nov	Health Care Disparities Discussion	Rachel Hartford & Amy Luken, Public Health	Read Death Gap Chapters 1-3	Advisor or Career Coach Appt. Worksheet
7-Nov	The Death Gap		Skim Death Gap Chapters 9 & 10	Submit 2 questions for Eric Elsinghorst
12-Nov	The Death Gap Discussion	Eric Elsinghorst, PhD, Clinical Laboratory Scientist		Informational Interview Analysis
14-Nov	The Future of Health Care		Morgan, 2019 Harris, 2019	
19-Nov	The Future of Health Care	Field Trip to DNA lab (Biological Anthropology)		

Yellow highlights - In-Class Meeting

21-Nov	Interprofessional Teams		Fraher & Brandt, 2019 Nancarrow et. al (2013)	
26-Nov	Thanksgiving - No Class			Death Gap Analysis
28-Nov	Thanksgiving - No Class			
3-Dec	Jayhawk Athletic Performance Lab Field Trip	Field Trip to Robinson		
5-Dec	Meet with Advisor and/or Career Coach. Alternate Plans			Advisor or Career Coach Appt. Worksheet
10-Dec	Timeline Gallery Presentation			Timeline Gallery Presentation
12-Dec	Timeline Gallery Presentation			Timeline Gallery Presentation

Assignments & Due Dates

All assignments should be submitted through BlackBoard by 5 p.m. on the date listed.

About Me: Our goal is to tailor this course to your interests to the best of our ability. Therefore, we need to know about you! Create a voice thread on BlackBoard telling us about you. Include the following information. **Due August 29th. | 8 points**

- Hometown
- Major
- A fun fact
- Why did you choose KU?
- What health career pathway interests you? Why are you interested in health care?
- What characteristics/experience do you have to ensure this is a good fit?
- What are your future goals?

TruTalents: TruTalents assessment: cost (\$20) at career.ku.edu/assessments

TruTalents Assessment: Cost \$20. Complete the assessment. Your results will be delivered to you in class.

Due August 29th. | 10 points

Career Pathway Group Presentation On the first day of class you will be assigned to a group with five of your classmates. Together you will develop an 8-10 minute presentation to explain the career pathway you were assigned. definition of the profession and main responsibilities, application information including standardized test information and summary of pre-requisites needed, program data on the best schools, time to degree and degree designation, salary information, job outlook, skills needed to be successful, and challenges and rewards of the profession, and one reference for more information regarding the career path. Include a list of references. Each member of the group must speak during the presentation. You must have visual aids (e.g. PPT, Prezi, handouts, etc). **Due September 10th | 50 points**

Mentoring Contact You will register for the KU Mentoring Platform. Then, you will search the platform for three KU Alumni you may be interested in connecting with for an informational interview. You will submit the following information on Blackboard for the three people you selected: Name, Title, Employer, & why you are interested in connecting with this person. **Due September 12th | 12 Points**

Career Pathway Voice Thread You will select a career pathway that you'd like to further explore. It may not be the same pathway you are researching for your group presentation. You will create a Voice Thread that includes visual aids in BlackBoard. Presentation should include: definition of the profession and main responsibilities, application information including standardized test information and summary of pre-requisites needed, program data on the best schools, time to degree and degree designation, salary information, job outlook, skills needed to be successful, and challenges and rewards of the profession, and one reference for more information regarding the career path. Include a list of references. Additionally, you will be assigned a few of your peers' voice threads to review. **Due September 24th | 40 points**

Meet with an Academic Advisor

Each semester you will meet with your academic advisor to discuss your academic performance, address academic concerns, and develop your course schedule. You will complete a worksheet (after meeting with your advisor that outlines your plans. Take the worksheet with you to your appointment so that you advisor can verify that you met. You will meet with a career coach as well. You can choose who you meet with first (though it makes most sense to meet with your advisor first). Meetings and assignments must be turned in by October 1st and December 5th. Please also note you have been given an entire class period to schedule these appointments. Therefore, there are no excuses for not meeting these deadlines. **Due October 1st or December 5th | 20 Points**

To schedule an appointment go to [Jayhawk GPS](#).

