

Course Data

Number:	PHPH-250
Title:	Exploring the Health Professions – Fall 2023
Credit-hours:	2
Department:	School-wide
School/College:	School of Public Health and Information Sciences
Delivery:	On-line

Course Description

This course will introduce students to a variety of health professions (e.g. audiology, dentistry, nursing, medicine, public health, pharmacy, occupational therapy, physical therapy, speech pathology). The course will discuss how to prepare for a health professions career and assist in validating your interest. Students will learn about various options within the health professions, what positions entail, and the education and knowledge required to be successful.

Prerequisites

None.

Course Instructors

Name	Office	Phone	Email
Rachel Quick, M.Ed.	HSC Advising Center Room 109	502-852-3607	rachel.quick@louisville.edu
Tammi Alvey Thomas, PhD, MSSW	HSC Advising Center Room 108	502-262-7210	tammi.thomas@louisville.edu

The course instructors welcome conversations with students outside of class. Students may correspond with instructors by email or set up appointments.

Course Learning Objectives

Upon successful completion of this course, students should be able to:

1. Demonstrate an understanding of the wide variety of health professions.
2. Describe the responsibilities of different health professions.
3. Identify your desired health profession.
4. Develop an academic and professional development plan which supports them in meeting their long term professional goals.
5. Identify next steps to prepare for a career in a health profession.

Course Topics and Schedule

IMPORTANT NOTE: The schedule and topics may change as the course unfolds. Changes are posted on Blackboard.

<i>Class</i>	<i>Topic(s)</i>	<i>Student Action Items</i>
1	Ethics and professionalism in the health professions	Pgs. 92-95 Professionalism case study
1	Social Determinants of Health	SDH reflection due
2	Career Assessment Support – Career Center supports to assist you in career exploration Creating a non-academic roadmap to support your career choice	FOCUS 2 due
2	Sciences and Social Sciences – Why they matter?	
3	Roles and differences of an Optometrist, Optician and Ophthalmologist	Chapter 15
3	Roles and differences of a Physician, Doctors of Osteopathy and specialists	Chapter 9
4	Roles and differences of a Dental Assistant, Dentist and Dental Hygienist	Chapter 12
4	Roles and differences of a Certified Nursing Assistant, Nurse, Nurse Practitioner and Physician’s Assistant (Ch. 10)	Chapter 11 Reflection 1 due
5	Behavioral Health – Roles and differences of a Psychologist and Psychiatrist and therapists (social work, art therapy, music therapy, pet therapy, etc.)	Chapter 12 Chapter 20-21
5	Roles and differences of a Pharmacy Technician and a Pharmacist	Chapter 14
6	Roles and differences of a Veterinary Technician and a Veterinarian	Chapter 34 Community engagement assignment due
6	Rehabilitative Science – Occupational Therapy, Physical Therapy, Speech Therapy and Audiology, Respiratory Therapy, Orthotics and Prosthetics	Chapters 16 – 18 Chapter 28
7	Laboratory Sciences - Clinical Laboratory/Clinical Research/Bench Research/Social Behavioral Sciences	Chapter 29
7	Other health professions – Chiropractor, Medical imaging, EMT (Ch. 25), Dietetics (Ch. 13), Health Educator (Ch. 23), etc.	Chapters 26 - 27
7	Public Health and Disease Prevention	Pgs. 18 – 22; 82; 259; 388 Reflection 2 due
8	Diversity in the Health Professions	Diversity reflection due
8	General admissions requirements to health professions programs (e.g., pre-requisites, required testing, personal statement, references, etc.).	Chapters 7-8 Career plan due

Course Materials

Blackboard

The primary mechanism for communication in this course, other than class meetings, is UofL's [Blackboard](#) system. Instructors use Blackboard to make assignments, provide materials, communicate changes or additions to the course materials or course schedule, and to communicate with students other aspects of the course. It is imperative that students familiarize themselves with Blackboard, check Blackboard frequently for possible announcements, and make sure that their e-mail account in Blackboard is correct, active, and checked frequently.

