

SAMPLE SYLLABUS
LA&S 172 EXPLORING HEALTH PROFESSIONS

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

Credit Hours: 3

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 and provide a critical analytical framework for talking about health related issues in the US. Class-time will include discovering the knowledge, skills, and attributes typically seen in health care professionals, the requirements for gaining admission to the various programs, and discussions of contemporary ethical and social issues of health. 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, and 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

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 are expected to show up to class at its assigned meeting time, with all relevant materials and ready to participate.
- Course work must be completed **prior** to the day it will be discussed in class.
- 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.
- Email and Blackboard are the primary forms of communication for this course. If your KU email account is not your main account, make sure your non-KU account is connected to your KU account.

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

Required Text: The majority of class readings will be available to you online. However, you will be required to read **two books** from the following list, but multiple options for access will be made available:

1. Abraham, Laurie. **Mama Might Be Better off Dead: The Failure of Health Care in Urban America.** Chicago: University of Chicago Press, 1993.
2. Alvord, Lori Arviso. **The Scalpel and the Silver Bear.** New York: Bantam Books, 1999.
3. Fadiman, Anne. **The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, And the Collision Of Two Cultures.** New York: Noonday Press, 1998. Print.
4. Gawande, Atul, author. **Being Mortal: Medicine and What Matters in the End.** New York: Metropolitan Books, Henry Holt and Company, 2014.
5. Roach, Mary. **Stiff: The Curious Lives of Human Cadavers.** New York: W.W. Norton & Co., 2004.
6. Skloot, Rebecca. **The Immortal Life of Henrietta Lacks.** New York: Crown Publishers, 2010.
7. Tweedy, Damon. **Black Man in a White Coat: A Doctor's Reflections on Race and Medicine.** First edition. Picador, 2015.

SCHEDULE

| WEEK | SUBJECT | READING | ASSIGNMENTS |
|------|---|--|--|
| 1 | 21: Intro 23: Career Pathways | Healthcareerpathway.com Explorehealthcareers.org Brooks (2017) | Pick a Book/Sign-up for Office Meeting Syllabus Quiz |
| 2 | TruTalent, Resumes Career Pathways Groups | Martell (2015) Global Pre-Meds (2014) | TruTalent About Me |
| 3 | Group Sign-up/Characteristics of a Provider Career for Service Learning | Hirsch, E.M. (2007) Fields et al. (2011) | Career Path Voice Thread KU Mentoring Platform |
| 4 | Edu/Financial Requirements Personal Investment | Holistic Admissions in the Health Professions Agbonile (2019) Liao, J. (2012) | LAST DAY FOR ADD/DROP Proof of Career Coaching Appointment |
| 5 | Interviewing in the Health Professions/ Interprofessional Teams Presentations | Smith Chapter Guide Fraher & Brandt (2019) Nancarrow et al., (2013) | Quiz Career Pathway Presentation 23rd: HEALTH HISTORY INTERVIEW DUE BY 11:59 PM |
| 6 | Medical Ethics/Implicit Bias | The Ethics Centre (2017) | : Submit Questions/Quiz |

| | | | |
|----|--|--|--|
| | Audiologist Guest Speaker | Markula Center for Applied Ethics (2009) Implicit Bias News Articles [<i>posted to BB</i>] | |
| 7 | Health Disparities/Insurance Pharmacist Speaker | Oregera, K. and Artiga, S., (2018) Georgetown Health Policy Institute | Submit Questions/Quiz |
| 8 | 10-12: SPRING BREAK | | |
| 9 | Cultural Health: US Public Health Speaker | Miner 1956 | Submit Questions/Quiz |
| 10 | Cultural Health: Global 26: <i>The Waiting Room</i> | Gharib, M. (2019) CDC Global Health St. George University (2017) <i>The Waiting Room</i> [Film] | Submit Questions LAST POSSIBLE DAY TO COMPLETE OFFICE HOUR MEETING |
| 11 | Health Information Management Speaker Nurse Guest Speaker | ATTEND HEALTH EXPO 11 - 4PM – April 1st | Submit Questions INFO. INTERVIEW DUE BY 11:59 PM |
| 12 | Labs/Field Trips [2] | | Submit Questions |
| 13 | Climate Change and Health Crisis Awareness and Response | WHO (2018) CDC (2019) Globalchange.gov (2016) National Geographic National Academies (2016) | Quiz Quiz |
| 14 | Contemporary Issues in Health Decolonizing Medicine | Marya (2018) Dahm (2014) Drost (2019) | Quiz Quiz FINAL ESSAY DUE BY 11:59 PM |
| 15 | CAM Future of Health Care | Morgan (2019) Harris (2019) | 28 th : Quiz CAREER COACH WORKSHEET DUE |
| 16 | Final Presentations | | Final Presentations |

ASSIGNMENTS & DUE DATES

All assignments should be submitted by the date/time listed.

ENGAGEMENT: 100 points

(Engagement = Preparation + Participation) Throughout the semester the instructor will be assessing your **participation in class and engagement with coursework.**

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

Complete the assessment. Your results will be delivered to you in class.

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 post on the BlackBoard Discussion Board telling us about you. Include the following information.

- 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?

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, and why you are interested in connecting with this person.

CAREER PATHWAY DISCUSSION BOARD: You will select a career pathway that you would like to further explore. It may not be the same pathway you are researching for your group presentation. You will create a discussion post to the Career Pathway Discussion thread on BlackBoard. Post 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 at least one reference for more information regarding the career path.** Additionally, you will be required to thoughtfully comment on **TWO** of your classmates' posts.

