LDS-102: So, You Want to Go to Medical School? Graduate School? Law School? Or Just Succeed in Business?

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Course Director:

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Course Objectives:

This course will help students to understand and use the necessary tools to have a competitive application to graduate education whether it be Medical School, Graduate School, Law School or other type of graduate program. The classes will focus on the details of building a resume (CV), a personal statement and the interview process. It will also include a session on learning styles which may be helpful to students who have an increased work load as they transition from high school to college studies. There will also be a session devoted more specifically to health care careers but much of the material will also relate to non-health care related graduate or other programs.

At the Completion of this Course, Students Should:

- Recognize the Components of a Resume/CV, Personal Statement
- Be able to prepare and update their Resume/CV with Relevant Information
- Understand the General Principles and Components of a Competitive Application
- Recognize Potential Pitfalls in Resumes/CVs/Personal Statements and Interviews
- Identify and Apply Principles of Learning Styles to Themselves to Facilitate Learning in College and Beyond.

Format: 7 – 2 hour Sessions

Session 1: Introduction – Making the most of the academic experience. Framing the college experience so students develop a realization of time management, moving beyond class work and considering other things they may do (or should do) to enhance their experience and resume to have a more competitive application to graduate school or potential employment opportunities

LDS-102: S.A. Vitkun, MD – Course Syllabus
Session 2: Learning Styles and Life Long Learning – How do YOU Learn Best? Does it Say Something About Your Potential Career Choice(s)? Does it Affect Your GPA? How Do You Calculate Your GPA? What is Life Long Learning? How can you do it?

Session 3: The Resume or CV. What are the components? How is it structured? What are the potential pitfalls?

Session 4: The Personal Statement. It can make a difference! What are the different types of Personal Statements? What should I say, or not say?

Session 5: The Interview. Whether applying to graduate, medical or other program, or applying for a “real job” you will probably have an interview at some point. This is a make it or break it moment. Things you do NOW may impact that moment! Plan now to Maximize your Opportunities! Students will critique a mock job interview in class.

Session 6: So, You Want to Go to Medical School? Or What ever! This presentation will focus on preparing a competitive application to a health professions program. Topics discussed will also relate to graduate school, law school and others but most examples will be from health professions programs.

Session 7: You ask the Questions: Session will include a combination of a physician, PhD scientist, nurse/NP, Educator, Recent College Graduate, Medical Student for students to ask questions. Available faculty and students will depend upon individual schedules at the time of presentation. Refreshments will be served.

Teaching Strategies Employed:

Lecture/Discussions (informal style)
Case based scenarios (examples of deliverable items)
Hands-on - Return demonstrations (Writing of a CV/Personal Statement/Reflections on the Course)

Class Grades:

Grades are based upon class participation (25%) and the following deliverable items (75%):

A) A current resume / CV (25%)
B) A Personal Statement (25%)
C) A Statement of Reflections of what you found helpful from this course and what you feel could be improved about this course (25%)
D) There are no “Exams” in this Class! Once you get beyond college and grad school, you should realize – you take the test everyday! For me, as an anesthesiologist – a really good day yesterday does not allow (or forgive) me...
killing someone today! Ok! It may be a bit over dramatic, but I hope you get the point! In life, grades are given on a continuous basis and for everything you do (or don’t do)!

These items are due within 3 weeks after the last class as this is a 7 week program.

Textbooks:

There are no required texts for this class. Books may be shown in class or presented for your consideration of different topics but are not required.

Class Schedule/Cancellation:

Classes will occur as scheduled. Due to scheduling conflicts, I may be late to class. If there is an issue I will try to let you know in advance (I ask students to provide an email address and cell phone number (optional) so I may contact you if there are issues. Sometimes one or two students serve as contacts for the other students in the class), otherwise anticipate that all classes will occur as scheduled and that there will be an instructor available for all classes. There are also times that weather may impact our ability to have class. In the event of bad weather, call 631-444-SNOW. If the University cancels classes in the HSC, then class is cancelled. If the University does not cancel classes, expect that class will be held. I bad weather prohibits you from getting to class I will excuse you from that class. Most importantly you should be safe and exercise good judgment and common sense.

Americans with Disabilities Act:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (Schools of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please consult your course syllabus or the Academic Judiciary.
dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and School of Medicine are required to follow their school-specific procedures.

SAVMD – 1/25/2014