



VCU

Health Sciences Academy

Health Sciences Academy - Cosby High School Syllabus Spring 2022

COURSE OBJECTIVES: This course is designed to help high school students learn college success skills, make informed decisions about the health careers they wish to pursue, and plan college level courses and extracurricular activities to achieve their career goals. The course achieves these objectives through the following activities and assignments:

- *Lectures from health professionals and admissions officers in different professional school programs*
- *Self Directed Search Career Inventory*
- *A mentorship program where VCU students plan activities and work individually with high school students to learn reflective writing skills*
- *Lab experiences where high school students will have the opportunity to tour professional school program facilities and labs on the Monroe Park and MCV campuses*
- *Individual presentations and mapping out a curricular and extracurricular plan to achieve intended career goals. Project and presentation must use material gained from the course to support career and major decisions.*

TIME AND LOCATION: The course will follow the Chesterfield public schools spring semester calendar. Cosby students will meet on dates specified on the course schedule from 11:30am-1pm or 1:30-3pm at Cosby High School.

INCLEMENT WEATHER: Class attendance is expected unless CCPS closes. Canvas updates and e-mails (VCU student account) will be sent to alert students of course adjustments necessary due to delayed openings or closings due to inclement weather.

INSTRUCTORS

- Dr. Seth Leibowitz - Executive Director, Health Sciences Programs and Advising
804-828-1761: sleibowitz@vcu.edu
- Ms. Cassandra Rogers, 3rd Period Instructor, cassandra_rogers@ccpsnet.net
- Ms. Meghan Toler, 4th Period Instructor, meghan_toler@ccpsnet.net
- Ms. Hallie Lappin, VCU Graduate Assistant, lappinhj@vcu.edu

TECHNOLOGY PROBLEMS: For all technology problems involving VCU Canvas, students should call the VCU technology help desk at 804-828-2227.

UNIVERSITY RULES AND PROCEDURES:

Academic Honesty and Honor Code. The VCU honor system policy describes the responsibilities of students, faculty, and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to his policy, "members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to agree to be bound by the Honor System policy and its procedures:

- Report suspicion or knowledge of possible violations of the Honor System;
- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases, &
- Maintain confidentiality regarding specific information in Honor System cases.
- Most importantly, "All VCU students are presumed upon enrollment to have acquainted themselves with and have an understanding of the Honor System."

In this class, because coursework will be collaborative at times, particular issues of integrity arise. You should **not** copy or print another student's work without permission. Any material (this includes IDEAS and LANGUAGE) from another source must be credited, whether that material is quoted directly, summarized or paraphrased. In other words, you should respect the work of others and in no way present it as your own.

EXPECTATIONS OF STUDENTS IN THIS CLASS

- You are expected to attend and participate in every class, turn in assignments on time, and study assigned readings before each class.
- You are expected to take full responsibility for your own academic performance.
- You are expected to communicate with your mentor on a regular basis.
- You are expected to learn new academic strategies and behaviors.
- You are expected to act and communicate with others in a professional manner.

MENTOR AND MENTEE RELATIONSHIPS: High school students will be assigned to work with a VCU student mentor. Each VCU mentor will be assigned to work with one or two Cosby students. Relationships will be built so the mentor can play a significant part in helping high school students build college success skills, advise the mentee about the college level, pre-health experience and discuss the factors that contribute to making decisions about health careers. Each mentor is available to guide students through exercises in the class as well as to be a source of information. Students are encouraged to ask questions (at designated mentor classes or via Canvas discussions and electronic communication) about the college experience and the coursework necessary for the pre-health curriculum. Students are advised to avoid inappropriate topics that might make the mentor or other classmates uncomfortable. During the duration of the spring semester, mentors and mentees are prohibited from transporting each other in personal vehicles.

REQUIRED MATERIALS & READINGS

1. Living and Dying in Brick City by Sampson Davis, M.D.
2. Virginia Health Careers Guide (Capital Area Health Education Centers)
 - Available on-line <https://www.vhwdc.org/docs/virginia-health-careers-manual.pdf>
3. VCU Undergraduate Bulletin available on-line at <http://bulletin.vcu.edu/undergraduate/>

See Canvas for the list of additional required readings that need to be completed before each class. Presenters may provide supplemental readings.

