



Class Schedule: Wednesdays, 10:10am-1:00pm

Location: **on-line, via the UofT Quercus course website's "BB Collaborate" link**Instructor: Daniel Schluter, PhD; <[daniel.schluter@utoronto.ca](mailto:daniel.schluter@utoronto.ca)>

Open Office Hours: Wednesdays 1:30-4:30pm &amp; Thursdays 1:30-4:30pm (or by appointment)

Office: **on-line in "Course Room" via BB Collaborate**

Limited to students enrolled in the UC Health Studies Specialist &amp; Major Programs. Prerequisites: UNI250H1-Introduction to Research Methods in Health Studies; STA220H1-The Practice of Statistics (or equivalent)

**Where do you want to go with your degree in Health Studies?**

...Med School ...Nursing Program ...Ministry of Health ...University Health Network ...Médecins Sans Frontières ...MaRS Discovery District ...Wellesley Institute  
 ...Health Canada ...Ontario Public Health ...Public Health Agency of Canada ...Sick Kids' Hospital ...World Health Organization ...Ontario Health Coalition

**What field of health(care) practice/research do you want to get into?**

...Paediatrics ...Environmental Health & Protection ...Sports Medicine ...Neuroscience ...Healthcare Policy ...Rehabilitative Medicine ...Bio-Medical Informatics  
 ...Health Genomics ...Trauma Surgery ...Home Health Care ...Malpractice Law ...Cancer Care ...Sexual Health ...Dental Care ...Biochemistry ...Pathobiology  
 ...Organ Transplantation ...Eye Care ...Pharmaceutical Research ...Nursing ...Primary Care ...Social Work ...Psychiatry ...Hospital Administration ...Geriatrics

**What kind of health(care) professional do you want to be?**

...Primary Care Physician ...Surgeon ...Physical Therapist ...Psychologist/Psychotherapist ...Paramedic ...Hospital Administrator ...Research Co-ordinator  
 ...Healthcare Activist ...School Nurse ...Nutritionist/Dietician ...Life Guard ...Medical Technology Developer ...Medical Social Worker ...Personal Care Worker

There are *thousands* of options for your career in medical/mental health(care)/policy/administration/promotion/education/research. This course aims to help you sort-out where you want to go with your degree in Health Studies, what areas of healthcare practice and/or health research you are most interested in pursuing, and what sort of health-services, healthcare administration, or (medical/mental)-health (care/administration/policy/promotion/activism) professional you want to be once you finish your degree. Together, we will read materials, view presentations, and perhaps even consult with health-sector experts or hear from experienced professionals in various health-related fields —focusing on the possibilities.

**Course Description**

HST350 is a seminar course for (mostly) 3<sup>rd</sup>-year students in the University College Health Studies Program, intended to prepare them for taking part in either the 4<sup>th</sup>-year HS Practicum placement (for Majors/Specialists) or a 4<sup>th</sup>-year Independent or Faculty-Guided Research Project (required of Program Specialists) —as well as to help them reflect on their current knowledge, skills, and abilities, assess their aspirations and options, and prepare them to make plans for life beyond University College, UofT.

Activities in this course will center on discussion (sharing ideas, knowledge, interests, and fears), working together to gauge reactions and offer helpful responses to issues raised, investigating and refining students' professional development goals, and engaging in experiential learning activities —all in order to help students answer the question: "Where do I go from here?"

The majority of course meetings will consist of in-class presentations focused around exploring, characterizing, and mapping career paths in an area of research or professional practice related to different medical professions or aspects of health(care) each week, as chosen by students and scheduled in the tables on the next pages.

