1. General Information

1a. Submitted by the College of: HEALTH SCIENCES

   Date Submitted: 7/18/2016

1b. Department/Division: Health Sciences - Clinical Science

1c. Contact Person

   Name: Sharon Stewart

   Email: srstew01@uky.edu

   Phone: 859-218-0570

   Responsible Faculty ID (if different from Contact)

   Name: Geza Bruckner

   Email: gbruckn@uky.edu

   Phone: 218-0859

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: CLM 120

2c. Full Title: Careers in Clinical Leadership and Management

2d. Transcript Title: Careers in Clinical Leadership &Mgmt

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 1

   DISCUSSION:

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: An overview of the Clinical Leadership and Management profession(s) including aspects of professional practice, areas of specialization, professional issues and trends, and career paths and opportunities. The course will consist of assignments, lectures and interactive discussions led by faculty and visiting professionals designed to expand students' understanding of the profession(s) and to assist in educational and career planning and discernment.

2k. Prerequisites, if any: none

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 50

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: It is expected that this course will appeal to undergraduate students who: 1) Are interested in Clinical Leadership and Management (CLM) as a career choice and want to explore it more fully before making a commitment; 2) Plan to pursue the CLM profession and wish to be better informed about academic preparation and planning for the various career options; and/or 3) Are planning to pursue another healthcare profession and are committed to learning about how the CLM profession complements their own chosen profession in an interprofessional healthcare environment.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Geza Bruckner

Instructor Email: gbruckn@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   The timely and appropriate interaction between students and the faculty and among students will be provided via the following communication tools: online discussion forum, instant video conferencing, and emails.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Course materials, goals, and assignments are designed to be delivered electronically. Therefore, all students (in-class and distance learning) students will receive the same course materials, have the same learning goals, and be given the the same assignments.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   A password-protected course portal will be provided to all students. The individual or team-based assignments will be checked for plagiarism. The exam will be open book and requires students to log into the course portal and answer the exam questions online. No proctor is required for the online exam. Academic offense will be handled according to the University policy.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   This course will be offered as a 100% online course during the spring semester.

If yes, which percentage, and which program(s)?   This course will be offered as a 100% online course during the spring semester. It is an intro course for the Clinical Leadership and Management program.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Student services and learning support resources at the University and College will be introduced at the first course session and their contact information will be listed on the course portal for later reference.

6. How do course requirements ensure that students make appropriate use of learning resources?   The students are asked to provide reflective statements about the online learning materials as class assignments.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   This course requires the students to have the access to personal devices and the internet in order to complete course material. Information including location and hours of computer labs around campus will be provided to students who do not have the access to personal computers.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   The information technology support at the University (UKIT), the College (chshelpdesk@uky.edu), and at the course portal sit will be introduced to the students and their contact information will be provided and listed on the course portal site.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.   No. The students in this course will be provided with online video tutorials about how to use the course portal. As mentioned previously, the IT support recourse will be provided and introduced.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Geza Bruckner

SIGNATURE|PNASH|Phyllis J Nash|CLM 120 NEW Dept Review|20160217

SIGNATURE|SRSTEW01|Sharon R Stewart|CLM 120 NEW College Review|20160422

SIGNATURE|JMETT2|Joanie Ett-Mims|CLM 120 NEW Undergrad Council Review|20160713

SIGNATURE|PNASH|Phyllis J Nash|CLM 120 ZCOURSE_NEW Approval Returned to Dept|20160809

SIGNATURE|JMETT2|Joanie Ett-Mims|CLM 120 NEW Undergrad Council Review|20160810

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Browse...   Upload File

	ID	Attachment
Delete	6748	AA Memo 5 new 120 courses 4.20.16 CLM.pdf
Delete	6936	CLM 120 syllabus _revised2.docx

First   1   Last

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: HEALTH SCIENCES ▼   Submission Date: 7/18/2016

   b. * Department/Division: Health Sciences - Clinical Science ▼

   c.
   * Contact Person Name: Sharon Stewart   Email: srstew01@uky.edu   Phone: 859-218-0570