CANVAS: Students should check the Canvas site before each class by logging in at <http://Canvas.vcu.edu> to look for updates and assignment due dates. The Midterm, Final Exam, and all other assignments will be submitted via Canvas. Students will be able to submit assignments, find detailed instructions about assignments, and take exams under the Canvas tab marked “*Assignments*”. Canvas will be set up so assignments and exams must be completed and submitted by the due dates listed in the Syllabus. **All assignments must be submitted by midnight on the due date listed in the chart below.** Grades for each area listed above will also be posted under the “*Grades*” function.

ASSIGNMENTS, POINT VALUES, GRADING SCALE AND DUE DATES

Assignments	Point Values	Due Dates	Grades & Feedback Given By
Journal # 1	25	2/6	Mentors/Leibowitz
Self-Directed Search	10	2/13	Take online (See Syllabus)
Journal Unit # 2	25	2/20	Mentors/Leibowitz
Midterm Exam	85	3/4-3/6	VCU / Cosby Instructors
Service Learning Plan	75	3/13	Mentors/Leibowitz
Midterm Course Survey	5	3/13	VCU Instructors
Midterm Class Attendance / Participation	75	3/13	VCU / Cosby Instructors
Winter Reading Assignment	100	3/27	Mentors/Leibowitz
Journal Unit # 3	25	4/10	Mentors/Leibowitz
Interview Assignment	100	4/17	Mentors/Leibowitz
Final Presentation Proposal	20	4/24	Mentors/Leibowitz
Final Exam	85	4/29-5/1	VCU Instructors
Final Written Paper	30	5/1	VCU / Cosby Instructors
Final Multimedia Presentation on Canvas	10	5/1	VCU Instructors
Oral Presentation	75	5/2, 5/4, & 5/6	VCU /Cosby Instructors
Final Mentor Evaluation	150	5/10	Mentors

Final Class Attendance	75	5/10	Cosby Instructors
Final Course Survey	5	5/10	VCU Instructors
Journal # 4	25	5/15	Mentors/Leibowitz

GRADING SCALES

A	1000-900
B	899-800
C	799-700
D	699-600
F	Below 600

Detailed Instructions for Assignments

SERVICE LEARNING PLAN (*due March 13th*)

Students are to work with their mentor to design a program where a minimum of 20 hours of service is donated TO A HEALTHCARE ORGANIZATION. The actual service can take place anytime over the current year in high school or extend out into the summer of 2022. Service should be completed by September 2022. Provide a one page reflection on how the healthcare experience will help to explore health care fields. Include requirements for health care experiences in the professional program of peak interest and describe how the 20 hour commitment can help towards that goal. In this paper, include a detailed description of the organization or community based agencies where service was or will be rendered and describe how involvement in that agency will provide service to the community and help with personal growth.

Grading Rubric for Service Learning Plan (100 points)

Content	Points
Identified how service in organization will help achieve career goals or explore health careers	25
Provided background on organization where service is being provided	25
Provided reflection on how service will help the community and with personal growth	25
Organization, presentation, and writing ability	25

Total	100
-------	-----

WINTER READING ASSIGNMENT (due March 27th)

Living & Dying in Brick City by Sampson Davis

Writing Prompt

In his book, Living and Dying in Brick City, Dr. Sampson Davis (2014) discusses several health conditions he has seen in patients present in the Emergency Room at Beth Israel Hospital in Newark, NJ.

1. Choose one of the patient conditions Dr. Davis encounters in his emergency medical practice.
2. While focusing in on one of the chapters in the book, discuss how the patient's condition and treatment Dr. Davis describes are impacted by living in an urban/high poverty community.
3. Based on what you learned from your discussion in part 2, what cultural competencies do health care workers need to develop to care for patients living in urban/high poverty communities?

Grading Rubric for Winter Reading Assignment (100 points)

Content	Points
Understands patient condition Dr. Davis is describing	33.33
Understands how patient's health condition and treatment is impacted by living in an urban/ high poverty community	33.33
Suggests culturally competent strategies for caring for patients based on learning from part 2 of essay	33.33

Davis, Sampson (2014). *Living and Dying in Brick City: Stories from the Front Lines of an Inner City E.R.*, New York, NY: Spiegel & Grau.