**Course Goals/Objectives**

The most important goal of this course is to develop and enhance students' capabilities and confidence in determining their own futures. To that end, the four primary mandates of the course are as follows:

- to teach professional and research-related skills relevant to various health (care/research) professions, namely...
  - what and whom one needs to know to get into each health-related profession explored,
  - where and when to learn what is required and with whom to network in preparation,
  - how the specific jobs/roles/activities in each field are organized and performed, and
  - how a successful career/practice in the field is developed and sustained;
- to expose students to a variety of organizations and practitioners in a number of health-related fields, through...
  - gathering and presenting information on the organizations and practitioners operating in each area,
  - inviting professionals in the field to come to class as knowledgeable guest speakers, and/or
  - making trips to visit organizations/agencies/offices where such professionals work to learn about what they do;
- to prepare Health Studies students for a professional practicum or self-directed research study in their 4<sup>th</sup> year of the program, by...
  - explaining the purposes and requirements for undertaking the HS Practicum and HS Research Project and
  - explicating processes and reviewing procedures and forms for HST400 (Practicum) and HST450 (Research Project); &
- to provide a forum for students to begin discussing their career aspirations, professional goals, and related opportunities/challenges.

**Attendance & Participation**

Students should strive to attend all classes and are expected to participate actively in class discussions, share their experiences and insights, and engage with each other in the process of career exploration in ways that are both supportive and challenging.

**Resources & Readings**

Required readings for each class will be related to that week's particular area of health care/research and students should endeavour to use media presentations in class that effectively represent 'what it means', 'what it is like', and 'what it takes' to get-into and succeed in that profession. This should help HS students to suss-out their own personal interests, sort-out the various career options they may wish to pursue, and seek-out the expertise and advice of knowledgeable professionals in a variety of health-related disciplines. Resources & Readings will be posted to the UofT's Quercus course website (<https://q.utoronto.ca/>).

**Assignments & Course Marks**

Assignments for this course are designed to help clarify and test students' professional development goals. All written assignments should be submitted using the "Assignments" link and will be returned via the "Grades" link on the Quercus course website.

| Assignment  | Graded Activity   | Due Date                                | % of Grade  |
|---|---|---|-------------|
| <b>Learning Objectives &amp; Career Goals</b>   | Compose a one/two-page statement of: 1] your learning goals for this course and 2] your past, present, and possible future aspirations and potential career plans. (Submit on-line, via Quercus course website.)  | 27 January                              | 5%          |
| <b>Self-Exploration through Personality Testing</b>   | Take both 1] the Myers-Briggs Personality Type Indicator Test ( <a href="https://www.16personalities.com/free-personality-test">https://www.16personalities.com/free-personality-test</a> ) and 2] a version of the Five-Factor Personality Test ( <a href="http://personalitytest.net/ipip/index.html">http://personalitytest.net/ipip/index.html</a> ) or ( <a href="http://www.personal.psu.edu/faculty/i/5/i5/IPIP/">http://www.personal.psu.edu/faculty/i/5/i5/IPIP/</a> ) to learn how your personality, character, temperament, disposition, manner, and "natural reactions/instincts" affect your suitability for various careers.  | 20 January                              | 5%          |
| <b>Presentation to Class about Professional Careers in an Area of Medical/Health(care) Practice or Research</b> | Prepare readings, discussion points, and in-class activities related to some health(care) research <b>and/or</b> practice area which is of particular interest to you for a 40-minute presentation to the class one week during the term. This may include listening to and/or viewing audio/video programs/presentations/documentaries, or conducting a class exercise to orient fellow students to and educate them about the career paths available to those interested in pursuing that type of profession. <b>You will need to work with the course instructor to develop materials at least one week in advance and submit the final version of your presentation on Quercus.</b> | One Wed. between 03 February & 07 April | 20%         |
| <b>Review &amp; Mark 10 Fellow Students' Presentations</b>  | Evaluate and provide a suggested assignment mark for <b>10</b> of your fellow students' in-class presentations, discussing substance/content, presentation style/effectiveness, and use of available resource materials. (Submit on-line via the Quercus <i>anonymous peer review function</i> .)   | week after each presentation            | 10%         |
| <b>Research Ethics Certification</b>  | Complete the <b>full</b> on-line TCPS 2 Tutorial Course on Research Ethics (CORE) through the Government of Canada's Interagency Advisory Panel on Research Ethics ( <a href="http://tcps2core.ca/welcome">http://tcps2core.ca/welcome</a> ). (Submit a copy of your certificate via Quercus.)  | 10 February                             | 5%          |
| <b>Professional Résumé and Cover Letter, plus Academic CV and Personal Statement</b>                            | <ul style="list-style-type: none"> <li>Submit your professional <i>résumé</i> (or create a draft if you don't already have one) and a (mock or previously-used) job-search cover letter <b>&amp;</b></li> <li>Create an academic <i>curriculum vitae</i> for yourself (or submit your current version) and compose a "personal statement of interest" suitable for applications to graduate-school, professional-training programs in an area of Health(care) Practice/Research that interests you.</li> <li>Then revise these documents based on in-class Career Centre Workshop, classmates' feedback, and instructor's marking of draft version.</li> </ul>                          | draft due: 24 February                  | 5%          |
|   |   | revisions due: 17 March                 | 10%         |
| <b>HS Practicum or Research Project Proposal</b>  | Complete a potential 4 <sup>th</sup> -year Practicum or Research Project Proposal describing and laying-out a reasonable plan for gaining practice or research experience in a medical/health topic that interests you or a field of healthcare/policy you might want to enter. (Submit on Quercus.)  | 31 March                                | 20%         |
| <b>Final Reflective Paper</b>   | Write a final paper (about 5 single-spaced pages) reflecting on your strengths and weaknesses, current professional goals, and the competencies and knowledge you have acquired through this course and throughout your program of study. Also consider your learning objectives and career goals at the beginning of the course, how you feel about those things now, and what your next steps should be toward your career.   | 14 April                                | 20%         |
|   |   | <b>TOTAL=</b>                           | <b>100%</b> |

