

# **Galen Health Fellow Syllabus**

## **Fall 2017**

### **Dr. David Simmons, Faculty Principal**

We live in a world with increasingly complex health issues—from newly emerging diseases such as Ebola and Zika to changing policies around healthcare and healthcare access to an aging population that is living longer, but oftentimes living sicker. These complex and ever-changing health challenges require health professionals who have a global and local understanding of health, the social determinants of health, as well as the skills to be able to communicate health messages effectively to different audiences.

This syllabus is organized around five core competencies that are the hallmark of your experience as a Galen health fellow. We believe these competencies are essential to you being a well-rounded allied health student. Moreover, we believe these competencies will give you a strategic advantage whether you're applying for graduate school or moving directly into the work force upon graduation. These core competencies include: cultural competence, interdisciplinarity, critical communication, service, and leadership.

Each of the five core competencies is defined below. These definitions are followed by guiding questions to ask yourself and ponder. Lastly, there is a short list of readings for each of the competency areas for you to do further study on the subject.

**How to use this syllabus:** This syllabus is designed for your scholarly, professional, and personal development as a Galen Fellow. While this syllabus will be used primarily during your first year, the readings and questions here can be utilized throughout your undergraduate experience. There is no due date by which to complete the readings, however we do recommend that you complete many of the readings prior to the end of your first year. At the end of your first year, you will be asked to write an essay critically reflecting on your first-year experience in the areas of these five core competencies (drawing on your coursework, co-curricular activities, and personal experiences). We refer to this essay as your end of first year “culminating experience,” and it is designed for you to not only look back on your experience but forward as well as you begin to chart the rest of your undergraduate experience, graduate/professional school, and future career.

**Galen Learning Outcomes:** At the end of the academic year, students will:

- Be able to articulate an understanding of the five core competencies: cultural competence, interdisciplinarity, critical communication, service and leadership
- Have practical experience in the five core competencies
- Have knowledge of how to do original research (or have conducted original research)

### **Competency Areas**

**Cultural competence** – the ability to understand, appreciate, and interact with persons from cultures and/or belief systems other than one’s own (Segen’s Medical Dictionary 2012).

Our nation’s increasing diversity brings opportunities and challenges for health care providers, health care systems, and policy makers to create and deliver culturally competent services.

*Questions:* What is cultural competence? How culturally competent am I? What do I need to do to enhance my cultural competence? What opportunities exist on and off campus for me to get experience in cultural competence? What classes have content on cultural competence?

Readings:

Fadiman, Ann (2012) *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*

Nichols, Barbara (ND) *The Basics of Cultural Competence: A Conversation with Barbara Nichols*. NSNA Imprint

The National Association of Social Workers

[http://www.socialworkers.org/da/sections/credentials/cultural\\_comp.asp](http://www.socialworkers.org/da/sections/credentials/cultural_comp.asp)

The Institute of Medicine (IOM) <http://www.iom.edu/CMS/18007.aspx>

University of Buffalo – Cultural Competence Resources

<http://ublib.buffalo.edu/libraries/units/hsl/resources/guides/culturalcompetence.html>

**Interdisciplinarity** – the quality or state of involving more than one discipline (Collins English Dictionary 2014); especially with the idea of identifying and developing solutions to problems from multiple perspectives.

Interdisciplinarity allows students to make connections between ideas and concepts across different disciplinary boundaries. Interdisciplinary training also prepares students for graduate and professional study, and for careers in new and emerging fields.

*Questions:* What is interdisciplinarity? How does interdisciplinarity apply to my own studies? What are the advantages of looking at issues from the perspective of multiple disciplines?

Readings:

Interdisciplinary Society for International Development (2008). [\*Why Interdisciplinary?\*](#)

Jones, C. (2009). [\*Interdisciplinary Approach: Advantages, Disadvantages, and the Future Benefits of Interdisciplinary Studies.\*](#)

**Critical communication** – the act of communicating and transmitting information to diverse audiences for multiple purposes. The act of communicating also involves translating information from one context to another (e.g. making scientific data understandable to a lay audience).

