

Please Note

Please Note:

This syllabus is a draft. What does that mean? It means the instructors may need to change aspects of this syllabus during the course of the semester. This page will always be updated with the latest version date. You can find the most up-to-date version of the anticipated schedule at the PDF below. Each lesson has it's own Lessons page as well, which will be updated as needed.

version date 11August2021

Instructor Information & Office Hours

Contact Information & Office Hours

Dr. Alaina Garland agarland@email.unc.edu

Office Hours will begin the second week of classes. Sign up for a slot via Sign-up tab on the left and I will email you a Zoom link about an hour before your time slot begins! If that time doesn't work, please email me and I'll find an alternative time slot for you.

Dr. Lillian Zwemer lmzwemer@email.unc.edu

In lieu of open office hours, I have a series of one-on-one office hours. Please use the Sakai > SignUp option in the menu at left. The Zoom link is listed on the SignUp page.

Dr. Jean DeSaix jdesaix@email.unc.edu

Dr. DeSaix will be happy to see students by appointment either in person or on zoom. Please email her directly to set up a time.

Dr. Meg Zomorodi meg_zomorodi@unc.edu

Please email for an appointment.

Ms. Mary-Charles Horn marycharles.horn@unc.edu

In lieu of open office hours, I have a series of one-on-one office hours. Please use the Sakai > SignUp option in the menu at left. The Zoom link is listed on the SignUp page.

Meet Your Instructors

[Dr. Jean DeSaix](#) jdesaix@email.unc.edu received her MS and PhD from Carolina and has taught mostly Bio 101 and Bio 101Honors while being a health professions advisor. She has held positions in the state, regional, and national associations of health professions advisors. Teaching awards include the UNC Tanner Faculty Award for Excellence in Undergraduate Teaching, the National Association of Biology Teachers' National College Teacher of the Year award, and the UNC Mentor Award for Lifetime Achievement. Although semi-retired, Dr. DeSaix continues to work with students through the **Carolina Covenant program**, Episcopal Campus Ministry and the UNC-SOM undergraduate Rural Medicine Scholars program. Most recently she designed and implemented two health professions courses, Biology 117 (formerly Biology 390) and Biology 118.



Preferred Name: Dr. DeSaix ("Dih-SAY")

[Dr. Alaina Garland](mailto:agarland@email.unc.edu) (agarland@email.unc.edu) is an Assistant Professor in Biology, teaching Biology 101, 202, 205, 252, and 449. She has a PhD in Microbiology and Immunology from UNC-CH and taught for several years at the University of Washington in Seattle prior to being hired in her current position at UNC. She is passionate about educating students in biology and helping them to achieve their professional goals. **Preferred Name:** Dr. Garland ("GAR-Lund")



[Ms. Mary-Charles Horn](mailto:marycharles.horn@unc.edu) (marycharles.horn@unc.edu) | (919) 962-4094 is a Health Professions Advisor in the College of Arts and Sciences at UNC. Ms. Horn is a native of Durham, NC. She holds a Bachelor of Science in Sociology from College of Charleston and a Master of Arts in Counselor Education from the University of Colorado at Denver. Her career began as a high school guidance counselor in Fairplay, Colorado, better known as "South Park". Her experience in academic advising, career counseling, and admissions all serve her well as a Health Professions Advisor at UNC. She enjoys working with students from all walks of life as they explore and plan a path to a career in the health professions. **Preferred Name:** Ms. Horn ("Horn")



[Dr. Meg Zomorodi](mailto:meg_zomorodi@unc.edu) (meg_zomorodi@unc.edu) course faculty, is a Clinical Professor in Nursing and Assistant Provost and Director for the [Office of Interprofessional Education and Practice](#) at UNC-CH. She teaches in the nursing school for the undergraduate and graduate program and works with Carolina's Rural Interprofessional Health Initiative. She is a neuroscience intensive care nurse and her educational scholarship is centered around interprofessional education, quality improvement, and leadership. Dr. Zomorodi earned her bachelor's and doctoral degrees from Carolina's School of Nursing.

