

HHS 453: Cultural Competence in Healthcare (3 credit hours)

# NEW COURSE FORM

## 1. General Information.

- a. Submitted by the College of: Health Sciences Today's Date: 6/18/11
- b. Department/Division: Clinical Sciences
- c. Contact person name: Sharon R. Stewart Email: srstew01@uky.edu Phone: 218-0570
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: Fall 2012

## 2. Designation and Description of Proposed Course.

- a. Prefix and Number: HHS 453
- b. Full Title: Cultural Competence in Healthcare
- c. Transcript Title (if full title is more than 40 characters): NA
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): NA
- e. 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.

45; 3 hrs/week  
Lecture                      Laboratory<sup>1</sup>        \_\_\_\_\_ Recitation        \_\_\_\_\_ Discussion        \_\_\_\_\_ Indep. Study

\_\_\_\_\_ Clinical        \_\_\_\_\_ Colloquium        \_\_\_\_\_ Practicum        \_\_\_\_\_ Research        \_\_\_\_\_ Residency

\_\_\_\_\_ Seminar        \_\_\_\_\_ Studio        \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

- f. Identify a grading system:  Letter (A, B, C, etc.)         Pass/Fail
- g. Number of credits: 03

- h. 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

- i. Course Description for Bulletin: This course is designed to introduce the student to concepts of culture, race, ethnicity, and competence. Emphasis will be placed on identifying individual characteristics and their influence on bias. Factors related to culturally and linguistically appropriate health care will be reviewed.

- j. Prerequisites, if any: Admission to HHS Program or consent of instructor.

- k. Will this course also be offered through Distance Learning?                      YES<sup>4</sup>         NO

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

3. Will this course be taught off campus?                      YES         NO

<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.

<sup>3</sup> 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, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

### 4. Frequency of Course Offering.

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

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? 50-75

### 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: This course may also be of interest to students in related health fields

### 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: Bachelor's Degree in Human Health Sciences

b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO

If YES<sup>5</sup>, list affected programs: HHS 453 is a required course in the new Bachelor's Degree in Human Health Sciences

### 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 additional 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.a** above) are attached.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

## NEW COURSE FORM

### Signature Routing Log

**General Information:**

Course Prefix and Number:    HHS 453

Proposal Contact Person Name:    Sharon R. Stewart    Phone: 218-0570    Email: srstew01@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. of Clinical Sciences	7/07/2011	Dr. Karen Skaff / 218-0585 / karenskaff@uky.edu	
College of Health Sciences	7/26/2011	Dr. Sharon Stewart / 218-0570 / srstew01@uky.edu	
		/    /	
		/    /	
		/    /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	2/28/2012	Sharon Gill	
Graduate Council			
Health Care Colleges Council	11/15/11	Heidi Anderson	
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.



critiques. Additionally, each presenting group will be asked to debrief and write a short summary of their performance.

The reflection journal will be used as a communication vehicle between the instructor or graduate assistant and the students. Corrective feedback will be provided and entries will be monitored to determine that the students considered the feedback in subsequent entries.

**Describe briefly the draft/feedback/revision plan:**

The reflection journal will be used extensively throughout the semester for short in-class and longer out-of-class writing assignments. The course instructor will review selected entries, provide feedback and request a revision. Examples of feedback might deal with the depth of the student's thinking about a particular topic or it might deal with the mechanics of writing.

**Describe briefly the CRM assessment plan:**

Specific questions dealing with the CRM activities will be added to the Teacher-Course Evaluation. Additionally, the students' performance on the CRM activities will be compared to other assignments. Final grades will be evaluated in light of performance on the CRM assignments.

## SIGNATURE ROUTING LOG


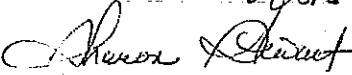
**General Information:**

Proposal Type: Course  Program  Other   
 Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): HHS 453  
 Proposal Contact Person Name: Dr. Randa Remer Phone: 8-0545 Email: rrreme2@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. of Clinical Sciences	7-07-2011	Dr. Karen Skaff / 218-0585 / karenskaff@uky.edu	
College of Health Sciences	7-26-2011	Dr. Sharon Stewart / 218-0570 /	
		/ /	
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		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council	11/15/11	Heidi Anderson	
Senate Council Approval		University Senate Approval	

Comments:  
\_\_\_\_\_

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

<sup>2</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**University of Kentucky**  
**College of Health Sciences**  
**Department of Clinical Sciences**