| Date   | Topic:  | Preparation (to be done <u>before class</u> )  | In-Class Activities  |
|--------|---|--|--|
| Jan 13 | <b>Course Introduction:</b><br>Prospects & Dilemmas, plus<br>Your interests & ambitions<br>(...inclinations, fascinations, obsessions);<br><b>Course Scope &amp; Organization</b><br>Topic (Career/Profession)<br>for your class presentation                                 | None   | <b>Discuss</b><br>• Career Goals<br>• Course Objectives, Assignments<br><b>Negotiate &amp; Schedule</b><br>• Presentation Topics & Dates   |
| Jan 20 | <b>Career Exploration &amp; Self-Discovery:</b><br>Who am I?<br>(consider: age, education, culture, background, personality, character, temperament, disposition)<br>What are my “ways”?<br>(preferences, problem areas, peculiarities of style, demeanour, manner, attitude) | <b>Readings</b><br>• Allport, Gordon W. (1921) "Personality and Character", <i>The Psychological Bulletin</i> , 18(9):441-455<br>• Cunningham, Lillian (2012) "Myers-Briggs: Does it pay to know your type?" <i>The Washington Post</i><br>• McCrae & John (1991) "Five Factor Personality Model & Its Applications"<br><b>Resources</b><br>• Myers-Briggs Personality Type Indicator Test [ <a href="https://www.16personalities.com/free-personality-test/">https://www.16personalities.com/free-personality-test/</a> ]<br>• Personality Test Center: Psychometric Services, International Personality Item Pool Representation of the NEO PI-R [ <a href="http://personalitytest.net/ipp/index.html">http://personalitytest.net/ipp/index.html</a> ] or John A. Johnson, PhD, International Personality Item Pool Representation of the NEO PI-R™ (IPIP-NEO) [ <a href="http://www.personal.psu.edu/faculty/j/5j5j/IPIP/">http://www.personal.psu.edu/faculty/j/5j5j/IPIP/</a> ] | <b>Know Yourself Workshop</b><br>with <b>Husna Arif</b> from the Career Exploration & Education Department of the UofT's Student Life Centre & the University College Success Centre<br><b>Review Readings</b><br><b>Discuss</b><br>• Personality Test Results<br>• Interrelationship of Personality, Interests, Ambition/Motivation, Stamina, Success, & Resilience |
| Jan 27 | <b>Doing Presentations</b><br><b>What should I say?</b><br>What ideas/information do I need to convey? How do I say it “right”?<br>How will I know whether my audience really “gets it”?  | <b>Readings</b><br>• deWinstanley & Bjork (2002) "Successful Lecturing: Presenting Information in Ways That Engage Effective Processing" <i>New Directions for Teaching &amp; Learning</i> , 89:19-31<br>• Wells (2017) "How to Get Ready for Your Next Big Speech or Meeting —according to science"<br><b>Resources</b><br>• To be supplied by Workshop Leader  | <b>Giving Presentations &amp; Public Speaking Workshop</b><br>with <b>Yaseen Ali</b> from the Academic Success Department of the UofT's Student Life Centre<br><b>Review Readings</b>  |
| Feb 03 | 10:10-10:50am<br><b>Careers in Dentistry/Orthodontics</b><br>10:55-11:35am<br><b>Careers in Health Promotion</b><br>11:40-12:20pm<br><b>Careers in Health Law</b><br>12:20-1:00pm<br><b>Careers in Health Entrepreneurship</b>  | <b>Readings</b><br>• Canadian Dental Association (2021) "Pursuing a Career in Dentistry" <i>CDA website</i> (Ottawa, ON, Canada)<br>• Truity Psychometrics (2020) "Dentist" <i>Truity.com website</i> (Oakland, California, USA: Truity Psychometrics LLC)<br><b>Reading</b><br>• Health Development Agency (2004) "The effectiveness of