Preferred Name: Dr. Zomorodi ("Zoh-moh-ROH-dee")

[Dr. Lillian Zwemer](mailto:lmzweme@email.unc.edu) (lmzweme@email.unc.edu) is a Teaching Assistant Professor in the Department of Biology. With a PhD in Molecular Genetics, teaching experience in medical genetics, molecular biology, and physiology, as well as practical experience in career advising, Dr. Zwemer knows that students are both excited, and overwhelmed, about the diversity of careers available to them in the health professions. Dr. Zwemer is a **Carolina Covenant** mentor.

Preferred Name: Dr. Zwemer ("ZWAY-Muhr")



Anticipated Schedule

Wednesdays 3:35-5:00 by Zoom

<https://unc.zoom.us/j/98749230019?pwd=NSStJQVpPYWxiM2c3OXdhGhWS1RmUT09>

Password: DeSaix

Week	Session Topic	Professions & Practitioners <i>(subject to change at the discretion of the instructors)</i>	Related Assignments <i>No late work accepted. This work, like all assignments, is to be your own, and submitting it signifies that you have pledged so according to the UNC Honor Code.</i>
ONE (Aug 18 th)	Sakai Tour & Course Introduction	(Self-paced Video Assignment)	Set up your Zoom profile as indicated by the Sakai > Lessons > Week 1 (Orientation) page
TWO (Aug 25 th)	Self-Assessment & Interprofessional Education Defined	- Meg Zomorodi, PhD, RN - Allen Mask, MD	- Complete Sakai > Assignments > “Session 2 Post-Class Reflection” (due Wednesday August 25th by 6:15pm) - Complete Sakai > Assignments > “Initial Self-Competencies” (due Sept 1st at 3:30pm)
THREE (Sept 1 st)	PA & DVM	- Ryan Vann, PA-C - TBD, DVM	- Complete Sakai > Assignments > “Session 3 Pre-Class Reflection” (due Sept 1st at 3:30pm) - Complete Sakai > Assignments > “Session 3 Post-Class Reflection” (due Sept 1st at 6:15pm)
FOUR (Sept 8 th)	Podiatric Medicine, Pharmacy, & DO	- Jane Anderson, DPM - Kim Sanders, PharmD - Kim Kasow, DO	- Prepare the case for Session 4 - Complete Sakai > Assignments > “Session 4 Pre-Class Reflection” (due Sept 8th at 3:30pm) - Complete Sakai > Assignments > “Session 4 Post-Class Reflection” (due Sept 8th at 6:15pm)
FIVE (Sept 15)	Graduate School, Nursing, & Medical Social Work	- Peter Gilligan, PhD - Mary Knowles, NP - Maya Lindley, MSW	- Prepare the case for Session 5 - Complete Sakai > Assignments > “Session 5 Pre-Class Reflection” (due Sept 15th at 3:30pm) - Complete Sakai > Assignments > “Session 5 Post-Class Reflection” (due Sept 15th at 6:15pm)
SIX (Sept 22 nd)	Public Health, Optometry, Nurse Midwifery	- TBD - Amorette Hanna, OD	- Prepare the case for Session 6 - Complete Sakai > Assignments > “Session 6 Pre-Class Reflection” (due Sept 22nd at 3:30pm)