*Questions:* How am I developing my critical communication skills? Which classes offer content that furthers my verbal and written communication skills?

Readings:

Leonard M, Graham S, Bonacum D. The human factor: the critical importance of effective teamwork and communication in providing safe care *Quality and Safety in Health Care* 2004;13:i85-i90.

Dominique Brossard, Dietram A. Scheufele. Science, New Media, and the Public *Science* 04 Jan 2013: Vol. 339, Issue 6115, pp. 40-41 DOI: 10.1126/science.1232329

Robert A. Logan. Science Mass Communication *Science Communication* Vol 23, Issue 2, pp. 135 – 163 First published date: August-18-2016

MacDonald-Wicks, L and T. Levett-Jones. Effective teaching of communication to health professional undergraduate and postgraduate students: A systemic review. *JBI Libr Syst Rev.* 2012;10(28 Suppl):1-12. <https://www.ncbi.nlm.nih.gov/pubmed/27820404>

Fong Ha, J., Dip Sung, A. and N. Longnecker. Doctor-Patient communication: A review. *The Ochsner Journal.* 2010 Spring; 10(1): 38-43.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3096184/>

**Service** – a helpful act or a variety of work done for others (whether an individual, group, community, or institution).

*Questions:* What service opportunities are available through the university? Where can go to find out about service opportunities? Why is service important and what are its benefits?

Readings:

Benefits of Community Service for You <http://blog.prepscholar.com/benefits-of-community-service>

The Benefits of Volunteerism, if the Service Is Real

<http://www.nytimes.com/2010/07/31/your-money/31shortcuts.html>

5 benefits of performing community service in college

<http://www.greatvaluecolleges.net/lists/5-benefits-of-performing-community-service-in-college/>

Volunteering: How helping others helps you

<https://bigfuture.collegeboard.org/get-started/outside-the-classroom/volunteering-how-helping-others-helps-you>

Three central benefits of volunteering as a college student

<http://www.pointsoflight.org/blog/2012/10/25/three-central-benefits-volunteering-college-student>

**Leadership** – the position or function of a leader.

*Questions:* What qualities define a leader? How can I develop leadership qualities? What leadership opportunities exist for me on and off campus? How do I find out about leadership opportunities?

[How to be a leader: Advice for college students on developing leadership qualities](http://blog.cengagebrain.com/blog/2012/11/how-to-be-a-leader-advice-for-college-students-on-developing-leadership-qualities/)

<http://blog.cengagebrain.com/blog/2012/11/how-to-be-a-leader-advice-for-college-students-on-developing-leadership-qualities/>

Tips for students: Leadership qualities – Staying on target

[https://blog.cengage.com/top\\_blog/tips-for-students-leadership-qualities-staying-on-target/](https://blog.cengage.com/top_blog/tips-for-students-leadership-qualities-staying-on-target/)

Inspiring cultural leadership in college students

<http://www.collegexpress.com/interests/multicultural/blog/inspiring-cultural-leadership-college-students/>

Developing leadership strengths in college <http://strengths.southmountaincc.edu/wp-content/uploads/2012/01/Developing-Leadership-Strengths-in-College.pdf>

How to gain the leadership experience employers want

<http://www.bestcollegesonline.com/blog/how-to-gain-the-leadership-experience-employers-want/>

The value of leadership experience in on-campus positions

<http://college.usatoday.com/2012/11/03/the-value-of-leadership-experience-in-on-campus-positions/>

Pre-Medical leadership opportunities

<https://www.kaptest.com/blog/med-school-pulse/2015/03/19/pre-medical-leadership-opportunities/>

**Additional inspirational readings for allied health students:**

Kidder, Tracy. 2004. Mountains beyond mountains: The quest of Dr. Paul Farmer, a man who would cure the world. New York: Random House.

Brilliant, Larry. 2016. Sometimes Brilliant: The impossible adventure of a spiritual seeker and visionary physician who helped conquer the worst disease in history. New York: HarperOne.

Kalanithi, Paul. 2016. When breath becomes air. New York: Random House.