public health campaigns" <i>HDA Briefing No. 7: Consumers and Markets</i> (London, England, UK: National Health Service)<br><b>Readings</b><br>• Watts (2014) "Health Law in Canada" <i>Osler.com website</i> (Toronto, ON, Canada: Osler, Hoskin & Harcourt LLP)<br>• Kang (2014) "How to break into the field of health law" <i>Canadian Lawyer Magazine</i> (15 September)<br><b>Reading</b><br>• McCleary et al. (2006) "A Diagnostic Approach to Understanding Entrepreneurship in Health Care" <i>Journal of Health and Human Services Administration</i> , Vol. 28, No. 4, pp. 550-577   | Student Presentation by <b>Polina Kargapolova</b><br>Student Presentation by <b>Julia Skalinska</b><br>Student Presentation by <b>Carley Moore</b><br>Student Presentation by <b>Vishar Yaghoubian</b>   |
| Feb 10 | 10:10-10:50am<br><b>Careers in Pharmaceutical Research &amp; Development</b><br>10:55-11:35am<br><b>Careers in Health Advocacy</b><br>11:40-12:20pm<br><b>Careers in Clinical Healthcare Ethics</b><br>12:20-1:00pm<br><b>Careers in Community Organizing for Health</b>      | <b>Reading</b><br>• Mendeley Careers (2017) "Making the transition to an R&D role in the Pharmaceutical Industry" <i>Careers/ Jobs by field section of Mendeley.com website</i> (Amsterdam, Netherlands: Elsevier, B.V.)<br><b>Reading</b><br>• Loue (2006) "Glossary: Community health advocacy" <i>Journal of Epidemiology &amp; Community Health</i> Vol. 60, pp. 458-463<br><b>Reading</b><br>• Singer, et al. (2001) "Debate: Clinical ethics revisited" <i>BMC Medical Ethics</i> Vol. 2, No. 1 (Bio-Med Central, Ltd.)<br><b>Reading</b><br>• Pastor et al. (2018) "How Community Organizing Promotes Health Equity, And How Health Equity Affects Organizing" <i>Health Affairs</i> , Vol. 37, No. 3, pp. 358-363  | Student Presentation by <b>Daniella Ekmekjian</b><br>Student Presentation by <b>Nasma Ashraf</b><br>Student Presentation by <b>Kate Tsiandoulas</b><br>Student Presentation by <b>Chloe Tse</b>  |
| Feb 17 | <b>Reading Week — No Class</b>  |  |  |
| Feb 24 | <b>Self-Presentation: in everyday life &amp; in important career/professional activities</b><br>What am I good at?<br>...knowledge, skills/abilities<br>How am I seen?<br>How do I want to be seen?   | <b>Readings</b><br>• Goffman (1959) <i>The Presentation of Self in Everyday Life</i> (Selections) Reprinted as Chapter 6 "Supporting Identity: The Presentation of Self" in: Newman & O'Brien, Eds. <i>Sociology, Exploring the Architecture of Everyday Life: Readings</i> (Thousand Oaks, CA, USA: Pine Forge Press, 2010)<br>• Kaplan & Fisher (2009) "A Rose by Any Other Name: Identity and Impression Management in Résumés" <i>Employee Responsibilities &amp; Rights Journal</i> , 21:319-332<br>• Arendt (2014) "10 Essential Tips for Your Amazing Social Work Résumé" <i>The New Social Worker</i> , 21(3):10-12<br><b>Resources</b><br>• <a href="http://www.careeronestop.org/GetMyFuture/index.aspx">http://www.careeronestop.org/GetMyFuture/index.aspx</a><br>• <i>How to Build a Curriculum Vitae, 'How-To's on Cover Letters and Personal Statements</i> (posted on Quercus)   | <b>Review Readings</b><br><b>Tell Your Story Workshop:</b><br>with <b>Husna Arif</b> from the Career Exploration & Education Department of the UofT's Student Life Centre & the University College Success Centre<br><b>Review each other's Résumés &amp; Letters, CVs &amp; Personal Interest Statements</b><br>• in groups of 3-4                                  |



