Course Planning and Alignment Map

COURSE TITLE:	PD2045: Professionalism, Purpose, and Success on the Pre-Health Pathway

COURSE DESCRIPTION:	This mid-collegiate career education course is focused on application, integration, and deepening knowledge of co-curricular content for pre-health students including research, continued professional development, pre-professional application preparation, and understanding the benefits of experiential learning for career exploration. With a core component of reflection, students will consider their aptitudes, strengths, weaknesses, preferences and values as they relate to health professions pathways and develop short- and long-term professional goals and parallel plans in pursuit of their intended professional pathway.

COURSE OBJECTIVES (CO)

1. Identify connections between academic coursework, experiential learning and the health professions pathway.
2. Draw from experience to reassess aptitudes, strengths, weaknesses, preferences and values as they relate to health professions pathways.
3. Communicate skills and experiences through the development of professional skills and artifacts.
4. Explain the relevance and impact of cross-cutting skills and professionalism within healthcare settings.
5. Evaluate experiential learning opportunities in relation to their major, strengths, cross-cutting skills/attributes/competencies and career pathway.
6. Develop a pre-health community of resources and support by learning about and practicing networking with faculty and professionals.
7. Develop specific short- and long-term professional goals and parallel plans, considering financial and academic readiness, toward their goals in pursuit of their intended professional pathway.
8. Recognize cross-cultural differences in communication and behavior in today's global workplace.

Module	Module Objectives (CO alignment)	Assessments	Learning Materials	Activities
Self-Assessment and Exploration	- Identify values and passion areas related to a Healthcare Career (CO 1, CO 2) - Understand the necessary requirements to apply to Medical School (CO 1, CO 6) - Expand your pre-health	**FORMATIVE ASSESSMENT (CO2, MO1):** Pre-Assessment Survey **(USES CANVAS QUIZ)** **FORMATIVE/LOW-STAKES ASSESSMENT(CO 1, 6, 7 and MO1, 2, and 3):** Pre-Professional Advising Center Meeting **FORMATIVE ASSESSMENT (C02, MO1):**	- Bearcat Career Guide - Video: What is Health - Video: Know Your Why - Reading: Anatomy of an Application Self-Assessment Guide from the AAMC - Reading: The New Hippocratic Oath	- Drawing: What is Health? - Speaker/Recording: Pre-Professional Advising Office ☐ **Pre-Health Application Process** - Connecting Career Values to Healthcare Reflection Activity - Speaker Invites to Multiple Professional Programs for Competitive App. Panel (include recordings of professions that cannot make a synchronous session)

Module	Module Objectives (CO alignment)	Assessments	Learning Materials	Activities
	community support network (CO 6)	Post-Assessment Survey **(USES CANVAS QUIZ)**		
Cross-Cutting Skills	- Define cross-cutting skills (CO 4) - Identify personal cross-cutting skills within your experiences and how they connect to Healthcare (CO 1, CO 4)	- **FORMATIVE/AUTHENTIC ASSESSMENT (CO4, MO1 and 2):** Cross-Cutting Skills Worksheet (NACE) - *Work will translate into content for the Professional Portfolio Module.*	- NACE Career Readiness - Career Readiness Action Verbs - Cross-Cutting Skills & AAMC Competencies	- Cross-cutting skills definition and introduction video - ONET Search Activity to identify skills important for their career choice - Cross-Cutting Skills Worksheet Introduction - Formula Activity: SKILL + What You Did + Result/Purpose
Professional Portfolio	- Write and develop a professional resume (CO 1, CO 2, CO 3, CO 4) - Construct behavioral interview question answers based on personal experiences (CO 1, CO 3) - Explain the SIMSLAC process and how it can be used to answer MMI Questions (CO 1, CO 2, CO 3) - Write a draft introduction to a personal statement (CO 1, CO 2, CO 3, CO 6)	- **SUMMATIVE/AUTHENTIC ASSESSMENT (CO1, 2, 3, and 4: MO 1):** Final Resume **(USES VMOCK TOOL)** - **FORMATIVE/LOW-STAKES ASSESSMENT (CO1, 2, 3, and 4: MO 2):** Behavioral Interview Preparation Worksheet **(CAN USE MOCK INTERVIEW TOOL)** - **SUMMATIVE ASSESSMENT (CO1, 2, and 3; MO3):** SIMSLAC Portion of the Final Project (MMI Connection)	Resumes - Resume Template & Bearcat Promise Career Studio Website - Resume Introduction Video - Resume Writing 101 Video - Resource Videos: **VMOCK, Job Hero,** and a 3-Point Evolution - Resource: How to List Research Experience on Your Resume (with examples) - Resource: Research Assistant on Job Hero Interviewing - Video: How to Answer a Behavioral Interview Question - Video: MMI Stations - SIMSLAC Resource & Instructions - Current Schools Using MMIs list Personal Statements - AAMC Advising Corner - Application Essay Overview for Graduate School - Resource: Tough Love for Your Personal Statement from a Medical School Dean	Resumes - Resume Workshop - Optional: Drop-in Hours / Student Meetings for Questions - Optional: Meet with a Peer Career Coach for additional Resume Feedback Interviewing - Behavioral Interview Preparation Worksheet - **Big Interview Activity (AI Tool for Interviewing)** - 2x MMI Interview Scenarios Personal Statement - Speaker/Recording: Personal Statements with PPAC - Personal Statement Reflection Activity - Peer Share and Review Activity

