

**Allied Health Seminar – INTD 388-01**  
Fall 2023, MF 12:30-1:45, Bailey 201

**Instructor**

Dr. Hristina Nedelkovska

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**OFFICE HOURS:**

Monday 2:00 – 3:30

Thursday 10:30 - 12:00

and by appointment.

**Course Description**

This course is designed for students that are interested in careers within the allied health field including but not limited to: physician assistant, nursing, physical therapy, chiropractic care, radiology, public health etc. This course is NOT designed for students applying to medical or dental school although if you are unsure and are still exploring careers this seminar a good fit.

We will meet twice a week. One of the days will be devoted to an outside speaker within a given health care profession where you will have the opportunity to learn about the profession itself, how it fits within the healthcare system, and requirements for entry. Also, this is a great opportunity to interact and network with healthcare professionals and potentially explore shadowing/clinical experiences! The other class day will be devoted to understanding both the core competencies that are necessary to work in health care, but we will also work on practical skills necessary for success in these careers such as building CVs/resumes, selecting schools/programs, logging in clinical hours, writing personal statements and more!

**Learning Outcomes**

Upon completion of this course students will be able to:

1. Develop more fully their personal, educational, and career goals.
2. Gain a greater exposure to individuals and networks in which opportunities will most likely exist for future healthcare careers.
3. Gain insight into how to communicate and collaborate with diverse audiences and fellow healthcare professionals across a variety of disciplines.
4. Compose a professional CV/Resume.
5. Write a compelling personal statement.
6. Identify Recommendation Letter writers and understand how these may differ among different health professions.
7. Find and log information on clinical hours.
8. Identify resources for choosing schools/programs for different professions.

9. Gain effective interviewing skills and practice/prepare for an interview.

**Grading: The Grading Mode for this course is Sat/Unsat, but individual assignments and categories will have a numerical grade associated with them**

Attendance:	25%
Participation:	25%
Assignments:	30%
Student Presentation:	15 %
Reflective Assignment:	5 %
	100% total

The following scale will be used to calculate final grades.

**70-100% - Satisfactory**

**Under 70% - Unsatisfactory**

**Class attendance and participation:** Since this is a seminar type class attendance is mandatory (unless you have a valid excuse). Everyone needs to attend daily, contribute to discussions, and ask questions for our visiting healthcare professionals. You will also need to write a reflective piece on each presentation.

**Assignments:** There will be several assignments during the semester including creating a CV/Resume, writing a personal statement, peer review of personal statements, creating a log, interviews etc.

**Reflective Assignment:**

This assignment will be given at the end of the semester along with a grading scale that will be associated with the assignment. It will give you a chance to reflect on the course during the semester.

**Student Group Presentations:** Groups of 2-3 students will investigate a healthcare career of interest and present their findings to the class. Each group will give a 20 minute, illustrated and engaging presentation to the class, and will have 5 minutes to answer questions and lead class discussion on the topic. Make sure you include citations on each slide and have a reference page at the end (please use reputable sources). The presentation should be illustrated, focused and interesting. In addition to the professor's evaluation there will also be a student evaluation component that will be integrated into the final score for the presentation.

Below is a marking guide that will be used to evaluate the group presentations:

Rate each of the following areas on a scale from 1-5

**1 = poor      2 = fair      3 = good      4 = very good      5 = excellent**

<b>Category</b>	<b>Rating</b>	<b>Comments</b>
<b>CONTENT</b> Content appropriate and accurate, is it in logical order, are sources identified, etc		
<b>ORGANIZATION</b> Presentation easy to follow, divided into appropriate sections, are there good transitions between slides/topics, coherent, flows logically etc		
<b>DELIVERY</b> Speaks clearly, all members were well prepared, did not just read from notes etc		
<b>CREATIVITY</b> Kept audience engaged, used visual aids, original presentation, etc		
<b>GROUP DISCUSSION</b> Led discussion well, interacted with audience, was able to answer questions etc		

## **Communication**

Everyone is expected to check their email at least twice a day on weekdays, and use email, Brightspace, or other agreed upon methods to communicate with group members. Please make sure to set Brightspace notifications to send you emails with updates. Please also note that we follow the Biology Department practice of replying to your emails within one or two business days after you send the message. We'll typically respond to emails received after 5:00 PM during the next business day. If you do not hear from us within this time frame, please feel free to send us a reminder email.

## **Grade Review Policy**

Grade review requests for assignments are available only within one week of receiving feedback.