| Date                      | Topic:  | Preparation (to be done <u>before class</u> )  | In-Class Activities   |
|---------------------------|---|--|---|
| Mar 03                    | 10:10-10:50am<br><b>Careers in Clinical Psychology</b>  | <b>Reading</b><br>• Dobson (2016) "Clinical Psychology in Canada: Challenges and Opportunities" <i>Canadian Psychology</i> , Vol. 57, No. 3, 211-219   | Student Presentation by<br><b>Serena Thapar</b>   |
|                           | 10:55-11:35am<br><b>Careers in Health Journalism</b>  | <b>Readings</b><br>• Eggener (1998) "The Power of the Pen: Medical Journalism and Public Awareness" in <i>Making A Living: Alternative Careers for Physicians</i> (Report for Pulse: The Medical Student Section of JAMA) <i>Journal of the American Medical Association</i> , Vol 279, No. 17, p. 1400<br>• Furlan (2017, 16 Feb) "Essays on health: reporting medical news is too important to mess up" <i>The Conversation (Canada)</i> website, Health section (Toronto, ON, Canada: Academic Journalism Society)  | Student Presentation by<br><b>Shankeri Vijayakumar</b>  |
|                           | 11:40-12:20pm<br><b>Careers in Health Policy Analysis</b>   | <b>Readings</b><br>• Winnipeg Regional Health Authority (2017) <i>Healthy Public Policy Toolkit: Understanding &amp; Engaging in Healthy Public Policy</i> (Winnipeg, Manitoba, Canada)<br>• MSN (2021) "What Is Health Policy and What Role Does It Play in Nursing?" blog posting to <i>University of North Dakota Website</i>   | Student Presentation by<br><b>Sian Persad</b>   |
|                           | 12:20-1:00pm<br><b>Careers as a Medical Science Liaison/Consultant</b>  | <b>Reading</b><br>• Liaison International (2021) "Medical Science Liaison" posted to <i>ExploreHealthCareers.org website</i>   | Student Presentation by<br><b>Zein Idriss</b>   |
| Mar 10                    | 10:10-10:50am<br><b>Careers in Geriatrics</b>   | <b>Readings</b><br>• Heckman et al. (2013) "Geriatric Medicine Leadership of Health Care Transformation: To Be or Not To Be?" <i>Canadian Geriatrics Journal</i> , Vol. 16, Iss. 4, pp. 192-195<br>• Petriceks et al. (2018) "Trends in Geriatrics Graduate Medical Education Programs and Positions, 2001 to 2018" <i>Gerontology &amp; Geriatric Medicine</i> , Vol. 4, pp. 1-4  | Student Presentation by<br><b>Owen Ward</b>   |
|                           | 10:55-11:35am<br><b>Careers in Healthcare Administration</b>  | <b>Reading</b><br>• Vlastarakos & Nikolopoulos (2007) "The interdisciplinary model of hospital administration: do health professionals and managers look at it in the same way?" <i>European Journal of Public Health</i> , Vol.18, No. 1, pp.71-76  | Student Presentation by<br><b>Shanny Tsai</b>   |
|                           | 11:40-12:20pm<br><b>Careers as an Addictions Specialist</b>   | <b>Reading</b><br>• Health Match BC (Undated) "Addictions Counsellor" entry in <i>Health Career Directory</i> of this professional recruiting company (Vancouver, BC, Canada: HEABC Recruitment Solutions)   | Student Presentation by<br><b>Sam Parker</b>  |
|                           | 12:20-1:00pm<br><b>Careers as a Public-Health Advisor</b>   | <b>Reading</b><br>• Meyer, et al. (2015) "Training Public Health Advisors" <i>Journal of Public Health Management and Practice</i> , Vol. 21, No. 6, pp. E19-E22   | Student Presentation by<br><b>Natalie Lung</b>  |
| Mar 17                    | <b>Assignment Due — Revised Résumé and Curriculum Vitæ, Revised Cover Letter and Personal Statement of Interest (Submit on Quercus.)</b>  |  |   |
