###### Master Course Syllabus

###### Malcolm X College

###### One of the City Colleges of Chicago

Life Sciences

###### Summer 2017

Course Prefix and Number: Independent Study 299

Course Title: Pre-clinical Summer Internship at Rush Medical Center

Length of Course: 8 weeks

PCS Code: 1.1

###### IAI Code:

Semester Credit Hours: 1

Contact Hours: 1

Lecture Hours: 0

Lab Hours: 0

Clinical Hours: 1

Expected Study Hours Outside of Lecture/Lab Hours: 2 hours

Method of Delivery (mark all that apply): Face to Face\_\_x\_\_ Online\_\_\_\_ Hybrid\_\_\_\_

Instructor Name: Chiju (Chris) Huang, Ph.D.

Office Location: 2401 N

Telephone Number: 312-850-7481

E-mail: chuang16@ccc.edu

Office Hours: T- 7:45 – 10:45 AM, TH- 7:45 – 8:15 AM

Class Time: Saturday, 8 AM – 1 PM

Classroom/Lab: Rush Medical Center

Course Website: https://ccc.blackboard.com/

**Course Catalog Description:**

Special topics in biology and biotechnology will be discussed along with appropriate lab and/or field trip activities. New developments will be emphasized, especially materials useful in K-12 education and industry. Writing assignments, as appropriate to the discipline, are part of the course. **ARC: 4 times**

**Prerequisites:**

(4a) Students who have completed at least one of the following courses at CCC – Biology 121, 226, 227 or Microbiology 233.

(4b) Application – Due to limited seats, students who are interested in enrolling in this course are required to submit an application packet, which includes transcripts, a reference form filled out by a college instructor, and a personal statement. This packet is available online (<http://www.ccc.edu/colleges/malcolm-x/departments/Pages/RushSummerPreclinical.aspx>) or search “internship” on MXC home page. The application period is April 6 – 20th (priority registration period). Students will be notified of acceptance on April 25.

(4c) Selection criteria: Students will be selected based on (i) cumulative GPA; (ii) GPA in science-related college-level courses; (iii) recommendation and professionalism; (iv) # of honors courses taken. Honors students are encouraged to apply; and (v) finalists will be interviewed individually and a writing example will be required at the time of interview.

**Students for Whom the Course is intended:**

Students who are exploring various biomedical careers including Respiratory care, Imaging sciences, Medical Laboratory Sciences, Occupational Therapy, Clinical Nutrition, Ultrasound, Physician assistant, etc.

**Course Objectives:**

This course provides experiential learning opportunities to health sciences-bound students by observing the daily routines at various disciplines, interacting with clinicians/researchers to have an in-depth understanding of required skillsets, and reflecting on the student’s own strengths and weaknesses in meeting the challenges of the observed professions. Students will observe assigned health clinicians/researchers at Rush Medical School, attend presentations or seminars on site and participate in healthcare/research team activities as needed.

Students will be required to:

1. Participate in shadowing an assigned clinical/research staff or attending professional seminars up to 7 hours per week.
2. Attend weekly group discussion held at MXC or on Blackboard.
3. Submit a written report per rotation.
4. Submit a summary final report/personal reflection.

**Student Learning Outcomes:**

Upon completion of this course the student are expected to:

1. Describe the role played and tasks performed by healthcare professionals or researchers being observed;
2. Report the pathophysiology of selected patients or the scope of biomedical investigation being observed;
3. Practice professional conduct codes in protecting patients’ privacy as required by laws.
4. Explain the mechanisms on which the treatment modality is employed by the healthcare professional or the working model that the researcher formulates for designing his/her study.
5. Reflect on how personal belief, attitude, behaviors and skills affect one’s decision-making process in pursuing health sciences related careers.
6. Analyze those factors that impact an individual’s effectiveness as a member of healthcare providing/research team.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Topical Outline and Calendar | | | | | |
| Class Units | Date | Content  (See Appendix A for exact dates/sites) | Lab/Clinical Information | Desired Outcome(s)  in SLO #s | Assessment Method(s) |
| Unit 1 | June 4  Tuesday | Orientation | Introduction of programs | 1,2,3,4,5,6 |  |
| Unit 2 | June 11 Tuesday | On-site experience (8 am – 1 pm) | Rush # 1 rotation site | 1,2,3,4,5,6 | Preceptor evaluation, report, Online discussion forum |
| June 14 | Check-in rotation #1 | Online forum, Report |
| Unit 3 | June 18 Tuesday | On-site experience (8 am – 1 pm) | Rush # 2 rotation site | 1,2,3,4,5,6 | Preceptor evaluation, report, Online discussion forum |
| June 21 (Fri) | Check-in rotation #2 | Online forum, Report |
| Unit 4 | June 25 Tuesday | On-site experience (8 am – 1 pm) | Rush # 3 rotation site | 1,2,3,4,5,6 | Preceptor evaluation, report, Online discussion forum |
| June 28 (Fri) | Check-in rotation #3 | Online forum, Report |
| Unit 5 | July 2  Tuesday | On-site experience (8 am – 1 pm) | Rush # 4 rotation site | 1,2,3,4,5,6 | Preceptor evaluation, report, Online discussion forum |
| July 5 (Fri) | Check-in rotation #4 | Online forum, Report |
| Unit 6 | July 9  Tuesday | On-site experience (8 am – 1 pm) | Rush # 5 rotation site | 1,2,3,4,5,6 | Preceptor evaluation, report, Online discussion forum |
| July 12 (Fri) | Check-in rotation #5 | Online forum, Report |
| Unit 7 | July 16  Tuesday | On-site experience (8 am – 1 pm) | Rush # 6 rotation site | 1,2,3,4,5,6 | Preceptor evaluation, report, Online discussion forum |
| July 19 (Fri) | Check-in rotation #6 | Online forum, Report |
| Unit 8 | July 23  Tuesday | Final rotation and the conclusion meeting (8 – 2 pm) | Rush # 7 rotation site (option) | 1,2,3,4,5,6 | Preceptor evaluation, report, Online discussion forum |
|  | July 26 (Fri) | Online forum, Report |

**Texts, Materials, and Resources:**

Text: None

Blackboard Access: Mandatory

**Amount of Writing Required:**

Students are required to submit (1) a 1-2 pages report per rotation that addresses learning objectives and (2) a final 2-3 pages report at the end of the semester that addresses these same objectives. Reports are double-spaced and in Ariel 11 font. See “Methods of Evaluation” for details.

Students are required to submit reports to the Blackboard discussion forum. Each report will be compared to databases for plagiarism

**Methods of Assessment**

Course Objectives and Student Learning Outcomes that will be assessed in this course are stated under the Objectives and Outcome headings of this syllabus (see above table).

**Methods of Instruction:**

This course does not have a lecture component. Instructions The methods of instruction to be used in this course include lectures, labs, discussions, web activities, in class games/acting out, and take home assignments

**Methods of Evaluation:**

Grade determination is based on the number of points earned compared to the maximum number of points possible based on assignments and exams given (700 possible points). Classroom participation is also factored into your grade. Determination of the final grade will be based on the accumulation of total points. The following grading scale will be used:

90-100% of total points = A

80-89 % of total points = B

**70-79 % of total points = C (Passing grade)**

60-69 % of total points = D

Below 60% = F

**Grade Distribution/Breakdown:**

1. **Professionalism**

- Evaluator: Designated preceptors at Rush

- 180 points, 30 points/rotation, 6 rotations

|  |  |  |  |
| --- | --- | --- | --- |
|  | Points |  |  |
| Punctuality/Attendance  /Participation | Always (10) | Frequently (5) | Rarely (0) |
| Communication | Excellent (10) | Fair (5) | Poor (0) |
| Personal demeanor and attitude | Always (10) | Frequently (5) | Rarely (0) |

*i. Punctuality/Attendance /Participation*

- Attend all planned events. Arrive at the designated location on time and stay for the whole duration.

- Actively participate in the tasks/events at hand.

- Be willing to accept responsibilities when asked by a preceptor.

*ii. Communication/Oral presentation*

* Demonstrate the motivation to learn by doing background research or completing assigned reading before arriving at the clinical site.
* Ask or respond to questions. Participate in discussions.
* Make thoughtful and logical comments. Provide supporting evidences in backing up one’s statements.

- Contact appropriate personnel in a timely fashion when issues arise.

*iii. Personal demeanor and attitude* include, but not limited to, the following:

* Students are expected to wear modest business attire (button shirt/sweater, close-toed dress shoes, and slacks). Students shall maintain high standards representative of MXC and Rush University.
* Demonstrates collegiality (considerate, compassionate, and respectful)
* Interact with members of health team, patients and their family/friends with respect. No foul language is allowed in any circumstance. All questions for the preceptor should be reserved until leaving the presence of the patient.
* No large jewelry. No perfume or strong-smelling lotions or body sprays of any kind are permitted in the clinical area. Many patients are extremely sensitive to these materials.
* Hair should be pulled back and kept out of the student’s face at all times.
* DO NOT answer your cell phone or communicate via text message while you are rotating through the clinical site.
* NO food or drink of any kind permitted on the clinical floors.
* In case of a patient emergency, ensure that you step aside and allow the clinicians to conduct their work. In all instances, patient care is the top priority of every employee and student and Rush, so you must be sensitive to the situation and allow your preceptor to conduct his or her work, as needed.