		Rebeca Moretto, CNM	Complete Sakai > Assignments > “Session 6 Post-Class Reflection” (due Sept 22nd at 6:15pm)
SEVEN (Sept 29 th)	Allied Health Pt. 1: - Clinical Rehabilitation and Mental Health Counseling - Occupational Science and Occupational Therapy - Physical Therapy	Joy Renner, MA, RT(R)	- Prepare the case for Session 7 - Complete Sakai > Assignments > “Session 7 Pre-Class Reflection” (due Sept 29th at 3:30pm) - Complete Sakai > Assignments > “Session 7 Post-Class Reflection” (due Sept 29th at 6:15pm)
EIGHT (Oct 6 th)	Allied Health, Pt. 2: - Speech Language Pathology - Radiologic Science - Clinical Laboratory Science - Audiology	Brenda Mitchell, PhD	(No case for today) - Complete Sakai > Assignments > “Session 8 Pre-Class Reflection” (due Oct 6th at 3:30pm) - Complete Sakai > Assignments > “Session 8 Post-Class Reflection” (due Oct 6th at 6:15pm)
NINE (Oct 13 th)	Genetic Counseling, Dentistry, Clinical Trials	TBD	- Prepare the case for Session 9 - Complete Sakai > Assignments > “Session 9 Pre-Class Reflection” (due Oct 13th at 3:30pm) - Complete Sakai > Assignments > “Session 9 Post-Class Reflection” (due Oct 13th at 6:15pm)
Due to Fall Break, There will be No Class Held on Oct 20 th			
TEN (Oct 27 th)	Behind The Covid Curtain	TBD	- Complete Sakai > Assignments > “Session 10 Pre-Class Reflection” (due Oct 27th at 3:30pm) - Complete Sakai > Assignments > “Session 10 Post-Class Reflection” (due Oct 27th at 6:15pm)
ELEVEN (Nov 3 rd)	TBD	TBD	Complete Sakai > Assignments > “Session 11 Pre-Class Reflection” (due Oct Nov 3rd at 3:30pm)

About This Course

Structure

This course will provide exposure to a variety of health professions, emphasizing ways health care teams work together via interprofessional interactions. Self-assessments will be used to examine articulation between strengths and interests and the skills and competencies required in healthcare careers. Throughout the course, practitioners will provide insight into their professions. This course will include health professions programs such as allopathic and osteopathic medicine, podiatric medicine, veterinary medicine, optometry, dentistry, pharmacy, nursing, social work, occupational therapy and many others.

Goals

The course was designed with three main goals in mind:

- learning the essential nature of interprofessional interactions and understanding the roles of various health practitioners who will be part of the health care team.
- understanding the personal attributes, skills and competencies needed for various health care professions and considering where you are personally in developing those attributes.
- gathering information needed for your own pursuit of one or more professions.

Learning Outcomes

1. exhibit professionalism
2. evaluate personal skills, strengths and competencies as they relate to those required by various health professions
3. detail actions taken by teams of health care providers involved in evaluating and treating patients (interprofessional interactions)
4. locate information about health care professions requirements to create a personal plan, including courses, experiences and competency development for desired professions.
5. hear from professionals in various professions and build relationships with students in the professions

(Near) Peer Mentors

Peer Mentors

You are fortunate to have a group of near-peer-mentors familiar with particular health professions who will be talking with you in class and are available for chats about their professions outside of class. Watch for the posting of their available "Peer Mentor Career Discussion Session" times. In order to pass this class, you will be required to visit at least two of the peer mentors' "Career Discussion" times before the course ends.

Please use these resources frequently, and save a copy of their information for networking purposes once the course has ended.

Invited Speakers

Speakers

Many practitioners and others are giving their time to help you know more about the satisfaction and the challenges of their professions. **They are not admissions personnel and will not speak about preparing for admissions.** You will have gathered information about application requirements to their professions before class. **Please do not ask them "how to get into" your desired professional school.** That is not their area of expertise, nor a good use of their time (rather, that's a question for the Health Professions Advising Office <https://hpa.unc.edu/>).

Information about individual speakers will be posted to the relevant Lessons site for each week (see tool in the menu at left). This list of professionals who are willing to talk further with you about their profession is a **very valuable part of this class**. Be sure you download the information about these people - the Sakai site with their contact information will not be available after the semester ends. Unless otherwise indicated, all are open to providing shadowing opportunities and/or answering additional questions by follow-up email.

Student Expectations

Zoom Chat

During live sessions, the chat will be monitored by members of the instructional team. Questions meant for speakers should be typed into the chat box, and at set times, the speakers will take questions. If you have questions that are of a personal or very-specific nature that would be more appropriate for the instructional team or office hours, please do not post these questions to the general chat. Members of the instructional team will always stick around for a few minutes after class ends to handle these questions. Use the chat box only for speaker questions.

Professionalism

Your collaborative role extends to your collaboration with the faculty and guests as well as your classmates. This course will require you to join us synchronously by Zoom during every scheduled class time. We are all busy, with many competing demands on our time, but this is particularly true of our invited speakers. As students, you are expected to demonstrate professionalism by respecting their time.