Meet with a Career Coach

You are encouraged to meet with your career coach annually to assess your progress toward your career goals and evaluate your likelihood of admission to a professional school. You will complete a worksheet (after meeting with your career coach that outlines your plans. Take the worksheet with you to your appointment so that your career coach can verify that you met. You will meet with an academic advisor as well. You can choose who you meet with first (though it makes most sense to meet with your career coach after you've had the opportunity to explore careers). Meetings and assignments must be turned in by October 1st and December 5th. Please also note you have been given an entire class period to schedule these appointments. Therefore, there are no excuses for not meeting these deadlines. **Due October 1st or December 5th | 20 Points**

To schedule an appointment go to HireJayhawks.com, call 785-864-3624, or drop by 206 Summerfield Hall.

Guest Speaker Questions

Before each class you will receive information about our speakers. You must submit two questions to ask the speakers in advance of the class period. **Due prior to class. Due October 1, October 3, October 7, October 17, November 5 | 10 points each time**

Reflections

Throughout the semester, students will be asked to reflect on an activity or conduct a self-assessment regarding their future as a health care professional. This will occur in-class or via Blackboard.

Health History Interview

Talk to a person you know about their health history. Assure them that their identity will remain anonymous and your notes will be discarded. Your questions should follow the following three themes: 1. Ask about their health history (immunizations, health scares, approaches to illness). 2. Ask them about their experiences with doctors, nurses, physical therapists, pharmacists, etc. when they were a patient. 3. Ask them how has medicine changed in their lifetime?

Follow the techniques indicated in the Smith Chapter you read. Write a 2-3 page paper outlining your interview. Don't simply report back what they said. Instead, examine how their experience affirms or challenges your beliefs about the health care system. We are NOT asking for a complete transcript. Tell us a little of what they said, but focus on synthesizing their experiences with your knowledge and views of the health care system.

Your paper should be double-spaced with 1 inch margins and font no larger than 12 points.

Due October 17th | 50 points

Informational Interview – Health Care Provider

Over the course of the semester, you will conduct an information interview with a health care professional in a field of interest to you. An **informational interview** is an informal conversation with someone working in an area that interests you who will give you information and advice.

- Watch the Informational Interview video on JayhawkReady.Tuapath.com. (Note: the instructor has the ability to see that these modules have been completed).
- Create a list of questions to ask the person you are interviewing (must be submitted)
- Conduct your interview in-person or via phone. The interview should last approximately 20 minutes. Ask the provider to describe their career pathway, their reasons for entering into the field, what are the greatest rewards and challenges of their professions, advice they'd have for a student in your position, how policy/technology/other changes to health care affect their roles.

After conducting your informational interview you will submit the following items:

1. Name, title, and email of the person you interviewed
2. List of questions you asked.

3. A two-page summary of what you learned from the person you interviewed. Provide background information (why they entered the career pathway, what they do on a daily basis, challenges & rewards). Describe what new information you learned and how that information informed your career decision-making process. Indicate any advice they offered you and if you intend to take advantage of that advice.
4. Your paper should be double-spaced with 1 inch margins and font no larger than 12 points.

Due: November 12th | 75 points

The Death Gap Written Reflection

Describe how your view on health care evolved as the result of reading this book. How does it affect your desire to pursue a medical career? How will it influence your practice? Please write a 3-page paper reflecting on what you've learned from the book.

Your paper should be double-spaced with 1 inch margins and font no larger than 12 points.

Due November 26th | 25 points

Academic & Career Plan Timeline

Using the action plan worksheet, you will create a detailed timeline of your goals and actions. The timeline will detail your academic, personal, and professional goals as well as the opportunities in which you will participate during your time at KU. The timeline will continue for 5, 10, and 15-year goals. The timeline will be displayed in a gallery in our classroom on December 10th & 12th. Therefore, you should channel your creative juices to create something graphically appealing. You will also be asked to speak for 3-5 minutes on your timeline content.