INTERVIEW ASSIGNMENT (due April 17th)

Students are responsible for finding a Healthcare Professional on their own in an area of their interest and ask them (at least) the following questions:

1. Include the name of your interviewee and the date, location, and time the interview was conducted.
2. Tell me about the educational path you took to get your job?
3. Describe your work environment?
4. What do you like most/least about your job?
5. Describe your typical work week?
6. What would you recommend for someone who is taking the prerequisites to gain entrance into an undergraduate or graduate program in your field?

Write up a summary of the interview. Include reflections on **why** you chose the individual who you interviewed. Reflect on how information provided in the interview can impact your career preparation. ****The interview must be face to face and not an immediate family member.*****

Grading Rubric for Interview Assignments (100 points)

Content	Points
Interviewed a health care worker and provided a summary of the interview	25
Discussed choice of health care worker to interview	25
Provided reflection on how knowledge gained from interview will impact career preparation	25
Organization, presentation, and writing ability	25
Total	100

RESPONDING TO SURVEYS / SELF DIRECTED SEARCH: (20 pts):

Surveys (besides SDS) will be distributed in class so you can assess our course. These will be posted to Canvas and must be completed by the due dates to receive points. The Self Directed Search can be accessed at (<http://www.self-directed-search.com/>). Passwords to access the site will be made available through Canvas. You must take the test and bring the results page to class on **February 13th**.

MENTOR EVALUATION: (150pts)

Your mentors will be asked to evaluate student engagement in the mentoring program at the end of the course. Mentors and mentees are required to have a minimum of 2 video or phone conversations throughout the semester. These conversations should be structured so mentors can help in the planning process of completing course assignments. Mentors are responsible for scheduling and conducting these communications. Your mentor will evaluate your interaction and your participation in the Mentor/Mentee relationship. There will be an opportunity for midterm feedback and discussions and a final mentor evaluation grade.

CLASS ATTENDANCE AND PARTICIPATION: (150 pts)

Attendance at all class meetings is mandatory. Students must participate in class through communicating with mentors, being alert and asking questions in class, participating during in-class exercises, and responding to questions raised by lecturers. *Participation will also be calculated by student's entering one question on the Discussion board of Canvas before each speaker visits.* A midterm grade (50 points) will be awarded by **March 13th** and final grade (worth 50 points) for class participation will be awarded on **May 10th**.

MIDTERM AND FINAL EXAMS: (170 pts)

A Midterm and Final Exam will be administered via Canvas. The Midterm and Final exam material will consist of multiple choice questions taken directly from the presentations and readings. The exams will be open book / open note but students cannot collaborate on answers. The exam will open on Canvas to be taken for a period of approximately 48 hours. **ONCE YOU START THE EXAM YOU MUST FINISH IT.**

Midterm: Opens 3pm on March 4th and closes at 11:59pm on March 6th

Final Exam: Opens 3pm on April 29th and closes at 11:59pm on May 1st

JOURNAL REFLECTIONS: (100 pts - 25 pts each)

Four (4) journal assignments total. The journal entries are designed to support the development of your Final Presentation. They should be used as a tool to reflect on the various units of the course by including material presented in class and during the labs. Each journal entry will have a prompt giving a suggested topic to write about. Journals are to be submitted to Canvas at or before their assigned due date. Students are encouraged to discuss their journal grades and entries during each Mentor class. Journal grading standards & prompts are provided below: **Journals should be 1 page (250-350 words).**

Grading Rubric for Journals (25 pts each)

Content	Points
Ability to reflect upon specific aspect of the course, Self-directed search or mentoring program activities	7
Ability to analyze self in relation to aspects of the course identified above	6
Ability to project into the future and relate learning to what could happen	6
Organization, presentation, and writing ability	6
Total	25

Prompts for Reflective Journals

Journal entries should answer each of the items provided in the rubric with each entry being **250-350 words**. Journal entries are to be **submitted to Canvas by 11:59 pm on the due date**. *Journals will be given ½ credit for 1 day late and “0” points will be given if submitted later than 24 hours after the due date.*

Journal #1 (due February 6th)

Prompt:

- **Prompt:** Based on your experience in the mentorship sessions and interactions with your mentor, discuss how you plan to use your mentor to be successful in the course. Reflect on specific interactions you have had with your mentor so far and what you learned about your mentor from those activities. Discuss your expectations and plans for developing that relationship so it will help you be successful in your course. Briefly summarize the expectations you set with your mentor for communication throughout the semester.