   * Responsible Faculty ID (if different from Contact) Geza Bruckner   Email: gbruckn@uky.edu   Phone: 218-0859

   d. * Requested Effective Date: ⦿ Semester following approval OR ◯ Specific Term/Year ⌐

   e.
   Should this course be a UK Core Course?   ◯ Yes ⦿ No

   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

2. **Designation and Description of Proposed Course.**

   a. * Will this course also be offered through Distance Learning?   ⦿ Yes ⌐ ◯ No

   b. * Prefix and Number: CLM 120

   c. * Full Title: Careers in Clinical Leadership and Management

   d. Transcript Title (if full title is more than 40 characters): Careers in Clinical Leadership & Mgmt

   e. To be Cross-Listed [2] with (Prefix and Number):

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

1	Lecture		Laboratory[1]	Recitation	Discussion
	Indep. Study		Clinical	Colloquium	Practicum
	Research		Residency	Seminar	Studio
	Other	If Other, Please explain:			

   g. * Identify a grading system:
   ⦿ Letter (A, B, C, etc.)
   ◯ Pass/Fail
   ◯ Medicine Numeric Grade (Non-medical students will receive a letter grade)
   ◯ Graduate School Grade Scale

   h. * Number of credits: 1

   i. * Is this course repeatable for additional credit?   ◯ Yes ⦿ No
   If YES: Maximum number of credit hours:
   If YES: Will this course allow multiple registrations during the same semester? ◯ Yes ◯ No

j. * Course Description for Bulletin:

An overview of the Clinical Leadership and Management profession(s) including aspects of professional practice, areas of specialization, professional issues and trends, and career paths and opportunities. The course will consist of assignments, lectures and interactive discussions led by faculty and visiting professionals designed to expand students' understanding of the profession(s) and to assist in educational and career planning and discernment.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * **Will this course be taught off campus?**   ○ Yes ◉ No

If YES, enter the off campus address:

4. **Frequency of Course Offering.**

a. * Course will be offered (check all that apply):   ☑ Fall   ☑ Spring   ☐ Summer   ☐ Winter

b. * Will the course be offered every year?   ◉ Yes ○ No

If No, explain:

5. * **Are facilities and personnel necessary for the proposed new course available?**   ◉ Yes ○ No

If No, explain:

6. * **What enrollment (per section per semester) may reasonably be expected?** 50

7. **Anticipated Student Demand.**

a. * Will this course serve students primarily within the degree program?   ○ Yes ◉ No

b. * Will it be of interest to a significant number of students outside the degree pgm?   ◉ Yes ○ No

If YES, explain:

It is expected that this course will appeal to undergraduate students who: 1) Are interested in Clinical Leadership and Management (CLM) as a career choice and want to explore it more fully before making a commitment;

8. * **Check the category most applicable to this course:**

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

a. * Is this course part of a proposed new program?   ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement ⁵for ANY program?   ○ Yes ◉ No

If YES⁵, list affected programs::

10. **Information to be Placed on Syllabus.**

a. * Is the course 400G or 500?   ○ Yes ◉ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10** attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a fo educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requiremer are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent expe students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	CLM 120-201	Date:	2/5/2016
Instructor Name:	Geza Bruckner	Instructor Email:	gbruckn@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

   The timely and appropriate interaction between students and the faculty and among students will be provided via the following communication tools: online discussion forum, instant video conferencing, and emails.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, of student learning outcomes, etc.

   Course materials, goals, and assignments are designed to be delivered electronically. Therefore, all students (in-class and distance learning) students will receive the same course materials, have the same learning goals, and be

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academ policy; etc.

   A password-protected course portal will be provided to all students. The individual or team-based assignments will be checked for plagiarism. The exam will be open book and requires students to log into the course portal and

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any f as defined above?

   This course will be offered as a 100% online course during the spring semester.

   Which percentage, and which program(s)?

   This course will be offered as a 100% online course during the spring semester. It is an intro course for the Clinical Leadership and Management program.