2. **Reports/Reflection.**

* Evaluator: MXC course instructor
* 240 points, 40 points/rotation ((x6)
* Students should pose their weekly observation report/reflection paper to Blackboard discussion forum on or before the deadline (see schedule below, the cut off time 11:59pm)
* In 800-1000 words, describe what you learn on the day of clinical observation. Use **7. Course Objectives** listed about as key thematic points in your paper.

|  |  |  |  |
| --- | --- | --- | --- |
|  | 10 | 5 | 1 |
| **Grammar & Mechanics** | Excellent grammar, spelling, syntax and punctuation. | Some errors in spelling, grammar, syntax and/or punctuation. | Significant errors |
| **Organization**: Paragraphs | All paragraphs have clear ideas, are supported with examples and have smooth transitions. | Some paragraphs have clear ideas, support from examples may be missing and transitions are weak. | Para. lack clear ideas |
| **Content** | Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details. | Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature. | Content is not sound |
| **Reflection** | Demonstrate the ability to examine oneself deeply. Discover one’s own weaknesses and strengths objectively. Assess one’s own skills, aptitude and work ethics honestly. Discuss how these personal characteristics might impact one’s ability to achieve career goals. Provide workable strategies to overcome personal shortcomings. | Provide superficial or unbalanced assessment of one’s strengths and weaknesses. Career goals are not commensurate to one’s aptitude/skills/work ethics. Action plans lack details and/or applicability. | Unable to reflect. |

3. **Participation of weekly online Blackboard discussion (deadline see the schedule)**.

* Evaluator : MXC course instructor
* 60 points, 10 points/biweekly
* **Comment on other student’s report/reflection after the report is posted to the discussion forum. This needs to be completed before the day of the next clinical rotation.**

4) Final presentation - 100 points

A final presentation/panel discussion will be held on the last day of class (see course calendar)

* 1. Goals – Refer to SLOs 1,2,4,5,6. Specifically, this presentation seeks

1. to provide an opportunity for students to describe, analyze, and reflect what they've observed;
2. to make connections between the clinical setting and their desired career path;
3. to solicit feedback from or ask questions to preceptors.
   1. Deliverable –
      1. Format - Speaking of the events/tasks observed at a particular site and what you have learned from them (5 minutes per student) followed by an open discussion. Students should prepare a written text and speak from it. A Powerpoint presentation is NOT required. However, if you would like to include graphics in your presentation, please let me/Laura know so that we would request AV equipment. Submit the text to Blackboard discussion forum.
      2. Contents - Each student will be randomly assigned a clinical site to present. Refer to Goals (section a) to guide you on what to talk about. During the open discussion, the audience, including clinical preceptors, might ask general or specific questions. All students are encouraged to answer these questions. In addition, students may ask preceptors questions.
      3. Rubrics

|  |  |  |  |
| --- | --- | --- | --- |
|  | 20 | 10 | 0 |
| Public speech – Volume, pace, body language, clarity of speech | Excellent | Fair | Poor |
| Summary of events on the day of observation | Excellent | Fair | Poor |
| Describe what role the clinician/researcher plays and what tasks he/she performs | Excellent | Fair | Poor |
| Reflection – what you have learned, how this experience has impacted you | Excellent | Fair | Poor |
| Response to questions | Excellent | Fair | Poor |

5. Complete and upload Student Self-Assessment Form” (see Appendix B, also download from Blackboard) to the Discussion Forum and provide feedback to your classmates. 20 points.

Distribution of Points among Various Assignments

1. Professionalism 180

2. Report/Reflection 240

3. Weekly online meeting 60

4. Final presentation 100

5. Self-assessment questionnaire 20

TOTAL 600 points

**Exit Assessment/Competencies: N/A**

**Definition/Statement of Active Pursuit of the Course:** District and College attendance policies are listed in the College Catalogue and the Student Policy Manual:

<http://www.ccc.edu/menu/Documents/Academic_Student_Policy/2016_Mar_Academic_Student_Policy_APPROVED.pdf>

*No Show Withdrawal:* If a student registered for the course before the start time of the first class period, but did not attend the first class session of a course that meets only once per week and failed to notify the instructor of his or her intentions to continue the class, the Registrar’s Office will remove the student from the course.