Due December 10th & December 12th | 100 points

Engagement Points – (Engagement = Preparation + Participation)

Throughout the semester the instructor will be assessing your participation in class and engagement in the on-line coursework. The instructor acknowledges that different personality types may feel comfortable participating in different ways (i.e., talking is not the only acceptable form of participation). However, the instructor expects students to come to class prepared, be present (both physically and mentally) for activities, take part in group discussions, ask questions as appropriate and necessary, and refrain from using cell phones and electronics unless directed to do so by the instructor. Class attendance will also be considered. Since the class typically only meets once a week, it's imperative you are in class.

Extra Credit

You can receive up to 10 points of extra credit (5 per event) by attending an event sponsored by the University Career Center. Complete this [form](#) to receive your credit.

Required Reading

Agbonile, A. (2019, April 5). High stakes, higher costs: The hidden financial burden of being a pre-med student. *The Stanford Daily*. Retrieved from: <https://www.stanforddaily.com/2019/04/05/high-stakes-higher-costs-the-hidden-financial-burden-of-being-a-pre-med-student/>

Ansell, D.A. (2017) *The Death Gap: How Inequity Kills*. University of Chicago Press: Chicago, IL.

Boamah, S.A. & Laschinger, H. (2016). The Influence of areas of worklife fit and work-life interference on burnout and turnover intentions among new graduate nurses. *Journal of Nursing Management*, 24, E164-E174.

- Fields, S.K., Mahan, P., Tillman, P., Harris, Maxwell, J. & Hojat, M. (2011) Measuring empathy in healthcare profession students using the Jefferson Scale of Physician Empathy: Health provider – student version, *Journal of Interprofessional Care*, 25:4, 287-293
- Fortin, A.H., Dwamena, F.C., Frankel, R.M. & Smith, R.C. (2012). The beginning of the interview: patient-centered interviewing. In Smith's Patient-Centered Interviewing.
- Fraher, E. & Brandt, B. (2019). Toward a system where workforce planning and interprofessional practice and education are designed around patients and populations not professions. *Journal of Interprofessional Care*, 2-9.
- Gharib, M. (2019, May 5). What a midwife wishes people knew about her job. *NPR*. Retrieved from <https://www.npr.org/sections/goatsandsoda/2019/05/05/719989630/what-a-midwife-wishes-people-knew-about-her-job>
- Harris, R. (2019, April 30). As artificial intelligence moves into medicine, the human touch could be a casualty. *NPR*. Retrieved from <https://www.npr.org/sections/health-shots/2019/04/30/718413798/as-artificial-intelligence-moves-into-medicine-the-human-touch-could-be-a-casual>
- Hirsch, E.M. (2007). The role of empathy in medicine: a medical student's perspective. *American Medical Association Journal of Ethics*, 9(6), 423-427.
- Liao, J. (2012, Nov. 15). A day in the life of a Boston Doctor. *Boston Magazine*. Retrieved from <https://www.bostonmagazine.com/health/2012/11/15/day-life-boston-doctor/>
- Markkula Center for Applied Ethics. (2009). Making an ethical decision. Retrieved from <https://www.scu.edu/media/ethics-center/resources/making.pdf>
- Morgan, B. (2019, March 12). Healthcare innovation – 10 recent example of powerful innovation in healthcare. *Forbes*. Retrieved from <https://www.forbes.com/sites/blakemorgan/2019/03/12/healthcare-innovation-10-recent-examples-of-powerful-innovation-in-healthcare/>
- Nancarrow, S.A., Booth, A., Ariss, S., Smith, T., Enderby, P., & Roots, A. Ten principles of good interdisciplinary team work. *Human Resources for Health*, 11(19), 1-11
- Oregera, K. & Artiga, S. (2018). Disparities in health and health care: five key questions and answers. Henry J. Kaiser Family Foundation: San Francisco, CA.
- Snider, Susannah. (2017, April 27). 15 best jobs you've never heard of. *US News & World Report*. Retrieved from <https://money.usnews.com/careers/slideshows/15-best-jobs-youve-never-heard-of?slide=17>
- The Ethics Center. (2017). Big thinkers: Thomas Beauchamp & James Childress. Retrieved from <https://ethics.org.au/big-thinkers-thomas-beauchamp-james-childress/>
- United States Department of Health & Human Services. (2003). Summary of the HIPPA Privacy Rule. Retrieved from <https://www.hhs.gov/sites/default/files/privacysummary.pdf>