## **Exam Return Time/Make-up Exam Policy**

Quality feedback is an important part of your education and takes time. You can typically expect feedback on assignments within approximately one week of submissions, but some larger assignments may take additional time to grade. There may be cases where other students need to take make-up exams or unforeseen circumstances arise, lengthening response times. I will communicate any changes in response times that you can expect.

Typically, the dates of major assessments, including exams are set in the syllabus for each course. It is the expectation of the biology department that students will be prepared and present for exams on the day they are administered; however, it is also an understanding that emergencies may arise that may prevent a student from attending an exam.

To ensure fairness to all students, a student will be allowed to take a make-up exam for a missed test due to an emergency. The student must inform the instructor of the emergency prior to the exam being administered, or as soon as possible if the student is unable prior to the exam. Make-ups will be allowed on a case-by-case basis and must be completed within one week of the date of the original exam. The make-up exam will be similar, but not necessarily identical to the original exam, depending on the timing of the make-up. A student will only be allowed one (1) make-up for a class, per semester; exceptions to this policy may be made by the instructor to accommodate extreme circumstances.

## **Accessibility**

SUNY Geneseo is dedicated to providing an equitable and inclusive educational experience for all students. The Office of Accessibility will coordinate reasonable accommodations for persons with physical, emotional, or cognitive disabilities to ensure equal access to academic programs, activities, and services at Geneseo. Students with letters of accommodation should submit a letter to each faculty member and discuss their needs at the beginning of each semester. Please contact the Office of Accessibility Services for questions related to access and accommodations.

Office of Accessibility Services

Erwin Hall 22

(585) 245-5112

[access@geneseo.edu](mailto:access@geneseo.edu)

[www.geneseo.edu/accessibility-office](http://www.geneseo.edu/accessibility-office)

## **Technology Support**

[CIT provides a range of technology support resources](#). For assistance with your computer or mobile device, visit the CIT HelpDesk in Fraser. Geneseo students, faculty and staff have free access to the entire [LinkedIn Learning training library](#) (over 7,500 courses, including tutorials for software, digital tools, web development, programming, and design) through Geneseo's site license.

## Getting Help with Brightspace

CIT has developed a number of resources that can help you learn how to use our new learning management system, Brightspace. All students are automatically enrolled in "[Geneseo's Introduction to Brightspace for Students](#)" course, a course intended to introduce learners to Brightspace and review its basic functionality. Following successful completion of this course, learners will receive a digital certificate of completion that can be provided to faculty members, upon request. There is also the [Student Guide for Brightspace at Geneseo](#) self-help article, which includes links to video tutorials for common tasks. For *technical assistance* with Brightspace, please [email the Brightspace Support Team](#). For questions about a course and its content, please contact the instructor directly.

## Well-Being

Prioritizing well-being can support the achievement of academic goals and alleviate stress. Eating nutritious foods, getting enough sleep, exercising, avoiding drugs and alcohol, maintaining healthy relationships, and building in time to relax all help promote a healthy lifestyle and general well-being.

The changes brought on by COVID-19 have impacted us all in a number of ways, and will continue to do so at various times and to varying degrees during the upcoming semester. Your health and wellbeing are foundational to your ability to learn, and if you find that you are feeling unwell (physically or mentally) and it is impacting your ability to complete your coursework, please reach out. In a similar way, I will occasionally ask for some patience and flexibility on your part. The pandemic is affecting faculty as well as students and creating demands that would not be present in an ordinary semester. If I am slow responding to an email, if I take some time to grade an assignment, if I am a bit late posting a video lecture, please be patient (and feel free to send me a 'nudge'; I will not be offended). You will never suffer any disadvantage in the course because of delays on my part. Remember that we are all in this together.

Concerns about academic performance, health situations, family health and wellness (including the loss of a loved one), interpersonal relationships and commitments, and other factors can contribute to stress. Students are strongly encouraged to communicate their needs to faculty and staff and seek support if they are experiencing unmanageable stress or are having difficulties with daily functioning. The Dean of Students (585-245-5706) can assist and provide direction to appropriate campus resources. For more information, see [www.geneseo.edu/dean\\_students](http://www.geneseo.edu/dean_students).

## Mental Health

As a student, you may experience a range of challenges that can impact your mental health and thus impact your learning; common examples include increased anxiety, shifts in mood, strained relationships, difficulties related to substance use, trouble concentrating, and lack of motivation, among many others. These experiences may reduce your ability to participate fully in daily activities and affect your academic performance.

SUNY Geneseo offers free, confidential counseling for students through Student Health and Counseling, and seeking support for your mental health can be key to your success at college. You can learn more about the various mental health services available on campus [www.geneseo.edu/health](http://www.geneseo.edu/health). To request a counseling appointment, please complete the online form through [myhealth.geneseo.edu](http://myhealth.geneseo.edu).