   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting

   Student services and learning support resources at the University and College will be introduced at the first course session and their contact information will be listed on the course portal for later reference.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

   The students are asked to provide reflective statements about the online learning materials as class assignments.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

   This course requires the students to have the access to personal devices and the internet in order to complete course material. Information including location and hours of computer labs around campus will be provided to

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or r the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

   The information technology support at the University (UKIT), the College (chshelpdesk@uky.edu), and at the course portal sit will be introduced to the students and their contact information will be provided and listed on the

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

   ○ Yes
   ◉ No

   If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said techn

   No. The students in this course will be provided with online video tutorials about how to use the course portal. As mentioned previously, the IT support recourse will be provided and introduced.

10. Does the syllabus contain all the required components, below? ☑ Yes

    - Instructor's *virtual* office hours, if any.
    - The technological requirements for the course.
    - Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
    - Procedure for resolving technical complaints.
    - Preferred method for reaching instructor, e.g. email, phone, text message.
    - Maximum timeframe for responding to student communications.
    - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resourc The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodatior details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

- Specific dates of face-to-face or synchronous class meetings, if any.

- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

  - Carla Cantagallo, DL Librarian

  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

  - Email: dllservice@email.uky.edu

  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: _____

Geza Bruckner

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. La meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.
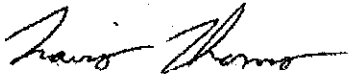
Rev 8/09

MEMO

April 20th, 2016

TO: Sharon R. Stewart, Professor and Associate Dean of Academic Affairs
FROM: Travis Thomas – Chair of Academic Affairs
RE: Academic Affairs review of New Courses: AT, CSD, MLS, PAS, CLM 120

Dear Dr. Stewart,

The Academic Affairs (AA) Committee has thoroughly reviewed your new course proposals and corresponding syllabi for AT, CSD, MLS, PAS, CLM 120. We have also reviewed your responses to reviewer inquiries for these five courses and confirm that all corrections have been made and are consistent across all courses. As a result, the Academic Affairs committee recommends approval of these courses. Thanks for the opportunity to review these proposals. Please let me know if I can help clarify anything regarding this recommendation.

Sincerely,

Travis Thomas, PhD, RD, CSSD, *Chair – CHS Academic Affairs Committee (2015-16)*

University of Kentucky
College of Health Sciences
Department of Clinical Sciences
Division of Clinical Leadership and Management

Course Number **Title/Section:**	CLM 120 Careers in Clinical Leadership and Management Section 001
Course Credit:	1 credit
Course Time /Place:	1 standard lecture period per week for face-to-face students and the online course is asynchronously delivered using Canvas with the instructor providing details to the registered students on how to start the class and additional communication as needed via Canvas/email.
Course Faculty	Geza Bruckner, PhD 207 CTW - 900 S. Limestone, Lexington, KY 40536 gbruckn@uky.edu 859-218-0859
Office Hours: Online Office Hours:	Immediately after class or by appointment for face-to-face students Via Adobe Connect. The time and link to Adobe Connect room will be provided here once established. Both groups of students are welcome to use face-to-face or Adobe Connect for office hour interaction.

(Note to Reviewers: The intent is to offer this course each semester with the first yearly offering provided in a traditional face-to-face instructional environment that is recorded. The second yearly offering is intended to be offered in an asynchronous online mode using the recorded class sessions from the previous semester. This structure is intended to effectively utilize the best guest speakers available while providing for more course/space availability for the student. The course is not intended to be offered in face to face and online formats in the same semester. For this reason, language for both instructional settings is used in this syllabus).

COURSE DESCRIPTION

Bulletin Description:
An overview of the Clinical Leadership and Management profession(s) including aspects of professional practice, areas of specialization, professional issues and trends, and career paths and opportunities. The course will consist of assignments, lectures and interactive discussions led by faculty and visiting professionals designed to expand students' understanding of the profession(s) and to assist in educational and career planning and discernment.

Student Learning Outcomes:

The purpose of this course is to provide students with a broad understanding of the Clinical Leadership and Management profession(s) including general areas of practice responsibilities and specialization, important issues and trends, and career paths and opportunities.

