

**1. General Information**

1a. Submitted by the College of: HEALTH SCIENCES

Date Submitted: 4/19/2016

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

1c. Contact Person

Name: Geza Bruckner

Email: gbruckn@uky.edu

Phone: 218-0859

Responsible Faculty ID (if different from Contact)

Name: Karen Skaff

Email: karenskaff@uky.edu

Phone: 218-0585

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?: No

2b. Prefix and Number: HHS 357

2c. Full Title: Seminar in Interprofessional Healthcare: Part 2 Community Engagement

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 1.0

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

2h. Number of credit hours: 1.0

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?

RECEIVED

APR 19

OFFICE OF THE  
SENATE COUNCIL

**2j. Course Description for Bulletin:** In Part 1 of the course, students were able to learn about and reflect upon their thoughts regarding the different healthcare systems and practices around the world. Part 2 of the course will continue to build upon skills in interprofessional understanding and relationships as well as allow students to experience healthcare practices first hand within in a community setting. The experience gained during this portion of the course will help students identify, compare, and contrast the different aspects of healthcare in the community as well as allow them to reflect upon how those settings may differ from their own backgrounds. A study of selected topics in health and wellness with a focus on the way individuals experience health and utilize resources within their individual nesting environments of health and social communities will also be key aspects of this course. Topics will include an exploration of individual perceptions and experiences in health, wellness, and quality of life throughout the lifespan and resources available to achieve health. In addition, Part 2 of the course will focus on international and regional differences within healthcare and ways to collaborate and use diverse Interprofessional relationships to achieve health goals.

**2k. Prerequisites, if any:** Prerequisite of HHS 356

**2l. Supplementary Teaching Component:** Community-Based Experience

**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?:** 75

**7. Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

**8. Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

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?: Yes

If YES, list affected programs: The course will be required for the Human Health Sciences degree program, All tracks

**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: No

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

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

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

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/>)?

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.

10. Does the syllabus contain all the required components? NO

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

Instructor Name:

SIGNATURE|PNASH|Phyllis J Nash|HHS 357 NEW Dept Review|20150826

SIGNATURE|SRSTEW01|Sharon R Stewart|HHS 357 NEW College Review|20150827

SIGNATURE|JMETT2|Joanie Ett-Mims|HHS 357 NEW Undergrad Council Review|20160419

## New Course Form

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

Generate R

[Open in full window to print or save](#)

## Attachments:

Browse...

Upload File

	ID	Attachment
Delete	6731357	Syllabus1.pdf

First 1 Last

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>
- 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 <sup>4</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |                                   |  |  |                                 |
|-----------------------------------|--|--|---------------------------------|
| <input type="text"/> Lecture      | <input type="text"/> Laboratory <sup>1</sup>   | <input type="text"/> Recitation          | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study | <input type="text"/> Clinical                  | <input type="text"/> Colloquium          | <input type="text"/> Practicum  |
| <input type="text"/> Research     | <input type="text"/> Residency                 | <input type="text" value="1.0"/> Seminar | <input type="text"/> Studio     |
| <input type="text"/> Other        | If Other, Please explain: <input type="text"/> |  |                                 |
- 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:
- 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:

In Part 1 of the course, students were able to learn about and reflect upon their thoughts regarding the different healthcare systems and practices around the world. Part 2 of the course will continue to build upon skills in interprofessional understanding and relationships as well as allow students to experience healthcare practices first hand within in a community setting. The experience gained during this portion of the course will help students identify, compare, and contrast the different aspects of healthcare in the community as well as allow them to reflect upon how those settings may differ from their own backgrounds. A study of selected topics in health and wellness with a focus on the way individuals experience health and utilize resources within their individual nesting environments of health and social communities will also be key aspects of this course. Topics will include an exploration of individual perceptions and experiences in health, wellness, and quality of life throughout the lifespan and resources available to achieve health. In addition, Part 2 of the course will focus

## k. Prerequisites, if any:

Prerequisite of HHS 356

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* 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? 75

## 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:

## 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 <sup>5</sup> for ANY program?  Yes  No

If YES <sup>5</sup>, list affected programs::

The course will be required for the Human Health Sciences degree program, All tracks

## 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) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

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

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log

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. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 5.2.1)

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

In order to change a program, a program change form must also be submitted.

