

| <u>Date</u> | <u>Topic</u> | <u>Assignment for Next Class</u> |
|------------------|--|---|
| 2/2..... | Course requirements, introductions, examples of PS's..... | List significant <u>life events</u> . |
| 2/9..... | Choosing <u>life events</u> to include in your PS. | Write <u>opening</u> paragraph. |
| 2/10..... | <i>Last day to add classes</i> | |
| 2/16..... | Work on <u>opening</u> paragraph..... | Revised <u>opening</u> paragraph. |
| 2/23..... | Continue working on <u>opening</u> paragraph..... | Paragraph on <u>obstacles</u> |
| 2/24..... | <i>Last day to drop classes without “W” on transcript</i> | |
| 3/2..... | How to communicate <u>obstacles</u> you have faced..... | Revised paragraph on <u>obstacles</u> |
| 3/9..... | Continue working on <u>obstacles</u> paragraph..... | Paragraph on <u>motivation</u> |
| 3/16..... | How to communicate your <u>motivation</u> | Revised paragraph on <u>motivation</u> |
| 3/23..... | Continue working on <u>motivation</u> paragraph..... | Paragraph on <u>competence</u> |
| 3/24..... | <i>Last day to choose Cr/NCr Option</i> | |
| 3/30..... | How to communicate your <u>competence</u> | Revised paragraph on <u>competence</u> |
| 3/31..... | <i>Last day to withdraw <u>without</u> documentation; “W” appears on transcript</i> | |
| 4/6..... | No Class – Spring Break | |
| 4/13..... | Continue working on <u>competence</u> paragraph..... | Paragraph on <u>leadership</u> |
| 4/20..... | How to communicate your <u>leadership</u> skills..... | Revised paragraph on <u>leadership</u> |
| 4/27..... | Continue working on <u>leadership</u> paragraph..... | <u>Combine</u> all paragraphs into a <u>PS</u> ; edit. |
| 4/30..... | <i>Last day to withdraw <u>with</u> documentation; “W” appears on transcript</i> | |
| 5/4..... | <u>Integrating</u> your paragraphs into a <u>PS</u> | Revise your <u>PS</u> ; fill out a <u>primary application</u> . |
| 5/4..... | <i>Advising Day – See your advisor</i> | |
| 5/11..... | The <u>primary application</u> process I..... | Revise your <u>primary application</u> . |
| 5/18..... | The <u>primary application</u> process II..... | Revise your <u>primary application</u> . |
| 5/25..... | Finals Period – Class Pot-Luck Party | |
| 5/26..... | Final PS & Final Primary Applications due by midnight | |

Explanation of Writing Assignments

Life Events: Compile a list of significant life events. These should be academic and non-academic experiences, both positive and negative. Dig deep to remember the events that have shaped your life. Although you will not include all of these in your personal statement, it is important to inventory your personal history. Many of us have “forgotten” or “tucked away” powerful events that have greatly influenced us. However, when we do so, we also abandon or compartmentalize some of our life force. You do not have to write paragraphs for this assignment; a bulleted or outlined list is fine. Where there are events of a deeply private nature, you may want to encode your entry. For example, “Had bad experience with X” or “Took leave of absence due to Y”.

Rather than writing a different paragraph for each assignment, some students may prefer to write a personal statement from this point forward, submitting significantly revised drafts each week.

Opening ¶: You need to begin your personal statement with an attention-getting paragraph. Otherwise, the reader may quickly lose interest and not read much further. The opening is the most difficult paragraph to write in the personal statement. It is often about a personal experience that has deeply moved you or that exemplifies your character.

Obstacles: Many of us have faced daunting obstacles. These can be based on economics, lack of education, racism, unexpected tragedies, big mistakes, addictions, family craziness, etc. Writing passionately about these areas will enliven and individualize your personal statement, and show that you have thought about your background. In addition, showing that you have overcome significant obstacles can be very impressive.

If you have had a life with few obstacles, instead of writing about obstacles, write about how you have used your resources (privilege).

Motivation: This paragraph explains why you want to be a physician, dentist, pharmacist, veterinarian, etc. Avoid clichéd explanations such as “I like to help others”. Dig deeper. Here’s a place where you might cite past personal experiences, positive and/or negative, with health care providers.

Competence: This paragraph explains how well prepared you are to enter the health profession of your choice. It integrates your professional and volunteer experiences into a statement that convinces the admissions office that you will be a successful medical, dental, pharmacy, veterinary, etc. student. These experiences are also likely to be listed elsewhere on your primary application.

Leadership: To be a successful health professional in this complex world, you need to have some leadership and organizational skills. This paragraph shows how you’ve applied your leadership skills. Most impressive are the activities that have left a legacy. Sustained leadership in service of a disadvantaged group is particularly impressive. Many of us lead by example rather than through a formal position such as President.

Integration: Integrate all your paragraphs into a coherent personal statement. This is challenging, because you may need to do a considerable amount of rewriting. Those who have chosen to write a revised personal statement each week will continue in the same vein.