Upon completion of this course, the successful student will:
1. Identify 3 careers in the field of CLM and the required or recommended education and career experiences or activities
2. Evaluate the pros/cons of a CLM career through the lens of your own life goal
3. Plan and execute a networking event for the purpose of practicing networking skills
4. Develop and present a career plan and analysis as a team

Required Readings:
1. NHS Leadership Academy. (2011). The Clinical Leadership Competency Framework. Retrieved from http://www.leadershipacademy.nhs.uk/wp-content/uploads/2012/11/NHSLeadership-Leadership-Framework-Clinical-Leadership-Competency-Framework-CLCF.pdf
2. Other learning materials will be provided through an online learning management system (Canvas).

Attendance:
Attendance and punctuality will be considered part of your grade. Tardiness is defined as arriving after the class is scheduled to begin or departure before the end of the class session. Three tardies constitute one unexcused absence. Each unexcused absence will result in a deduction of 1 point (1%) from your course grade. This does not apply to students taking the course solely online.

Course Assignments:
Course assignments consist of:
1) CLM career inventory
2) Reflection paper of a selected CLM career and your life goal
3) A networking event plan
4) A career plan and analysis

Written assignments MUST be in 12 point font, double spaced, and page margins should be 1" for top, bottom, left and right. The 3 written assignments are to be concise. Assignments MUST be a minimum of 1 pages and a maximum of 2 pages.

Summary Description of Course Assignments:
1) **CLM career inventory:** This assignment is based on information obtained from sessions on the various career options that some professionals have pursued in Clinical Leadership and Management. This paper should describe these 3 career options and what education/experiences are needed for these careers. The paper is maximum 2-page, double-spaced.

1)2) **CLM Career Planning:** The students will be grouped into teams based on their

career preferences to work together on this assignment. Groups may interact in-person or electronically. This assignment is broken into 3 parts.

a. **CLM career evaluation:** The students will submit a maximum 2-page, double-spaced reflection paper, where they reflect upon their life goals, and analyze the pros and cons of a chosen CLM career.

b. **Networking:** In this assessment, students will submit a one-page document outlining a planned networking event and include information about a person who is in the CLM career of interest and would be contacted for this networking event, as well as the questions prepared to facilitate the discussion. Based on the networking plan, students will conduct an interview with a CLM professional that they identify to learn more about his or her job, daily activities, education acquired, etc.

c. **CLM career action plan:** The students will reflect upon their career evaluation and networking experiences, and set an action plan for their following 5 years of life to reach their career goals.

Submission of Assignments:
All assigned work must be completed and submitted at the beginning of class on the due date to receive full credit. Written assignments will be submitted on Canvas via the Assignment Tab. Label all submissions with your name and course number CLM 120.

Late work:
<u>Late work will not be accepted</u> for a grade unless approved by the instructor. If approved, points will be deducted for late work at the rate of 5 points (5%) of your total course grade per day. Written assignments will be submitted on CANVAS via the Assignment Tab. After one week, late work will not be accepted. Late work associated with an approved excused absence will not be penalized; due dates for submission of late work for an excused absence will be negotiated with the instructor.

<u>Grading</u>:
Students will work in groups based on their career interests and may individually or as a group interview a health administrator/professional but all students individually will be required to hand in their written assignments. Student's grades will be derived as follows:

	F-2-F & online Points
Attendance @ 15 class sessions based on class assessment activities	10
CLM career inventory	15
CLM career evaluation	15
Networking	30
CLM career action plan	30
Total Points	100

Notes for distance learning students: The students in the distance learning session will complete

all the same requirements online. They will complete their class assessment activities on an online learning management system (Canvas).

Verification of Attendance for Online Content:
For the online course, verification of pre-recorded materials will be done via Canvas.

Grading Scale:

Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
E	below 60

Questions Concerning Grades:
All assignments and exams will be evaluated. Any assignment graded incorrectly or questions concerning the grading should be brought to the instructor's attention within one week of the grade being posted/returned.

Mid-Term Evaluation:
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar). Your Reflection Paper and attendance points before mid-term will be used to determine mid-term progress.

There is no **Final Examination** for this course.