*Administrative Withdrawal/Active Pursuit:* **- A student who has had three or more unexcused absences OR missed 3 assignments, including Blackboard quizzes, lab reports, in-class exams or other projects, at the mid-term report period may receive an ADW (administrative withdrawal) by the instructor. To be reinstated, the student has to document the concrete steps she/he will take to actively pursue completion of this course.**

**Disability Access Center:**

Any student with a disability, including a temporary disability, who is eligible for reasonable accommodations should contact the Disability Access Center located in Room 1302 at Malcolm X College. Hours of Operation are 9:00am to 5:00pm on Monday, Tuesday and Wednesday; 9:00am to 6:00pm on Thursday; and 9:00am to 1:00pm on Friday.

**Academic Support Center:**

Did you know that students who see a tutor regularly throughout the semester increase their chances of success in their courses? The ASC offers free tutoring on a walk-in basis for a variety of subjects. Stop by the front desk in Room 2301 to request a tutoring session. We are located behind the Library on the second floor, and can also be accessed through Stairwell and Elevator #7 behind the Cafeteria. Hours of Operation are 8:00am to 8:00pm on Monday through Thursday; 8:00am to 5:00pm on Friday; and 9:00am to 1:00pm on Saturday. Summer session hours may be slightly reduced. Be sure to also look out for the various workshops we host throughout the semester!

**Wellness Center:**

Walk-in’s are welcome and can frequently be seen immediately. Appointments also can be made in person or by calling us at 312-850-7122. Hours of Operation are 9:00am to 5:00pm on Monday through Thursday and 9:00am to 1:00pm on Friday. We are located in Room 2211 on the second floor in the Sports Complex. We are not connected to the rest of the second floor. We offer: individual counseling, monthly STI testing and SNAP sign-up, workshops and group discussions, sport psychology programs, assistance to access community resources, assessment for learning disabilities, free feminine hygiene products, and free male and female condoms. Also, we have emergency food and hygiene kits for students in need. We are free and confidential!

**Veteran’s Affairs:**

The Veteran’s Center is a centralized, on-site source of support and access to veterans’-specific information and resources. Hours of Operation are 9:00am to 5:00pm on Monday through Thursday and 9:00am to 1:00pm on Friday. We can be reached at 312-850-7859 or in Room 1300 of Malcolm X College.

**Advising Services** assists with goal setting, academic plan selection, academic planning and course selection, transfer to 4-year colleges and universities, and academic success. Room 1412, Phone: (312) 850-7185

**Career Services** includes career assessment and goal setting, job readiness, and placement support. Room 2224, Phone: (312) 850-7267

**Testing Resources Center** provides a variety of testing services to assist students as they pursue their academic goals. This is where you go to take the make-up exam for one of the in-class exams. Call for business hours. Room 1413, Phone: (312) 850-7238

**Safety and Security office** is available 24 hours a day to ensure a safe and secure environment Room 1316A. Phone (312) 850-7168.

**Academic Integrity:**

The City Colleges of Chicago are committed to the ideals of truth and honesty. In view of this, students are expected to adhere to high standards of honesty in their academic endeavors. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in a grade of “F” by the instructor. For more information, please see the Academic & Student Policy Manual:

<http://www.ccc.edu/menu/Documents/Academic_Student_Policy/2016_Mar_Academic_Student_Policy_APPROVED.pdf>

**Withdrawal from the Course** A student must contact the Registrar’s office in order to withdraw from the course. Prolonged absence from class does not mean you have withdrawn from the course. Check the class schedule for the deadline of student initiated withdrawal. If you do not withdraw by this date, the grade that you earn at the end of the semester will be entered into your final transcript.

The policy for awarding “incomplete” grades (http://www.ccc.edu/menu/Documents/Student%20Policy%20Manual/2015\_Nov\_Student\_Policy\_Manual\_APPROVED.pdf ) is this following:

I – Incomplete “I” designations (Incomplete) are non-grade designations received by students who have actively pursued a course and are doing passing work at the end of the course, but who have not completed the course’s final examination and/or other specific course assignments due to extenuating circumstances. “I” grades are awarded upon request of the student and at the discretion of the instructor and must be supported by documentation that explicitly explains the extent of the extenuating circumstances.

**FERPA:**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of student educational records: [www.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Faculty cannot reveal information about students, or discuss student records over the phone or unsecure e-mail. CCC student e-mail meets FERPA requirements.

­­­­­­­­**Tips for using technologies**

Please set up automatic email forwarding from CCC account to your private email account if you do not check CCC email account regularly.

