

SYLLABUS
LA&S 172 Exploring Health Professions

Instructor information:

Credit Hours: 3

Meeting time: T/TR or M/W

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
 - Explain the process for gaining admission to a professional school
 - Describe the requirements for admission to a professional school and graduate education (e.g. academic, time, finances)
 - Gain exposure to a medical environment (e.g. hospital, clinic, pharmacy) and health care providers through job shadowing and informational interviews
 - Determine the career path that is most appropriate and realistic for you
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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:

- This course is a hybrid course meaning coursework and assignments will be delivered both in the classroom and on-line. Because, the class does not always meet in-person, it is imperative you attend classes when they meet.
- 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, you will need to drop the course.
- All assignments need to be turned in by the assigned due dates.
- Since this class is partially taught online, 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).

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 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/>>.

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 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. 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: -
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- 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. Read the weekly emails for updates and due dates. Know that all assignments are due on a Friday.
 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.
 8. If you are having any issues with assignments or technology, make an appointment to speak with instructor. You can communicate via phone or Skype for Business.

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

Class	Topic	Homework Assigned	Homework Due
1	Exploring the Medical Field Course expectations & assignment overview <ul style="list-style-type: none"> • Resources for exploring healthcare professions 	About Me TruTalents Resources: Health Care Career Pathways Explorehealthcareers.org	
2	Plan B – Considering Parallel Paths	Plan B	
3	Characteristics of a Health Care Professional	Informational Interviews (2	

	<p>Empathy – Brene Brown Empathy – Cleveland Clinic</p>	<p>health care providers, 1 patient) Informational Interview – Jayhawk Ready</p> <p>Reading: Fields et al., 2010</p>	<p>About Me</p>
4	<p>TruTalents Group</p> <ul style="list-style-type: none"> • (Students are paired in groups. Each is given a role (health care provider, patient, hospital administrator). They are all at the hospital when the power goes out and so do the back-up generators. Have a list of things that must be done and they must work together to put the list in numerical order. • Share decisions with class. • Discuss how they used their strengths. • Discuss how their role impacted their responses. 	<p>Job shadowing Reflection/Presentation</p> <p>Reading: Nancarrow et al., 2013</p>	<p>TruTalents Report & Self-Assessment</p>
5	<p>Career Pathways</p>	<p>Explore assigned career pathway & develop PPT to explain pathways</p> <p>Reading: Snider, S. (2017) Gharib, M., 2019</p>	<p>Explore assigned career pathway & develop PPT to explain pathways</p> <ul style="list-style-type: none"> • Slides to include: Job responsibilities, setting (hospital, clinic, lab...), skills needed, educational requirements, job market outlook, salary, and resources for further exploration
6	<p>Career Pathways Discuss students PPTs and fill-in blanks.</p>		
7	<p>Career Pathways Discuss students PPTs and fill-in blanks.</p>		
8	<p>HIPPA Training</p>	<p>Reading: U.S. Department of Health & Human Services, 2003</p>	
9	<p>Educational Requirements – No class. Meet with an academic advisor</p>	<p>Academic Plan Part 1 & Meeting with Health Profession Advisor</p>	<p>Informational Interview 1 Due</p>
10	<p>Educational Requirements Cont. Share interesting findings from informational interview and discuss educational requirements (in-person)</p>		