COURSE POLICIES

Attendance: See grading section above.

Excused Absences:
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences:
   a) serious illness,
   b) illness or death of family member,
   c) University-related trips,
   d) major religious holidays, and
   e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737), http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (unexcused) per University policy.

Make-up opportunity:
Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences:
Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Accommodations due to Disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Academic Integrity, Cheating and Plagiarism:
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or

self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Classroom Behavior:
Classroom behavior should be in compliance with the student code of conduct. Full details can be viewed at: http://www.uky.edu/StudentAffairs/Code/part1.html. Consistent with this policy, student behavior that detracts from the educational environment will not be tolerated. Examples of inappropriate behaviors include engaging in disrespectful or uncivil discussions, holding disruptive discussions, or sleeping. Disruptive students will be asked to leave the classroom and re-admittance is at the discretion of the instructor.

Electronic Device Policy:
Generally cell phone use is not permitted for any reason. All cell phones must be placed in the "off" or "silenced" position during class. If there is a situation where a student might need to be notified during a class period, please alert the instructor to this potential and carefully monitor your phone. Other electronic devices (except for computers and i-Pads) such as smartphones, i-Pods, MP3 Players, and electronic game devices should be turned off.

Severe Weather:
It is the policy of the University of Kentucky to keep all offices open and classes meeting as scheduled except under extraordinary conditions. If severe weather should result in changes to the university schedule, the university will follow specific procedures about when those decisions are made and how they will be announced. Details of those procedures are available at http://www.uky.edu/PR/News/severeweather.htm .

All faculty, staff and students should note that announcements regarding the cancellation of classes and closure of offices, or a delayed opening will normally be made by 6 a.m. through the local news media. The most up-to-date and complete information will be available from the UK Infoline at 859-257-5684, UK TV Cable Channel 16, or the UK Web site at http://www.uky.edu/

Distance Learning Session Related Information
The course will be offered asynchronous
All course material for DL delivery will have the same content as the in class option. The DL course delivery will utilize Echo 360 or similar technology for lectures conducted by guest speakers.

Technological Requirement:
The students who register for the distance learning session of the course are required to have an access to a computer with Internet connection, a web camera, and a microphone, which allows them to access the learning materials on the course portal and conduct online text-, audio-, or video-based collaborative learning activities.

Verification of Absences for Online Class Meeting Sessions:
When the online session has online audio or video meetings, the verification of absences will follow the rule outline above for the regular in-class sessions.

Contact Information of Distance Learning Programs:
- Distance Learning programs (http://www.uky.edu/DistanceLearning)
- Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/) , (859) 218-HELP
- College of Health Sciences Information Technology Support (CHS.HelpDesk@uky.edu)

Preferred Methods for Communication:
Please contact the Instructor if you have any course content related issues. Please contact the program support staff and the college academic advisor if you have any questions about the course registration. The preferred way of communication is via email or a direct phone call. We strive to respond to you within 24 hours of receiving your messages.

Library Information:
Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
- Carla Cantagallo, DL Librarian
    - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
    - Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

COURSE SCHEDULE

Week	Speaker	Topics	Content	Assessment
1	Instructor	Intro, Overview of Clinical Leadership and Management	What is Clinical Leadership and Management? Where can you find clinical leaders? Why are these leaders important? What key domains in Clinical Leadership Competency? Review some of the tasks and working locations for this career	**Daily Assessment Question-** List 3 differences between a clinical leader and a clinical manager
2	Guest Speaker	Clinical Leadership Competency and Professionalism	What constitutes good clinical leadership? Review Clinical Leadership Competency Framework and Codes of Conducts of Professional Organizations in Clinical Leaderships	**Daily Assessment Question-** Pick one domain in clinical leadership competency and set a goal and plan to develop this competency in this semester
3	Guest Speaker	Types and Styles of Clinical Leaders	How do clinical leaders differ from others (political/technology/religious leaders)? How do the leaders compare? What are some traits and characteristics of leadership?	**Daily Assessment Question-** Explain 3 ways that clinical leaders differ from other types of leadership roles.
4	Guest Speaker	A Closer Look	Watch/discuss examples of good and bad leadership (not clinical). Would this "example" leader work well in a clinical setting? What are the most important traits you must have to be successful at this career? Which would probably have a negative impact on your career goals?	**Daily Assessment Question-**Based on today's examples, list 2 leadership traits that would NOT work well in a clinical setting.
5	Guest Speaker	Are you a Clinical Leader?	Review traits, types, and responsibilities for clinical leaders and managers. Students will take a leadership skills assessment to determine strengths and weaknesses within themselves. Whole group and small group discussions.	**Daily Assessment Question-** List and explain 2 priorities of clinical leaders.
6	Guest Speaker	Clinical Leaders Job roles, tasks, and responsibilities	What types of tasks do clinical leaders perform? Would those tasks differ between a leader and manager? When walking into a clinic, how do you identify who is part of leadership? Discuss responsibilities and structure of offices etc.	**Daily Assessment Question-** List and explain 2 priorities of clinical leaders.