## **Attendance and Public Health**

In the context of the COVID-19 pandemic, it is vital that we all do what we can to protect the health and safety of each other. If you are experiencing symptoms associated with COVID on a day that class meets in-person, do not attend. Remember that it is better to stay home if you are not feeling well than to attend class and risk spreading illness to others. Throughout the semester, please be proactive in communicating about absences and contact the Dean of Students if you expect to be out for an extended period of time.

## **Academic Integrity and Plagiarism**

I take plagiarism and other forms of academic dishonesty seriously. At its most basic, that means you are responsible for doing your own work. You may not reuse work from other classes, use the work of another person, plagiarize, or use artificial intelligence to help with or generate assignments.

I enforce Geneseo's plagiarism policy. You can find more information about the policy here: [Geneseo's Academic Dishonesty Policy](#). [You might add additional resources about academic integrity in your discipline here, and/or Fraser Library guides on academic integrity and plagiarism.]

Unintentional plagiarism. While the first thing most people think of when they hear the word plagiarism is cheating, you can plagiarize without intending to. Some students plagiarize because they have trouble with paraphrasing or fail to give credit to their sources of information, especially when they search online instead of utilizing assigned material. I believe this class will help you develop and/ or strengthen the skills you need to avoid unintentional plagiarism. I am happy to help you if you have questions or are struggling with this. Come talk to me during office hours or by appointment if you have questions or want help. Ultimately, you are responsible for avoiding plagiarism, but there are many resources and ways to get help.

AI, like Chat-GPT. You must do your own work, which means that you should not utilize tools like Chat-GPT for any aspect of our course work. Such use is a form of academic dishonesty. Use of such tools is not only cheating, it will also cheat you of the opportunity to learn and develop your own skills. While AI will undoubtedly play important roles in our future society, you will be better able to utilize AI if you have developed your own critical thinking, writing, and analytical skills by doing your own work. If you have any questions about this, please ask.

Show your work. Upon request, I expect you to be able to show your work or process for completing assignments. This means, you should keep notes, brainstorming sheets, drafts, outlines, and any other work that you created in the process of writing a paper or completing an assignment.

## **Tentative Schedule (subject to change):**

<b>Aug 28</b>	Welcome Back and Introduction
<b>Sept 1</b>	Health professions activity
<b>Sept 4</b>	<b>LABOR DAY – NO CLASSES OR OFFICE HOURS</b>
<b>Sept 8</b>	Colleen O’Connor – <b>Chiropractic Profession</b>
<b>Sept 11</b>	AAMC Competencies and Their Importance for Healthcare Professionals
<b>Sept 15</b>	Invited Speaker
<b>Sept 18</b>	CV/Resume
<b>Sept 22</b>	Jacqueline Nyamwanda – <b>Medical Dosimetry</b>
<b>Sept 25</b>	The Writing Process: Using Freewriting Effectively <b>CVs DUE</b>
<b>Sept 29</b>	Invited Speaker
<b>Oct 2</b>	How to Select a Profession/Schools
<b>Oct 6</b>	Invited Speaker
<b>Oct 9</b>	<b>FALL BREAK – NO CLASSES OR OFFICE HOURS</b>
<b>Oct 13</b>	Invited Speaker
<b>Oct 16</b>	Experiences and how to log them!
<b>Oct 20</b>	Lorraine – <b>Respiratory Therapist</b>
<b>Oct 23</b>	Personal Statement Workshop <b>Experience Log Due</b>
<b>Oct 27</b>	Katherine Lyness – <b>Public Health</b>
<b>Oct 30</b>	Letters of Recommendation/ Rounding Out your Application
<b>Nov 3</b>	Invited Speaker
<b>Nov 6</b>	Personal Statements Peer Review <b>Draft of Personal Statement Due in Class!</b>

**Nov 10** Anneliese Amaya-Ornelis – **Public Health**

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**Nov 13** Medical Ethics

**Nov 17** Nancy Dukelow – **Occupational Therapy**

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**Nov 20** Interviewing- Types and Success Strategies  
**Personal Statement Final Due**

**Nov 24** **THANKSGIVING BREAK – NO CLASSES OR OFFICE HOURS**

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**Nov 27** Student Presentations

**Dec 1** Invited Speaker

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**Dec 4** Student Presentations

**Dec 8** Invited Speaker

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**Dec 11** Student Presentations

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**Dec 13** **Final Exam Time 3:30-6:00**  
**Mock Interviews**