What does this look like? It means showing up prepared and ready to engage, and by listening with a desire to learn. Before each class, you will need to complete investigations about given health care professions and how to become the strongest possible applicant. Everyone benefits when everyone comes to class ready to participate directly with peers, through informed discussion, in-class technology and with pertinent questions for our guest practitioners.

Even if you don't think a particular profession is of interest to you personally, it is important to learn about it, so that you know about those others who will be your healthcare team members. No matter what profession you choose, your interactions with others, i.e. interprofessional interactions, will be part of your practice, and you are expected to practice that professionalism in this class as well.

Inclusive Classroom

We have tried to choose diverse speakers as a way to encourage diversity in the future healthcare workforce. If you have ideas about ways we might do this better, please share them with us by emailing us directly. If you see microaggressions exhibited at any time in this class, please call them out by expressing your experience in

personal terms. You can do this in real time by private chat to one of the instructors or verbally to the group, as you feel most comfortable. We as course leaders want to recognize any potential problems, learn from them, and act on them to be sure to create a welcoming and effective learning environment. We value student voices as a constructively critical part of this course, which is meant to be *your* course.

We bring different types of diversity with us into the classroom (different ethical frameworks, values, personal experiences, family structures, physical abilities, intellectual strengths, religious backgrounds, cultural affiliations, personal identifications, etc.). This diversity is a strength - it allows us to more richly experience the spectrum of human experience through our work together. We hope that strength is demonstrated by the diversity of the speakers we have chosen for the course.

Below are a few example guidelines (from CRLT University of Michigan) for both students and faculty to follow when interacting with others to create an environment that supports inclusive learning. These could be covered in a syllabus or in class.

Step up, Step back: Be aware of how much you are contributing to in-class discussions. Try not to silence yourself out of concern for what others will think about what you say. If you have an idea, don't wait for someone else to say it; say it yourself. On the other hand, if you have a tendency to contribute often, give others the opportunity to speak.

Show Respect by Giving your Attention: Don't interrupt, engage in private conversations, or turn to technology while others are speaking. Use attentive, courteous body language, even when engaging remotely. Keep your video on when you can and keep focused on the screen.

Let Curiosity Open your Mind: Understand that there are different approaches to solving problems. If you are uncertain about someone else's approach, ask a question to explore areas of uncertainty. Listen respectfully to how and why the approach could work and respond based on that, not on your preconceptions.

Create the Environment you Need: Make an effort to get to know the other students, especially in your small groups. Introduce yourself and make a point to share the pronunciation of your name and your preferred pronouns. Refer to classmates by name and make eye contact with other students (via the screen).

Broadly speaking, over the course of your college career, it is expected that you will engage with topics that you may find emotionally challenging or unexpectedly difficult. It's perfectly normal for this to make you feel uncomfortable, and entirely appropriate for you to reach out to one of us and/or your friends to talk about that. But please do remember a college education is designed to confront you with things that challenge and at times even threaten your world-views. This is actually one of the privileges of an education. So, if you feel intellectually or emotionally disturbed by what you learn in class, that's not necessarily a bad thing. It may only mean that you are engaging with novel perspectives, which is what college is all about.

As for topics that are not just challenging, but are possible triggering: We know that some of us have trauma in our background and may need to seek extra support around topics that resonate with those painful experiences. So while we do not offer specific trigger warnings, We value making sure that each of our students is able to engage fully with the course and we trust our students to reach out to us for support as needed.

Assignments & Grading

Assignments

If you navigate to the Lessons tool (menu at left) you will find that there is an individual section for each week of this class. There, you can see that each class has a preparation assignment for you to submit. You will submit the assignments from the lessons tool (**as PDF uploads only**) and they will automatically go to the

relevant Assignments folder on Sakai. Please complete these assignments thoughtfully, as they will comprise a portfolio that will be useful to you when applying to your profession of interest. Keep a personal file saved outside of Sakai with these assignments in it for your future reference.