7	Guest Speaker	**Networking Workshop**	Networking is important in clinical leadership career development. How many people do I know who are working as a clinical leader? How can I start and grow my network? What are the skills in networking (networking interview, introduction, elevator pitch, professional organizations, online tools, resume building)?	**Daily Assessment Question-** Who can I reach out to have my first networking interview?
8	Guest Speaker	**Creating the Best Structure**	What would you need to create a functioning medical office? Review and discuss resumes and interview skills. **Role playing activity** -(students are grouped, half of the group will act as clinical leaders/managers and is responsible for interviewing and selecting the best person for the job based on what position they have available-*which is given out by teacher-* The other group members are given resumes/CV and will interview for the position. Their traits and background will either help or hurt them. After the activity, the leaders/managers will select the candidate and explain why and why not for the others.	**Daily Assessment Question-** List what 3-5 important traits/skills of a clinical leader that you learn in the role play.
9	Guest Speaker	**A Day in the Life of a Clinical Leader**	Watch example film or have a guest speaker walk through a typical and not so typical day. How would an emergency medical facility day differ from a general practice/long term care facility/or would it?	**No Assessment-Review and Study for Midterm Exam**
10	Guest Speaker	**Path to Clinical Leadership and Management**	How do you become a clinical leader? What education or experience may be required? How can you gain experience while not employed? Look at Degrees vs training programs offered. Look at courses and objectives.	**Daily Assessment Question-** Explain 1 way in which a 4 year degree program and a training program for Clinical Leadership may differ.
11	Guest Speaker	**Pros and Cons**	Discuss the pros and cons of real world clinical leaders and managers. Look at lawsuits and criminal activity as well as tough ethical situations with employees. How would you handle these situations?	**Daily Assessment Question-** Explain 2 dilemmas that could impact the future of a clinical leader.

12	Guest Speaker	Leadership Workshop Day	Students will continue work on (should have already been gathering information for) the course project/paper. The goal of working in class is to use peers and instructor knowledge to help structure the paper. *Paper topic is:* Since this course is about leaders and leadership, choose a leader from the past or present that you feel best represents your own particular leadership style and qualities. Paper should be 3-5 pages, references	**Daily Assessment-** By the end of today, if not prior to, students should know the leader that they resemble most. Full outlines and rough drafts are expected.
13	Guest Speaker	Clinical Leadership and the Past, Present, and Future	**Past:** What are some of the main accomplishments of past clinical leaders and how do they apply to you? What is that particular change had not been made? Discuss the decision making process, risks, trial and error **Present:** What are some of the issues affecting clinical leaders today? Can any of these problems be solved locally, nationally, or with procedure changes , etc.? What do you think is the most important issue facing clinical leaders today? **Future:** What are some of the issues that may affect clinical leaders in the future? What are some of the technological advances that could help or hurt? What evidence suggests that particular changes need to be made or not made?	**Daily Assessment Question-** What is one issue facing today's clinical leaders that may affect you personally? What is one future clinical leadership development that would have a positive affect on you and your family?
14	Instructor	Presentation		
15	Instructor	Presentation		