SYLLABUS
LA&S 372 Preparing for Programs in Health Professions

Instructor: Wayne Black
Email: wayne.black@ku.edu

Meeting Room: Summerfield 502

Credit Hours: 3
Meeting time: MW: 2:00pm – 3:15pm
Office Hours: Mondays: 10:00am – 12:00pm; or by appointment
Office Location: Summerfield 206

Course Description

This course is designed for KU students who are planning to apply to a graduate-level health professional program including medicine, nursing, pharmacy, physician assistant, physical therapy, and occupational therapy.

The goal for this course is to provide students with information about the graduate application process and provide students an opportunity to explore and confirm their interest in the healthcare professions. Students will prepare documents for graduate school application, learn about the cost of a graduate degree in the healthcare field, research jobs and future potential careers in healthcare, and participate in experiential learning activities, along with exploring a variety of other topics.

Learning Outcomes

- Compare your personal skills to the skills required of a health care professional in the field of your interest
- Gain exposure to a medical environment (e.g. hospital, clinic, pharmacy) and health care providers through job shadowing and informational interviews
- Explain the typical application processes and requirements graduate-level health profession programs
- Create an application plan including institutions of interest and preparation of application materials including application, personal statements, updated resume/CVs and essays
- Develop interviewing skills
- Gain an understanding of potential healthcare careers
- Explore various healthcare topics including job market trends, ethics, etc

Course Expectations

- This course is a **hybrid course** meaning coursework and discussions will be delivered both in the classroom and on-line. **It is a REQUIREMENT that you attend ALL in-person meetings and are ACTIVE on Blackboard.**
- You must have access to reliable internet, email, and a webcam throughout the semester to complete the coursework. If you do not feel you will have these resources, please reach out to discuss potential options.
- **All assignments need to be turned in by the assigned due dates.**
- Email will be the primary form of communication, so if your KU email account is not your main account, please make sure you are regularly checking it or have access to it.

Attendance

- Given that this is a hybrid course that only meets a handful of times, it is imperative that you attend **EVERY** in class. **Missing class will result in a 10 point deduction from your final grade per missed class.**
- Understandably, emergencies can happen, however, it is imperative to communicate these types of things. **Excused absences will be handled on a case by case basis.**

Americans with Disabilities Act: The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://disability.ku.edu>.

The following is Article II, Section 6 of the Rules and Regulations of the University Senate, revised as of August 2006.

2.6.1 Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; **knowingly misrepresenting the source of any academic work**; unauthorized changing of grades; unauthorized use of University approvals or forging of signatures; falsification of research results; **plagiarizing of another's work**; violation of regulations or ethical codes for the treatment of human and animal subjects; or otherwise acting dishonestly in research.

Blackboard

Course assignments, announcements, and grades will be posted in Blackboard. All assignments must be submitted through Blackboard. Your username and password are the same as those used for your KU exchange account. If you do not use a KU exchange account, go to the Blackboard login page for instructions on how to register your username and password. Also, if the University does not have a record of the e-mail account that you use, you should register your e-mail account on the Blackboard main page under "Personal Information." If you do not do this, e-mails sent to you will be returned to sender, and you will be deleted as a user of Blackboard. To access the site, go to <<http://courseware.ku.edu/>>.

Response time: Your instructor will attempt to respond to any emails from students received during normal business hours (M-F, 8a.m. – 5p.m.) within 48 hours; however, a 48-hour response may not always be possible. Emails received over the weekend may take longer.

Course Grading

All assignments will be graded on critical thinking, spelling accuracy and grammar, as well as the other items mentioned in their respective descriptions in Blackboard. Late work **WILL NOT** be accepted. If you have a technological issue or other emergency, you need to contact your instructor **IMMEDIATELY**—issues relayed after the due date will not be considered. Also, be sure to **CHECK YOUR GRADES REGULARLY** to ensure assignments were received. If there is a discrepancy, please contact your instructor within **1 WEEK OF THE GRADE BEING POSTED IN BLACKBOARD**. Final grades are not weighted and are based on total points.