Blackboard : Students are required to have online access to Blackboard as part of this course. This learning management technology will be used for posting your grades in real time, announcements/general communication, discussion boards, electronic submission of documents, retrieval of notes/documents and other assessments. Please check blackboard and your ccc.edu email regularly. If you do not have a personal computer at home, please check out the laptop loaner program at MXC (<http://www.ccc.edu/colleges/malcolm-x/departments/Pages/Information-Technology---Students.aspx>), the MXC Academic Support Center, MXC Library, or your local library for hours (<http://www.chipublib.org/>). For support accessing blackboard visit the above link as well.

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**Student Self-Assessment Questionnaire**

This questionnaire has been designed to help students who are interested in the health professions to assess their interests and aptitudes. You are welcome to bring your completed survey to the orientation and discuss it with us.

**How to Use This Document**

* PC: In Word for Windows, if the dropdown menus don't work, **click the "Enable Editing" button** toward the top of the Word window.
* Mac: If dropdowns don't work or file won't save, then print and complete manually.

**How to Save / Print (PC)**

* Select File > Save As > and save to whatever file you wish on your computer or flash drive. Doing so will allow you to complete the form in your word processor using the dropdown menus and short answer fields, and then save / print.

**Section 1**

**Select an approximate ranking of importance from the dropdown menu in front of each item:**

**0=not important, 1=somewhat important, 2=very important, 3=most important.**

Why did you choose the health career that initially interested you?

|  |  |
| --- | --- |
| Select importance… | I want to help people. |
| Select importance… | I enjoy science, and I’m good at it. |
| Select importance… | My [parent, grandparent, sibling, other relative] is a professional in this career field. |
| Select importance… | I want to work on my own, be my own boss, and make my own decisions. |
| Select importance… | I liked the idea of a professional career that earns the respect of others. |
| Select importance… | I want to make a difference in other people’s lives. |
| Select importance… | I had a personal experience with illness or my family members’ illness that led me to this interest. |
| Select importance… | I want a career that offers a certain level of income. |
| Select importance… | I shadowed professionals and/or worked in this field and it convinced me it was the right fit. |
| Select importance… | I want a career that offers a certain degree of security. |
| Select importance… | I like lab work. |
| Select importance… | I like analyzing a problem and making decisions on a solution. |
| Select importance… | I was attracted to this field because of what I have learned about it from TV and movies. |
| Select importance… | I want to contribute to the development of new treatments and understandings of disease. |
| Select importance… | My parents really have pushed me to pursue this particular career path. |
| Select importance… | I want to change our healthcare system. |
| Select importance… | I like figuring out how things work. |
| Select importance… | Another reason (please explain): |

**Section 2**

**From the dropdown menu below, select the average number of hours you spend each week studying, meeting with instructors, and getting help through other resources like tutoring.**

On average, I invest (select) hours per week in my academics.

**Section 3**

**For each statement, select YES or NO from the dropdown menu.**

YES or NO I chose the health sciences area because I didn’t know what else to do.

YES or NO I was a very good student in science courses in high school.

YES or NO My parents have really pushed me to pursue a particular career path.

YES or NO I enjoy my biology classes.

YES or NO I enjoy my chemistry classes.

YES or NO I personally know someone in my career field who recommends it highly.

YES or NO When I chose my current career goal, I was not aware of all the other options.

YES or NO I feel I have a very good understanding about how a person in my chosen career spends their time while at work.

YES or NO I have enjoyed my nonscience classes in which I had to do a lot of writing.

**Section 4**

**Additional self-assessment questions:**

1) List the accomplishments in your life that make you most proud.

2) List those activities (academic or non-academic) in which you feel you perform the best.

3) What is the field that initially interested you as a career?  (doctor, physician assistant, therapist, imaging technologist, etc.)

4) List all the aspects of this career that make it attractive to you.

A)

B)

C)

D)

Others…

5) Going through the list above, for each aspect that you find attractive, list any other careers that come to mind that share the trait.

A)

B)

C)

D)

Others…

6) To your knowledge, describe the role played and tasks performed by the following healthcare professionals:

A) Clinical Nutritionist

B) Respiratory Therapist

C) Imaging Technologists

D) Physician Assistants

E) Anatomy/Biology Professors

7) To your knowledge, describe the pathophysiology of the treated patients and mechanisms of treatment employed by the healthcare professionals listed in #6 above.

A) Clinical Nutritionist

B) Respiratory Therapist

C) Imaging Technologists

D) Physician Assistants

E) Anatomy/Biology Professors

**Section 4**

Areas of Interest

**Do some exploring and indicate every career area you find interesting. If you have job shadowed in a given area, please indicate this as well.**