Required Texts/Resources

Bureau of Labor Statistics and Occupation Outlook Handbook
<https://www.bls.gov/ooh/>

The Occupational Information Network

<https://www.onetonline.org/>

Cross, N. and McWay, D.C. (2017). *Stanfield's Introduction to Health Professions*, 7th Ed., Jones & Bartlett Learning.

Other Required Reading

None.

Additional Suggested Reading

DeLaet, R. (2012). *Introduction to Health Care & Careers*, Enhanced Version. Jones & Bartlett Learning.

Prepared Materials Used by Instructors

Materials used by instructors in class are available to students via Blackboard no later than 24 hours following the class. These may include outlines, citations, slide presentations, and other materials. There is no assurance that the materials include everything discussed in the class.

Other Materials

None.

Course Policies

Attendance and Class Participation

Attendance and class participation are not required.

Student Evaluation

The components of student evaluation are outlined below. All assignments must be submitted via Blackboard by 11:59 pm on the date listed above. Late assignments will not be accepted.

Professionalism in the Health Professions Case Study

This assignment will provide you an opportunity to address professionalism in the health professions. Select one case study and provide a critique of what the health professional did

incorrectly and what the professional did correctly. Based on what was done incorrectly, what steps would you put in place to prevent this behavior from reoccurring? The assignment should be a 500 word minimum, double spaced, and 12 point font.

Social Determinants of Health Reflection

Review one of a selection of readings/videos that explore social determinants of health. Reflect on how your experiences and skills will equip you to help those you serve overcome their barriers to healthcare. The assignment should be a 500 word minimum, double spaced, and 12 point font.

Additional Reflections

Two reflections (in addition to the Social Determinants of Health Reflection and the Diversity Reflection) on any topic outlined in the syllabus are required to be completed by the dates listed above. You will need to use the reflection 1 and reflection 2 template and answer the associated questions.

Career Assessment

Complete the [FOCUS 2](#) as part of your career exploration and submit the results as your assignment.

Community Engagement Exercise

This assignment will give you experience seeing the environment health professionals work in. This experience will assist in informing your decision to go into a healthcare career process.

Options

- Community service – volunteer with an organization that provides healthcare services.
- Shadowing
- Interviewing a professional

Community Service/Shadowing Assignment Information

Submit a summary of the activity, 250 word minimum, double spaced, and 12 point font.

The summary should include what the activity was, where it was conducted, the contact person name, email address and phone number, date the activity was conducted, what you did, what you learn, the number of hours and submit a copy of a signed business card of the contact person. If a business card is not submitted, you will not receive any credit for the assignment.

OR

Interviewing a Professional Assignment Information

This assignment will give you experience speaking with health professionals about their work and career decision. The conversation will assist in informing your decision to go into a healthcare career and provide insight to the decision making process. Interview a professional (non-family member) in your area of interest and ask the following questions:

- Tell me about your training to be a XXX.
- What inspired the professional to pursue a career in XXX.
- Career highlights – best day and worst day in your career.
- Advice you'd give to those interested in pursuing a career in XXX.
- Aspect of the work that means the most to you.
- Your hope for the future of XXX.

- Add other discussion points as you see fit.

Submit a summary of the activity, 500 word minimum, double spaced, and 12 point font. The summary should include the name, email, and phone number of the person you interviewed, a brief overview of the professional's responses and the date the activity was conducted.

Diversity in the Health Professions Reflection

This reflection requires you answer two questions: 1) what strategies can be used to increase diversity in the health professions and 2) what is the importance of diversity in the health professions. The assignment should be a 500 word minimum, double spaced, and 12 point font.