	Spring Break		
11	Necessary Experience (volunteer, undergrad research, pt jobs) – on-line	Academic Plan Part 2	
12	Ethics <ul style="list-style-type: none"> Lifeboat exercise. Students must determine who they would save from a sinking ship based on biographical information 		
13	Health Care Disparities Discussion Discuss The Death Gap Part 1 & 2	Reading: Oregera, K. & Artiga, S., 2018 Ansell, 2017 Chapters 1-8	
14	Application Process	Academic Plan Part 3	
15	Entrance Exams		
16	Future of Health Care	Reading: Morgan, 2019 Harris, 2019	Informational Interview 2 Due
17	Health Care Disparities Discussion Discuss The Death Gap Part 3 & 4	Reading: Ansell, 2017 Chapters 9-13	The Death Gap Analysis Due
18	Cases in Medical Ethics	Reading: The Ethics Centre (2017) Markula Center for Applied Ethics (2009)	
19	Personal Investments	Reading: Liao, J., 2012 Boamah & Laschinger, 2016	
20	Meet with a Career Coach		
21	Interprofessional Health Care Teams	Reading: Fraher & Brandt, 2019 .	Ethics Essay
22	Panel Discussion with Health Care Providers/Health Professions Students		Read bios of panelists & bring 2 questions (will be turned in)
23	Financial Investments	Academic Plan Part 4 Reading: Agbonile, A. (2019)	Informational Interview 3 Due
24	Obtaining a Health History	Reading: Fortin et. al, 2012	
25	Doc for a Day Students play the role of a health care professional interviewing a patient		Application Materials due
26	Doc for a Day Students play the role of a health care		

	professional interviewing a patient		
27	Plan B – Considering Parallel Paths		Complete Academic Plan
28	Plan B – Considering Parallel Paths		Plan B
29	Job Shadowing Presentations		Job Shadowing Presentations
30	Job Shadowing Presentations		Job Shadowing Presentations

Assignments

About Me: Write a 1-2 page introduction of yourself. Important things to include:

- Where are you from?
- Why did you choose KU?
- What activities are you involved with?
- Why are you interested in a career in health care?
- What characteristics/experience do you have to ensure this is a good fit?
- What are your future goals?

Career Pathways: Students will explore two career pathways – one that is most appealing to them and one that is assigned. They will develop PPT to explain pathways Slides to include: Job responsibilities, setting (hospital, clinic, lab...), skills needed, educational requirements, job market outlook, salary, and resources for further exploration

TruTalents: Complete the assessment and then complete activity on BlackBoard.

Informational Interviews: Over the course of the semester, you will conduct three informational interviews: 1 with a health care professional in a field of interest; 1 with a health care professional in a field of no or little interest; and one with a patient or caregiver of a patient who has been recently hospitalized. An **informational interview** is an informal conversation with someone working in an area that interests you who will give you information and advice. You will write 2page paper for each informational interview reflecting what you learned.

Academic Plan

This plan has several components related to what we will be discussing in class. While the entire plan isn't due until the end of the semester, I urge you to spend time developing it throughout the semester as it will serve as your guide to your academic career. By the end of the course, your academic plan will outline your required courses and their sequence, experiential learning activities in which you'll participate (including part-time jobs), plans for preparing for and taking the required entry exam, an assessment of the financial costs of pursuing the degree, a list of schools you'll be considering (and their admission requirements), and list of potential references for the application process.

The Death Gap Book Analysis

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 2-3 pages.

Plan B Paper

Not everyone will be accepted into the profession of their choice. And, some of you may change your entire plan based on what you learned in this class. Both outcomes are totally fine. There are plenty of career pathways both inside and outside the health care arena that may be a better match for you. This assignment is to get you thinking about other options that may be of interest to you if this career pathway isn't suited for you. Write a 2-3 page paper that outlines a parallel career path and how the steps you are taking now are preparing you for that.

Ethics Essay

Write a 2-3 page paper responding to an ethical case you are provided. Consider the four principles of biomedical ethics as you determine how you would handle the situation

HIPPA Training

In order to complete job shadowing, most health care facilities will require you to have HIPPA training. Therefore, you must complete this on-line module and pass the on-line quiz prior to seeking shadowing experiences.

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.

Job Shadow Reflection: Over the course of the semester you will spend **8** hours shadowing a health care professional. You may shadow two health care professionals, but you should plan on spending **4** hours with each. The hours do not have to be completed concurrently. You will write a 3-4 page paper on your experience.

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>

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>

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