Journal #2 (due February 20th)

Prompt:

- Reflect on your self-directed search inventory results.

- Have your results challenged you to see yourself in new ways or confirmed what you already knew to be true about yourself?
- As you plan your response, think about the outcomes that surprised you and the ones that reinforced things you already knew about yourself.
 - Choose a specific outcome – one that was surprising or confirming.
 - Write about the outcome explaining how it does (or does not) reflect how you see yourself and your future.
- Support your discussion with specific experiences that you have had in your life either in school, with your family, or in extracurricular activities.
 - What has this new information made you think about in terms of your health career exploration?

Journal #3 : (due April 10th)

Prompt:

- Describe an aspect of the pandemic that has impacted the health profession you want to pursue.
 - (cite sources to show you have researched the aspect of the pandemic you are choosing to discuss)
- How has the profession you want to pursue been impacted by this aspect of the pandemic?
- As someone preparing to enter this field, how has this issue impacted your thinking about serving others in the profession you are choosing to pursue?

Journal #4 : (due May 15th)

Prompt:

- Think about the short term goals you set for yourself in your Final Presentation.
- What activities do you want to complete by the time you finish High School?
- Reflect on why these activities are important for you to achieve before ending High School.
- What specifically will you do to make sure they are accomplished by the end of your Senior year?

FINAL PRESENTATION PROJECT STANDARDS: (135 pts)

Students' Final Presentation will compose of a Proposal, Final Written Paper, Multimedia Presentation (*Prezi, Powerpoint, etc.*) & an Oral Presentation. Details for each element of the project are below:

1. PROPOSAL (20 pts): Initial proposal due by 11:59 pm on **April 24th**. The proposal should be about ½ page and include your initial thoughts or an outline on the material you will include in your final presentation and how you plan on presenting the material.

2. FINAL WRITTEN PAPER (30 pts): Due 11:59pm on **May 1st**. The written component of your project SHOULD NOT be a print out of your multimedia presentation, but a written document addressing the topics in your presentation. Use the paper to show how you plan to use the knowledge you have gained from the course in planning for your future career. *Please include in your paper the following:*

- Choose a college that you would like to attend. Choose a major and what Health professional program that you are considering to apply while in college. Include how you made these choices based on the feedback you received from the Self-Directed Search, your mentor relationship, the mentoring presentations, individual research, textbook, lectures given in class, and your personal experience in the lab sessions. You should include how the interview and community service plan helped you with

your decision-making and setting your career goals. You should include course activities and assignments throughout the semester that assisted you in your career decision making.

- Include a time frame plan, listing courses you plan on taking during your pre and professional preparation phase in college. The plan should conclude with when you will be practicing as a health care worker. Using material covered by the mentor presentations, include a list of study and college success skills that will be used to help you perform well in future coursework.
- Include the extra-curricular activities you will get involved in at college and how these activities will assist you in preparing for the career goals and leading a well-balanced college life.
- Reflect on how this course has helped you to prepare for college and what you have learned from taking this course and how it might help you to be successful in college.

3. MULTIMEDIA PRESENTATION (10 pts): Submit your Powerpoint/Prezi to Canvas by 11:59pm on **May 1st**. No late submission accepted. If not uploaded then you will receive a ZERO for the submission grade. Youtube Videos are NOT allowed. No changes to the presentation can be made after the submission due date. Presentations will be evaluated based on grading rubric found on Canvas.

4. ORAL PRESENTATION (75 pts): Students will present a **6-8 minute** oral presentation. You must present alone and are required to use your multimedia presentation to support you. Your oral presentation must review your career development in the class and the topics you discussed in your Final Written Paper (see above). When presenting, do not just regurgitate facts, be creative while providing the pertinent information. The presentation must include all the elements listed in the grading rubric (*see Canvas for Grading Sheet and for more details of the Project breakdown*). Points will be taken off if you are under or over the 6-8 minute mark.