Module	Module Objectives (CO alignment)	Assessments	Learning Materials	Activities
			• Resource: The Form and Style of Personal Statements (UC Graduate School)	
Experiential Learning & Networking	• Describe multiple experiential learning opportunities available at the University of Cincinnati (CO 1, CO 5) • Identify at least 1 experiential learning opportunity to pursue (CO 1, CO 5) • Create a LinkedIn and Handshake Profile (CO 3, CO 6) • Determine who is currently in your Effective Mentor Network (CO 6)	• **FORMATIVE/AUTHENTIC ASSESSMENT (CO1, 2, 3. and 4; MO1, 2):** Experiential Learning & Opportunities for Growth Quiz **(USES HANDSHAKE TOOL)** • **FORMATIVE/AUTHENTIC ASSESSMENT (CO3, 6; MO3, 4):** Create LinkedIn Profile & Submit a course from LinkedIn Learning you're interested in learning more about and why. **(USES LINKEDIN PLATFORM)** • **FORMATIVE/AUTHENTIC ASSESSMENT (CO3, 6; MO3, 4):** Create Handshake Profile **(USES HANDSHAKE PLATFORM))**	Experiential Learning: • Breakdown by SPRINT • Research Examples and Opportunities for Healthcare • Example Volunteer Opportunities • Internship and Co-op Experiences Additional Topics: • Video: Strong Recommenders in Four Steps • LinkedIn Profile Checklist • Overview of LinkedIn statistics, use, and how it is important for Healthcare professionals • Resource: Summary Examples • List of LinkedIn Groups and Employers relevant to Healthcare • Handshake Overview and Resources (Getting started video, job search for international students, 9 ways to make your Handshake Profile work for you). • Overview: LinkedIn Learning and Digital Upskilling	• Identify which kind of SPRINT experience you are the most interested in • Research 1 experience from SPRINT in more detail (Quiz) • Mentor Network Activity • Writing a new connection message activity • LinkedIn Summary Reflection Activity • Translate information from student resume to LinkedIn Profile • Translate information from student resume to Handshake Profile • **LinkedIn Learning – Identify a Course (Technology Tool for Digital Upskilling)**
Success in Pre-Health Pathways	• Define the term "Growth Year" and how it differs from "Gap Year" (CO 5) • Create a Parallel Plan (CO 1, CO 2, CO 5, CO 7) • Explain the impact Social Determinants of Health have on Healthcare	• **FORMATIVE ASSESSMENT (CO1, 7; MO1, 2):** Odyssey Plan version of a Parallel Plan • **FORMATIVE/LOW-STAKES ASSESSMENT(CO 1, 6, 7 and MO1):** Pre-Professional Advising Center Meeting • **SUMMATIVE ASSESSMENT (CO1, CO2,**	• Growth Year and Post-Baccalaureate Options • AAMC Resources for Growth Years (3 Articles) • Explore Health Careers Website • Pre-Health Career Options Search • Consideration of Careers outside of Healthcare Resources • Definition: Growth Year vs. Gap Year • What is an Odyssey Plan?	• Speaker/Recording: Graduate Student Panel in Healthcare • Reflection Questions for Growth Years • Parallel Plan Reflection Activity • **Playspent Game (Teaching Game Tool - Non-Graded Activity)** • Identify a SDOH and why it is important to you • Active Listening Reflection Exercise

Module	Module Objectives (CO alignment)	Assessments	Learning Materials	Activities
	Professions (CO 1, CO 8)	**CO5, CO6, CO7; MO2):** Final Project – Individual Reflection	● Social Determinants of Health Overview ● Addressing SDOHs in Cincinnati	
Multiple Paths to Success in Healthcare	● Articulate examples of how healthcare in America differs from other countries (CO 1, CO 8) ● Define and articulate examples of Health Equity (CO 1, CO 3, CO 7) ● Create a monthly budget (CO 7)	● **SUMMATIVE ASSESSMENT (CO1, CO2, CO7; MO1, 2):** MMI Partner Presentations **(USES PowerPoint/Google Slides and Video Recording when Online)** ● **SUMMATIVE ASSESSMENT(CO1, CO2, CO5, CO6, CO7; MO2):** Final Project – Individual Reflection ● **FORMATIVE/AUTHENTIC ASSESSMENT (CO1, CO8; MO1, MO2:** Documentary Reflection Assignment ● **FORMATIVE/LOW-STAKES ASSESSMENT (CO 1, 6, 7 and MO2:** Pre-Professional Advising Center Meeting	● Advancing Health Equity Guide ● **TedTalk: The Danger of a Single Story** ● Overview: Implicit vs Explicit Bias ● Resource: Proven Strategies for Managing Unconscious Bias ● Financial Planning **(TedTalk & Financial Diet Resource)** ● Resource: Financing a Medical Education Slides from the AAMC ● Resource: NAAHP Financing your Graduate Education Resources by Discipline	● MMI Partner Presentations (Recorded) ● Speaker/Recording: Ethics in Healthcare ● Speaker/Recording: Clinical and Translational Sciences ● Harvard Implicit Bias Test **(HARVARD QUIZ TOOL)** ● **Documentar(ies): Include 5 options students can pick from discussing different healthcare fields.** ● Worksheet: Budget Planning ● Financial Diet Reflection Activity **(YOUTUBE VIDEOS)**