Pre-class assignments are due **30 minutes before class begins**. These assignments will open nearly a week in advance and you are encouraged to complete them early in the week, understanding that something may come up at the last minute impacting your ability to meet the deadline. Post-class assignments are due no later than **an hour after class ends**. Please make careful note of these deadlines, as no late work will be accepted. Pre-class assignments will post on Wednesday by 7pm (giving you nearly a full week to complete them).

Post-class assignments are due an hour after the end of class. They will be made visible on Sakai near the end of each class period (Wednesday at 4:50pm). They are meant to be completed near the end of/directly after class, and should take no more than ten minutes. Post-class assignments are due shortly after class ends (no later than **6:15pm**). Please make careful note of these deadlines, as no late work will be accepted.

To access your assignments, click on the corresponding Lessons tab (see menu at left). Assignments must be submitted as a PDF (.pdf) document (no .pages, please!). We advise you to also keep on your personal computer a copy of each assignment that you submit - this way you will be building your own personal portfolio of documents, which will be very helpful to you when you take your next professional steps!

There is no final exam in this class. Note that this class will finish earlier than the end of the semester.

Grading

Grading will be based on both attendance and submitted assignments. This is a Pass/Fail class. To pass this class, you must complete **all of the following**:

- Attend **at least** 8 of the 10 synchronous classes and participate in any required activities during the classes (break-out rooms, polls, etc). **Attendance will be recorded via Zoom attendance reports**.
- Complete at least 8 of the 10 pre-class assignments for the day under Assignments in Sakai.
- Complete at least 8 of the 10 post-class assignments.
- Attend at least 2 Near-Peer Mentor Career Discussion sessions (held on zoom, outside of class times).
- Uphold the expectations for appropriate behavior in this class and adhere to the UNC honor code.

To be clear, you are expected to attend every class session and complete each assignment. That being said, sometimes we could all use a bit of grace. As such, we will allow you to miss two synchronous classes and two assignments *if absolutely necessary*. Please understand that these are not "freebies" but rather a grace that should be used *only* in the case of emergency, illness, etc. **Because this is a short, half-semester class with a small work load, if you end up needing to miss more than two days, you simply cannot get credit for this class, regardless of the rationale.**

There is no final exam in this class.

Honor Code

Honor Code

Every student has the responsibility to support and maintain the [University's Honor Code](#), and as instructors, we have a responsibility to enforce it.

The Honor Code exists to establish behavioral expectations that provide standards for academic accomplishment and personal integrity. Since 1875, students have accepted the responsibility of governing themselves and maintaining the high standards of the University. Because all of the work that you do in this class will be for your benefit and not

to satisfy the standards of others, it will not be “graded”, though it will be checked for completion. As future health care professionals, you are expected to demonstrate the highest personal integrity in honest completion of all of your assignments. Each student is responsible for their own work and should not assist others or be assisted by others in completing assignments. If you find yourself in need of help or confused about an assignment, please reach out directly to one of the course instructors as soon as possible.

Accessibility

Accessibility Resources

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

Although we are very happy to help and want to support all of our students, it is your own responsibility to file the appropriate documentation and to approach one of the course instructors about your needs. All accommodations are coordinated through the **Accessibility Resources and Service Office**. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu. Relevant policy documents as they relate to registration and accommodations determinations, as well as the student registration form, are available on the [ARS website under the About ARS tab](#).

The need for ARS accommodations based on time needed for assignment completion will not be necessary because there are no tests and no timed assignments in this class.

Masking

Community Standards and Mask Use in our Course. Even though our course is remote, we have been asked to reinforce this important information by putting it into our syllabus:

While we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in classrooms. This requirement is to protect our educational community -- your classmates and myself - as we learn together. If you choose not to wear a mask, or wear it improperly, you will be asked to leave immediately, and a report will be submitted to the [Office of Student Conduct](#). At that point you will be dis-enrolled from the course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service and have an approved health exception for mask-wearing must submit official documentation for any alteration in this UNC Standard. For additional information, see <https://carolinatogether.unc.edu/university-guidelines-for-facemasks/>. Please remember that masking is as much about protecting your own health as it is about demonstrating that you care for the health and comfort of others in the community.