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. This 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, 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).

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 themes:**

1. Ask about their health history (immunizations, health scares, approaches to illness).
 - a. Ask them about examples of managing illness throughout their lifetime (e.g. do they immediately go to the doctor, try over-the-counter medications, wait it out).
 - b. Why has this been their approach?
2. Ask them about their experiences with doctors, nurses, physical therapists, pharmacists, etc. when they were a patient.
 - a. Ask them about a time when they felt that their race/gender identity/socioeconomic status/religion/age affected the health care they received.

3. Ask them about any health experiences they've had outside of clinical (hospital, clinic, laboratory, rehabilitation) spaces. Have they ever witnessed or used alternative healing practices (e.g. chiropractic, acupuncture, aromatherapy, prayer, herbs/teas, etc)? If they have not used them, do they know anyone who has?
 - a. What are their thoughts and opinions on the validity of these treatments?
4. Ask them how has medicine changed in their lifetime?
 - a. Follow the techniques indicated in the Smith Chapter you read.

CAREER COACH MEETING: 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, but for this course, you must meet with a career coach for a 60 minute “**Career Planning**” appointment **at least once. While making your appointment, please make the appointment with Symantha Dawson or Anne Palmer.** 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.** Career coach calendars can fill up quickly once the semester starts, so **you will be required to have proof of appointment** by mid-February (confirmation email, screenshot of appointment through Hirejayhawks.com, etc).

OFFICE HOUR MEETING: You are required to set up **at least one 30 minute meeting with the instructor.** We will discuss your progress in the course, **discussing information about the books you are reading for the final project,** concerns or questions with content, and more.

GUEST SPEAKER QUESTIONS: Before each class you will receive information about our speakers. **You must submit one question to ask the speakers in advance of the class period.** These should be critical and engaging questions that show you have read over the bio of the guest speakers and put forth time and effort.

QUIZZES: There will be content lectures for this course. Most of these lectures will be followed by quizzes. **These quizzes can be given in class or on Blackboard.** You will be expected to pay attention during lecture, where all quiz information will be given, and complete quizzes within the allotted time. **If at any point I feel the class is being disruptive, disengaged, rude, or acting in another inappropriate manner, I will provide a pop quiz in class that is equal to the amount of daily engagement points for that session.**

INFORMATIONAL INTERVIEW WITH A 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 can see that these modules have been completed).
- Provide at least three names/contact information for individuals you are considering interviewing and create a list of questions to ask the person you are interviewing (**must be submitted on Blackboard**)
- 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, and how policy/technology/other changes to health care affect their roles. Topics for interview questions are listed below.

Interview Question Topics:

- a. Background information (their academic careers, why they entered their career pathway, details of their daily job, challenged & rewards).
- b. Discuss their views on social determinants of health in their own practice (are there noticeable trends in the work they do, what steps do they take to combat health inequities, how to they include social determinants in their treatment plans, what in their educational background prepared them for facing health inequities).
- c. Describe skills and characteristics that are necessary from someone in their career field. Discuss hard (technical skills: data analysis, foreign languages, etc) and soft (less technical skills: effective communication, empathy, active listening, etc) skills of the job.
- d. Discuss examples of ethical challenges and difficulties they may have faced in their job. Have policies, technologies, or other global, national, or local developments had significant impact on their jobs. If yes, how so?
- e. Described 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.

FINAL ESSAY: For this class, you can **pick two books** from our **reading list** that interest you and read them over the course of the semester. In place of a midterm or final exam, you will complete a **1,500-word minimum paper** that summarizes the content of the books you read with critical analysis of the concepts/themes discussed in the books by comparing and contrasting. All of the books chosen have similarities and differences that relate to each other.

Your paper should also include information about the health care professional's background and career path (if applicable), critical themes covered in the books, and how social/cultural factors influence health. You will also need to discuss how you have been influenced by the books you have read and reflect on your own growth and goals over the course of the semester.

Your essay will be used as the part of your final presentation, where you will be expected to teach the others in the class about your takeaways from the books you read, so the more quality work you put into your essay, the less work you will need to do for your final project.

FINAL PROJECT: Your final project will be a blend of the books you chose for this course, class materials, and plans for your future after completing this course. Essentially, you should teach the course about the books you read, based on what you discussed in your essay. You should include the relevant class concepts, your analysis, and how this impacted your understanding of working as a healthcare professional. You can also draw on any materials from the course outside of the books that stood out to you or changed your thinking. Then, 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. **You will have 10 minutes to give your presentation to the class.** Therefore, you should channel your creative juices to create something graphically appealing.

Remember, this course is about exploration. If you find that you have decided not to pursue health professions in any capacity after this class, you can use your final project to discuss your next step and plans for the non-health career you are considering.

EXTRA CREDIT: To get extra credit points from events, you must complete the required assignment. You can **receive up to 15 points of extra credit** for this course that go towards **your final grade**. Each **academically oriented** campus event you attend earns 1 point (**up to 5 total**), with required assignment. You can earn an extra **10 points** by reading *Medical Bondage* by Deirdre Cooper Owens and completing the required assignment. You can earn **5 points** by reading one of the other designated books for this class that **you are NOT using** as part of your final project/presentation and completing the required assignment.

All extra credit assignments must be submitted by May 4th at 11:59 PM to get the points.