Rev 8/09

**HHS 357-001**  
**Seminar in Interprofessional Healthcare:**  
**Part 2 Community Engagement**

Time and Location: TBD

**Instructor:** TBD

**Instructor email/phone:** TBD

**Office Address:** TBD

**Office Hours:** TBD

**Prerequisite:** Must have completed HHS 356- Seminar in Interprofessional Healthcare:  
Part 1 Global Context

**Course Description:**

In Part 1 of the course, students were able to learn about and reflect upon their thoughts regarding the different healthcare systems and practices around the world. Part 2 of the course will continue to build upon skills in interprofessional understanding and relationships as well as allow students to experience healthcare practices first hand within in a community setting. The experience gained during this portion of the course will help students identify, compare, and contrast the different aspects of healthcare in the community as well as allow them to reflect upon how those settings may differ from their own backgrounds. A study of selected topics in health and wellness with a focus on the way individuals experience health and utilize resources within their individual nesting environments of health and social communities will also be key aspects of this course. Topics will include an exploration of individual perceptions and experiences in health, wellness, and quality of life throughout the lifespan and resources available to achieve health. In addition, Part 2 of the course will focus on international and regional differences within healthcare and ways to collaborate and use diverse Interprofessional relationships to achieve health goals.

**Student Learning Outcomes:** Some of the expected student outcomes include:

After completing this course, the student will be able to:

1. Acquiring new knowledge of diverse health care career opportunities
2. Developing understandings of differences among specialty fields/disciplines in health care
3. Identifying major trends in health and disease that impact on health care
4. Developing knowledge about healthcare around the world and throughout different cultures.
5. Developing ideas and knowledge on how to use Interprofessional relationships to ensure success in a healthcare setting.

**Required Materials:** Readings and other assignments will be announced on Canvas.

**Course Assignments**

Required assignments for the grade:

Class attendance is mandatory

Preparation for Project

10 points/percentage

20 points/percentage



Community Engagement Project  
Final Paper

50 points/percentage  
20 points/percentage

**Total: 100 points/%**

### **Course Grading**

Students may earn a possible of 100 points (100% of the course) with no curve  
Grading scale for undergraduates:

90 - 100% = A

80 - 89.9% = B

70 - 79.9% = C

60 - 69.9% = D

Below 60 = E

**Community Engagement Project:** New Orleans *Tentative* Expectations & Itinerary (attached)

### **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar  
(<http://www.uky.edu/registrar/content/fall-2014-semester>)

An unannounced "Question of the Day" will be used to stimulate interest, focus note-taking, and monitor attendance. The details of the Community Engagement Project will be discussed on Canvas. Please refer to the course outline.

### **Course Policies:**

#### **Attendance Policy**

Attendance is required and worth a possible 15 points or 15 percent of the total grade. It is imperative that students attend due to the format of the course, which is comprised of seminars/presentations given by guest speakers. The following are acceptable reasons for an excused absence: 1) serious illness; 2) illness or death of family member; 3) UK related trips (S.R.5.2.4.2 C); 4) major religious holiday and documentation of other reasonable circumstances. The burden of proof is on the student to provide verification in requesting an "excused absence."

Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](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 (excused or unexcused) per university policy.

#### **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.

**Academic Integrity:**

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.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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 the question of plagiarism involving their own 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

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

**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](mailto:drc@uky.edu). Their web address is

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

**Classroom Behavior Policies**

Please be courteous to Faculty, staff, and students. Be attentive and respect all guest speakers by using good listening skills and thoughtful feedback if required. Cell phones must be turned off during class unless prior authorization is given by the instructor. Be punctual and respectful of class time and follow all guidelines regarding open class discussions and assignments given by the instructor.

## HHS 357: Community Engagement

<u>Date</u>	<u>Topic</u>	<u>Assignment/Readings</u>
Monday, January 26 2:00 – 2:50 PM	Course Expectations: <b>Community Engagement Project</b>	Logistics & Commitments; <b>Readings:</b> Vanderbilt University CDC Guidelines
Monday, February 2 2:00 – 2:50 PM	Community Engagement Teams  Team Building#1: Oral Screenings & Education Team Building#2: Nutrition Education Team Building: Oral Screenings Team Building#3: Physical Fitness Team Building#4: Wellness Team Building#5: Parents & Teachers	
Monday, February 9	Out of class TEAM Assignments TBA	
Monday, February 16 2:00 – 2:50 PM	TEAM Reports on Project Preparations	Written project plans
Monday, February 23  2:00 – 2:50 PM	Final preparations for Project	
Thursday, February 26	Departure	
Friday, February 27	Community Engagement Project Implementation	
Saturday & Sunday		
Monday, March 2	Completion and Assessments of Project	
March 9	Project Debriefings	DRAFT Paper Due
March 16	Spring Break No Classes	
March 23	Option II	
March 30	TBA	
April 6, 13, 20, 27	TBA	