Career Plan

Discuss your motivation for your career path in health care. Submit a minimum of 4 double spaced pages with 12 point font. The required sections of the career plan include the following:

- Education requirements and your educational career plan
- Your non-academic roadmap (e.g., volunteering, shadowing, etc.)
- Career outlook - Report on the position outlook and compensation using the Bureau of Labor Statistics and Occupations Outlook Handbook and the Occupational Information Network.
- Diversity in the career you are considering

You need to also include two additional factors you considered in guiding your career selection. Typical factors include:

- Daily tasks and responsibilities
- Work environment
- Career advancement
- Societal need
- How this career plays to your strengths
- Other factors you identified

Grading

The components of student evaluation are weighted as follows:

Professionalism Case Study	5 points
Social Determinants of Health Reflection	10 points
Two Additional Reflections	20 points
Career Assessment	5 points
Community Engagement Exercise	20 points
Diversity in Health Professions Reflection	10 points
Career Plan	30 points
Total	100 points

Grading is on a letter scale basis.

<i>Final Grade</i>	<i>Final Points</i>
A	(90-100)
B	(89-80)
C	(79-70)
D	(69-60)
F	(59 and below)

Other PoliciesExpected Student Effort Out of Class

Students are expected to spend an average at least 2-1/2 hours per week per credit hour on the course exclusive of class time. This time includes but is not limited to reading, research, preparations for class, team or group meetings (electronic or otherwise), and course deliverables.

Mid-term Grade Posting

SPHIS faculty will provide mid-term assessments for all students enrolled in undergraduate courses. The assessment will indicate whether or not a student is passing the course by providing a numeric score or a letter grade. Mid-term grades will be provided seven (7) days prior to the university's "Last day to withdraw" date listed on the [academic calendar](#) for the current semester.

Syllabus Revision

The course director reserves the right to modify any portion of this syllabus. A best effort is made to provide an opportunity for students to comment on a proposed change before the change takes place.

Inclement Weather

This course adheres to the University's policy and decisions regarding cancellation or delayed class schedules. Adjustments are made to the class schedule as necessary to take into account any delays or cancellations of this class. Local television and radio stations broadcast University delays or closings. The UofL web site (www.louisville.edu) and telephone information line (502-852-5555) also broadcast delays or closings.

Grievances

A student who has grievances regarding the course should seek to have the matter resolved through informal discussion and through administrative channels, such as the course director, chair of the course's department, associate dean for student affairs, and university grievance officer. If the issue remains unresolved, the student may file a formal grievance. More information is located at [Summary of SPHIS Student Academic Grievance Procedure](#).

Disabilities

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the [Disability Resource Center](#) (Stevenson Hall, 502.852.6938) for verification of eligibility and determination of specific accommodations.

Academic Honesty

Students are required to comply with the academic honesty policies of the university and School of Public Health and Information Sciences. These policies prohibit plagiarism, cheating, and other violations of academic honesty. More information is located at [SPHIS Student Academic Policies](#).

Course instructors use a range of strategies (including plagiarism-prevention software provided by the university) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works require students to submit electronic copies of their final works to the plagiarism-prevention service. The service delivers the works to instructors along with originality reports detailing the presence or lack of possible problems. The service retains copies of final works and may request students' permission to share copies with other universities for the sole and limited purpose of plagiarism prevention and detection.

In addition instructors provide the opportunity for students to submit preliminary drafts of their works to the service to receive reports of possible problems. Such reports are available only to the submitting student. Copies of preliminary drafts are not retained by the service.

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names

and circumstances, to the University's Title IX officer. For more information, see the [Sexual Misconduct Resource Guide](#).

Continuity of Instruction Plan

A plan for continuity of instruction for this course has been developed and will be implemented if necessary. Continuity of instruction plans provide guidance for how instruction may be modified to lessen disruption by events that affect transportation, communication, or personal interaction. Such events may be weather-related (e.g., floods, blizzards, tornados), health-related (e.g., epidemics), or other widespread occurrences or threats.

Additional Policy Information

Additional policy information is available in the following:

- [SPHIS Policies and Procedures](#)
- [UofL Undergraduate Catalog](#)