|                           | <b>HS Practicum &amp; Research Project Preparation</b><br><b>Major or Specialist?</b><br><i>Will it matter for my career which degree I get?</i><br><i>Which would be more helpful for me, a practicum or a research project?</i> | <b>Readings</b><br>• Campbell (2005) "Defining Practicum" pp.11-20 in Madson et al., (Editors) : <i>Succeeding in Practicum: An APAGS Resource Guide</i> , (Washington, DC, USA: American Psychological Association of Graduate Students)<br>• NACE (2015) "Glossary" (US National Association of Colleges & Employers)<br>• Lei & Chuang (2009) "Undergraduate Research Assistantship: Comparison of Benefits/Costs from Faculty & Students' Perspectives", <i>Education</i> , 130(2):232-240<br><b>Resources</b><br>• UC Health Studies Practicum Forms & Agreements (on HS website and Quercus course page)<br>• UC Health Studies Research Project Forms (on HS website and Quercus course page) | <b>Review Readings</b><br><b>Praxis Workshop:</b><br><i>with Dr. Schluter about developing a 4th-year Health Studies Practicum or Research Project</i><br><b>Panel of current/previous Health Studies Practicum &amp; Research Project Students</b> |
| Mar 24                    | 10:10-10:50am<br><b>Careers in Epidemiology</b>   | <b>Reading</b><br>• Kowarski (2020, 20 Aug) "What Epidemiology Is and Reasons to Study It" <i>U.S. News &amp; World Report</i> (online)  | Student Presentation by<br><b>Lauren Wong</b>   |
|                           | 10:55-11:35am<br><b>Careers in Otorhinolaryngology</b>  | <b>Readings</b><br>• Weir (2000) "Otorhinolaryngology" <i>Postgraduate Medical Journal</i> , Vol. 76, No. 892, pp.65-69<br>• Bell (2014) "So you want to be an otorhinolaryngologist?" <i>The Ulster Medical Journal</i> , Vol. 83, No. 3, p. 207  | Student Presentation by<br><b>Valerie Dawe</b>  |
|                           | 11:40-12:20pm<br><b>Careers in Urban Planning for Health</b>  | <b>Reading</b><br>• World Health Organization (2020, 21 May) "Urban planning crucial for better public health in cities" press release posted to the <i>WHO.int website</i> (21 May)   | Student Presentation by<br><b>Matilda Dipieri</b>   |
| Mar 31                    | <b>Assignment Due — Potential Practicum or Research Proposal (Submit on Quercus.)</b>   |  |   |
|                           | 10:10-10:50am<br><b>Careers in Psychotherapy</b>  | <b>Reading</b><br>• Campbell, et al. (2013) "Recognition of psychotherapy effectiveness: The APA resolution" <i>Psychotherapy</i> , Vol. 50, No. 1, pp. 98-101   | Student Presentation by<br><b>Elida Nexha</b>   |
|                           | 10:55-11:35am<br><b>Careers in Health Education</b>   | <b>Reading</b><br>• Truity Psychometrics (2020) "Health Educator or Community Health Worker" <i>Truity.com website</i> (Oakland, California, USA: Truity Psychometrics LLC)  | Student Presentation by<br><b>Joyce Chen</b>  |
|                           | 11:40-12:20pm<br><b>Careers in Health Economics</b>   | <b>Reading</b><br>• Humphries & VanDoorslaer (2000) "Income-related health inequality in Canada" <i>Social Science &amp; Medicine</i> , Vol. 50, pp. 663-671   | Student Presentation by<br><b>Matthew Sirotych</b>  |
| Apr 07<br>(continued ...) | 10:10-10:50am<br><b>Careers in Carceral Healthcare</b>  | <b>Reading</b><br>• Robert et al. (2007) "Women, the embodiment of health and carceral space" <i>International Journal of Prisoner Health</i> , Vol. 3, No. 3, pp. 176-188   | Student Presentation by<br><b>Sarah Deforest</b>  |
|                           | 10:55-11:35am<br><b>Careers in Long-Term Care</b>   | <b>Readings</b><br>• Smouse Ferguson (2009) "Be someone's angel: A long-term-care nurse" Career Directory section of <i>Nursing: The Peer-Reviewed Journal of Clinical Excellence</i> , p.10<br>• Organisation for Economic Co-operation & Development (2015) "Long-term care workers", section of Chapter 11 "Ageing and Long-Term Care" in <i>Health at a Glance 2015: OECD Indicators</i> , (Paris, France: OECD Publishing), pp. 204-205   | Student Presentation by<br><b>Xinchen Hu</b>  |