Grades Scored Between	Will Equal
93 % and 100 %	A
90 % and Less Than 93%	A-
87 % and Less Than 90%	B+
83 % and Less Than 87%	B
80 % and Less Than 83%	B-
77 % and Less Than 80%	C+
73 % and Less Than 77%	C
70 % and Less Than 73%	C-
67 % and Less Than 70%	D+
63 % and Less Than 67%	D
60 % and Less Than 63%	D-
0 % and Less Than 60%	F

Grammar and Punctuation

It is expected that your assignments will be written using proper grammar and punctuation, as the work for this class should reflect the professionalism you should exude in a professional workplace.

All discussions, as well as other writing assignments will be graded on grammar and punctuation. Most assignments will have their own rubric which includes grammar and punctuation points. Assignments that do not include a specific rubric will be graded on grammar and punctuation using the following:

Grading scale for grammar and punctuation:

- Assignment is well-written, easy to read and understand, and has few, if any, grammar and punctuation errors: **0**
- Assignment is well-written, easy to read and understand, has some significant grammar and punctuation errors (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): **-1**
- Assignment doesn't flow as well as it could and is sometimes difficult to follow; significant grammar and punctuation errors exist (i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): **-2**
- Assignment is not well-written, is not easy to read and understand, and has several significant grammar and punctuation errors ((i.e. misspelled words, capitalization errors, run-on sentences, fragments, contractions, etc.): **-3**

Assignment Descriptions – Total Points Possible for Course – 300 Points

About Me: Create and share a brief voice thread introduction to the class including your name, year in school, what healthcare field you're interested in and what you hope to gain from this course – **Points Possible: 10**

Clifton Strengths: Complete Clifton Strengths Assessment online– **Points Possible: 10**

Resume: Develop a resume that highlights your academic, professional and volunteer experiences. Additionally, you will work with your career coach to improve these materials – **Points Possible: 50**

Target Schools Spreadsheet: Create a list of graduate schools that you plan to apply to. You will research each of these institutions and collect information that will help you track potential places to apply – **Points Possible: 15**

Sample Letter of Recommendation Email: Craft an email asking a faculty member to write a letter of recommendation – **Points Possible: 15**

Financial Comparison: Create a budget spreadsheet for attending your target schools. This will give you a better picture of the cost of graduate school. – **Points Possible: 15**

Personal Statement: Utilizing one of the schools from your target school spreadsheet you will draft a personal statement that is specific to that institution. This will be something that you can utilize with your graduate school application material – **Points Possible: 30**

Innovation VoiceThread: Research your healthcare area of interest (for example, medicine or dentistry) and find an article that highlights something innovative taking place within the industry. This can be a new technology that is being used by healthcare providers, a new policy that is set to change your field of interest or something that will disrupt the future of your industry. – **Points Possible: 15**

Alternative Plan: Create an alternative plan that maps out what you will do in case you don't get into your graduate program on the first try. – **Points Possible: 15**

Ethics Case Study: Select one of the ethics case studies and develop a 15-minute presentation discussing how you would handle the case – **Points Possible: 15**

Ethics VoiceThread Response: After reading, watching and thinking about the ethics behind healthcare inequality and inequity, respond to the posted VoiceThread questions. – **Points Possible: 15**

Job Shadow: Over the course of the semester you should spend 8 hours shadowing someone in your professional field and write a 3-4-page reflection over this experience. The goal of this assignment is to provide you with a first-hand look at what it is like to work in your field, so you should seek to find someone who is doing a job that you hope or aspire to be – **Points Possible: 25**

Final Project: Pick one current issue or event within your specific healthcare field and write an 8-10-page argumentative paper. This is a topic that you will follow all semester and create an analysis giving an overview of the topic, introduction to your argument, discussion over the significance of your topic and practical implications. Additionally, you will create a presentation discussing your findings and present them to the class – this presentation should be interactive and visual in nature – **Points Possible: 60**

Schedule of assignments and due dates for course (Late work will NOT be accepted!)