1^o Application: This assignment exposes you to the real online primary application for your chosen health profession. See the “External Links” folder on Blackboard and the NAAHP web site (http://www.naahp.org/prof_links.htm) for URL’s to application services. The most important sections to fill out are: biographical information, experiences, statement of whether you consider yourself disadvantaged, and, of course, the personal statement. Electronic copies of this application must be submitted to me to fulfill these assignments.

Spring, 2006

Science 695
HEALTH PROFESSIONS COLLOQUIUM
Information, Guidelines and Policy

HH-201
Thursday, 5- 7 PM

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|---|--|
| <u>Instructor:</u> Barry S. Rothman | <u>Phone:</u> 338-2418 (no voice-mail) |
| <u>Office:</u> HH-221 | <u>E-mail:</u> brothman@sfsu.edu |
| <u>Office Hours:</u> Mon: 10:30 - 12:30 & Thurs: 2:30 - 4:30 pm | <u>BBWeb Site:</u> http://online.sfsu.edu/ |

Grades: The course is +/- letter-graded, with Cr/NCr as an option. Evaluation is based on attendance (20%), participation in class (10%), and performance on homework assignments (70%). Grade scale: A, 90-100; A-, 87.7-89.9; B+, 83.3-87.6; B, 80-83.3; B-, 77.7-79.9; C+, 73.3-77.6; C, 70-73.3; C-, 67.7-69.9; D+, 63.3-67.6; D, 60-63.3; D-, 57.7-59.9; F, below 57.7.

Assignments: You will have **two** assignments due each week. One is private - a **paragraph** on an assigned topic, the other is public - participation in the class **Discussion Board**, where the topic will be chosen by me. You are **expected** to have all paragraphs completed on time and sent to me electronically. I prefer that paragraphs be sent to the course's Blackboard "Digital Drop Box". Paragraphs and Discussion Board entries are due by 11:59 pm on the Wednesday before class. You are also expected to schedule at least **one interview** in front of the class during the semester, and you are expected to have at least **one writing assignment** edited in front of the class. These activities should be scheduled on the class Discussion Board.

Lateness: Assignments handed in past the announced due dates, without an acceptable excuse, will be penalized by as much as 5% per day. Do not miss a class to finish an assignment. No matter how late an assignment is, it is still better to hand it in than to completely ignore the assignment.

Attendance: You are expected to attend **every** class. The camaraderie and cohesiveness of the class depends on your regular attendance. Absence is excused only for extenuating circumstances. Each absence, excused or not, lowers the attendance component of your grade.
Warning - three unexcused absences constitutes a failing grade (F or NCr).

Participation: You are expected to be mentally "present" during class and contribute to class discussions. About half of class time will be devoted to reviewing the assignment, and the other half to a more small group discussions and interview practice. Interview topic will be the same as the writing topic. Occasionally, part of a class period will be devoted to a formal, health professions presentation open to the campus-at-large.

Confidentiality: Because of the **personal** nature of the work we are doing, it is important to safeguard each other's privacy and be sensitive to each other's feelings. Do not repeat outside of class any personal information you hear in class. Also, do not bring up sensitive issues with a class participant without first checking out whether that person wants to talk with you about that issue.

Withdrawal: You may drop without a "W" up to 2/24. You may withdraw with a "W" but without an excuse up to 3/31. From 4/1 to 4/30, "W"s are granted only for serious and compelling reasons that are well documented and out of the student's control. You will need to hand in: signed, completed withdrawal petition, documentation on letterhead, unofficial SFSU transcript, and current semester enrollment. From 5/1 to 5/19, a "W" can be granted only for extenuating circumstances; this requires extensive documentation and paperwork, and, usually, complete withdrawal from SFSU.

Students who have performed poorly in all classes during a semester due to devastating circumstances should consider withdrawal from the University for that semester. This can also be done after the semester has ended (**Retroactive Withdrawal**). This procedure requires extensive documentation.

This handout is intended to make clear what constitutes cheating and how it will be dealt with.

Cheating is a serious offense and will be severely punished.

Plagiarism: Plagiarism is considered cheating. It is defined as using another person's words without quotation marks and/or reference. Although in preparing assignments you may paraphrase written information from texts or articles, you must use your own words, and demonstrate that you understand that information. If you quote directly from a source, you must indicate this with the use quotation marks and cite the source of information.

Altered Answers: Changing an answer on an assignment, then trying to have the grade changed is considered cheating.

Impersonation: False representation of yourself as someone else in this course is a gravely serious offense. Please be prepared to show photo identification, preferably a student I.D. card or driver's license, if asked.

False Grade Change: Forging or altering a grade change form is also a gravely serious offense. The Registrar's Office is wise to this; they carefully check signatures and send copies of all grade change requests to the faculty member.

Consequences: A person cheating in an assignment receives a 0 for that assignment; their name and a description of the offense is sent to the Dean of Students. Cheating offenses are punished by disciplinary probation, suspension, or expulsion. These actions are noted on your transcript! Please see the Student Conduct/Discipline Section of the current *SFSU Bulletin* for more information on student cheating and penalties.

If You See Cheating: If you think a fellow student is cheating I urge you to discretely tell me about it. I will maintain your anonymity.