| Date                 | Topic:  | Preparation (to be done <u>before class</u> )  | In-Class Activities  |
|----------------------|---|--|--|
| Apr<br>07<br>(cont.) | 11:40-12:20pm<br><b>Careers in Health Services Research</b>         | <b>Reading</b><br><ul style="list-style-type: none"> <li>US Institute of Medicine, Committee on Health Services Research: Training and Work Force Issues (1994) <i>Health Services Research: Opportunities for an Expanding Field of Inquiry: An Interim Statement</i> (Washington, DC, USA: National Academies Press)</li> </ul>  | Student Presentation by<br><b>Efy Zouridaki</b>            |
|                      | 12:20-1:00pm<br><b>Careers as a Health Data Analyst</b>             | <b>Readings</b><br><ul style="list-style-type: none"> <li>AbouZahr (2010) "Professional Profiles – Carla AbouZahr: A roundabout path to health statistics" <i>Health Information Management Journal</i>, Vol. 39, No. 2, pp. 61-62</li> <li>2U (2021) "How to Become a Data Analyst in 2021" from STEM Career Paths section of <i>Masters in Data Science website</i> (Lanham, Maryland, USA: 2U, Inc.)</li> </ul> | Student Presentation by<br><b>Diane Kim</b>                |
|                      | 1:00-1:30pm<br><b>Careers as a Neurosurgeon</b>                     | <b>Reading</b><br><ul style="list-style-type: none"> <li>Wise, J. (2020) "Life as a neurosurgeon" <i>British Medical Journal</i>, Vol. 368, m395</li> </ul>  | Student Presentation by<br><b>Karen Elizalde Hernandez</b> |
| Apr<br>14            | <b>Assignment Due — Final Reflective Paper (Submit on Quercus.)</b> |  |  |