***Days that we will meet in class**

Topic	Homework Assigned	Homework Due
Week 1		
Monday: August 26* Course Introduction	Assignment: <ul style="list-style-type: none"> About Me Clifton Strengths Reading: Thompson , 2018	
Wednesday: August 28 HIPPA Training	HIPPA Training	About Me Due
Week 2		
Monday: September 2	NO CLASS	
Wednesday: September 4* Application material		
Week 3		
Monday: September 9* Resume/CV	Bring a copy of your resume to class	
Wednesday: September 11 Resume/CV	Work on you resume alone and bring back to class Monday Sept. 16	
Week 4		
Monday: September 16* Researching Professional Schools	Assignment: <ul style="list-style-type: none"> Target school spreadsheet 	
Wednesday: September 18 Researching the job market		
Week 5		
Monday: September 23* Interviewing	Assignment:	
Wednesday: September 25 Interview Prep/Material	Office hours for help with interview Resume or program research help	
Week 6		
Monday: September 30* Interviewing	Assignment: <ul style="list-style-type: none"> Mock Interview 	Final Resume Due
Wednesday: October 2* Interviewing	Assignment: <ul style="list-style-type: none"> Mock interview 	Target school spreadsheet Due

Week 7		
Monday: October 7* Panel Discussion with Current Students in Health Profession		
Wednesday: October 9 Financing Professional School	Assignment: <ul style="list-style-type: none"> Financial comparison assignment Readings: <ul style="list-style-type: none"> <i>Taking the Sting out of Medical School Debt</i> <i>An Exploration of the Recent Decline in the Percentage of U.S. Medical School Graduates With Education Debt</i> 	
Week 8		
Monday: October 14 Fall Break – No Class	No class - Make sure you read <i>When Breath Becomes Fresh Air</i>	
Wednesday: October 16* Leveraging KU’s Mentoring Network LinkedIn	Assignment: <ul style="list-style-type: none"> Job Shadowing Assignment and Reflection Sample Letter of Recommendation Readings: <ul style="list-style-type: none"> <i>When Breath Becomes Air</i> 	Financial Comparison Due
Week 9		
Monday: October 21* Writing Center Session	Readings: <ul style="list-style-type: none"> <i>When Breath Becomes Air</i> 	
Wednesday: October 23 Developing an alternative plan	Assignment: <ul style="list-style-type: none"> Alternative Plan Come prepared to discuss <i>When Breath Becomes Air</i> 	
Week 10		
Monday: October 28* When Breath Becomes Air Discussion		
Wednesday: October 30 Innovations in Healthcare	Assignment: <ul style="list-style-type: none"> Innovation Voice Thread 	Sample Letter of Recommendation Due
Week 11		
Monday: November 4* Ethics in Healthcare	Assignment: Case Study Response Readings: Select one of the following readings based on your interest. <ul style="list-style-type: none"> Code of Ethics for Pharmacists Code of Ethics for the Physical Therapist AMA Principles of Medical Ethics ADA Principles of Ethics and Code of Conduct Code of Ethics American Optometric Association 	Personal Statement Due
Wednesday: November 6* Healthcare and Society	In Class – Watch <i>The Waiting Room</i> Readings: <ul style="list-style-type: none"> <i>The American Health-Care System Increases Income Inequality</i> <i>America is a world leader in health inequality</i> <i>The United States Leads Other Nations in Differences by Income in Perceptions of Health and Healthcare</i> 	Innovation Voice Thread Response Due

Week 12		
Monday: November 11	Readings: <ul style="list-style-type: none"> • Chapter 9 & 10 from the Death Gap 	
Wednesday: November 13	Assignment: Respond to VoiceThread discussion questions	
Week 13		
Monday: November 18	Work on Case Study Presentation	
Wednesday: November 20*	Case Study Presentation	
Week 14		
Monday: November 25	No Class – Thanksgiving	
Wednesday: November 27	No Class – Thanksgiving	
Week 15		
Monday: December 2* Panel from Healthcare Professionals		Job Shadow Assignment Due
Wednesday: December 4	Work on Final Presentation	
Week 16		
Monday: December 9*	Final Presentations	
Wednesday: December 11*	Final Presentations	
Finals Week	No Class Meeting	