HHS 453: Cultural Competence in Healthcare  
 Section TBD  
 Course Credits: 3

**MEETING DAYS AND TIMES:** TBD

**COURSE MEETING LOCATION:** TBD

**INSTRUCTOR INFORMATION:**

**Instructor:** TBD  
**Office Phone:** TBD  
**Office Address:** TBD  
**Email:** TBD  
**Preferred method of contact:** TBD  
**Office hours:** TBD

**COURSE DESCRIPTION:** This course is designed to introduce students to concepts of culture, race, ethnicity, and competence. Emphasis will be placed on identifying individual characteristics and their influence on bias. Factors related to culturally and linguistically appropriate healthcare will be reviewed. Prerequisite: Admission to HHS program or permission of instructor.

**COURSE GOALS:** The purpose of this course is to provide an introduction to issues of cultural competence in healthcare service delivery and how to address them. Activities, readings, and discussions will be designed to heighten awareness of individual cultural beliefs, increase student knowledge of cultural and religious beliefs about healthcare in general, and help students consider strategies for ensuring the provision of culturally and linguistically sensitive interactions and healthcare practices.

**STUDENT LEARNING OUTCOMES:** At completion of the course, the student will:

- Define terms related to cultural competence including: race, ethnicity, custom, and culture and their implications in healthcare
- Consider student's own cultural heritage, gender, class, ethnic/racial identity, etc. and be able to reflect on how it may impact future work as a healthcare provider
- Describe the importance of diversity in health and recognize the challenges for culturally competent patient care
  - CRM Outcome – Reflect on quality of care for standardized patients in small settings. Reflect on bias, disparity and culturally and linguistically appropriate strategies through journaling.
- Discuss national data on health, disparities, and healthcare quality and their implications
- Describe the impact of health beliefs, customs and practices on healthcare
- Recognize individuals' own potential for bias and stereotyping through identification and reflection about individual biases and stereotypes.
  - CRM Outcome – In small groups, discuss implications of subconscious bias on healthcare delivery and discuss individualized strategies for dealing with bias.
- Articulate strategies for dealing with biases in healthcare encounters
- Describe appropriate use of resources, including other healthcare professionals and interpreters in healthcare encounters
- Identify advocacy strategies for dealing with diverse populations in healthcare settings

**REQUIRED TEXTS, READINGS, AND MATERIALS:**



Rundle, A., Carvalho, M., & Robinson, M.(Eds.). (2002). *Cultural Competence in Healthcare: A practical guide* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.

Fadiman, A. (1980). *The Spirit Catches You and You Fall Down*. New York: Farrar, Straus, Giroux; 1998

Students will be assigned readings and review media dealing with cultural competence in healthcare. Examples include:

*National Standards on Culturally & Linguistically Appropriate Services (CLAS)*. The Department of Health & Human Services, Office of Minority Health.  
*Worlds Apart*. Fanlight Productions, 2003 (four videos)

**COURSE CONTENT:** Issues pertaining to delivering culturally competent healthcare will address the 5 general topics listed below. Specific readings and activities are found in the syllabus. Topics include:

Culture and Cultural Competence  
Bias, Stereotyping, and Culture  
Health and Healthcare Disparities  
Cultural Competence in Healthcare  
Cultural Competency and Patient Advocacy

#### GRADING:

##### Evaluation Components:

Requirement	Point Value	Percent of Course
Mid Term	100	22
Final	100	22
Project Implicit	40	8
Health Disparities Presentation & Report (CRM)	50	10
Standardized Patient Activity (CRM)	50	11
Review of Book Reading	35	7
Media Review for Bias	40	8
Reflection Journal (CRM)	55	12
<b>TOTAL</b>	<b>470</b>	<b>100</b>

**Mid-term and Final Examination:** Examinations will be over course content, materials, and discussion. Examination format includes multiple-choice, short answer, and essay items. The final exam is not cumulative. The 2-hour final examination will take place in (room) on (day/time).

**Project Implicit.** Students will be required to examine their own hidden biases using the Implicit Association Test (IAT). Following receipt of the results from the IAT, students will submit a reflection paper about how they might move away from the bias shown and how that bias might affect their interactions with others. Students will not be asked to disclose their biases to the group.

**Health Disparities Presentation, Report and Standardized Patient Activity.** Student teams will investigate and report on an area of health disparity and implications of the disparity. Each team will create a short written report and will do a presentation for the class. Students will observe scenarios with standardized patients and health professionals across multiple disciplines (distance students will participate via Internet video service (e.g. Skype®; GoogleTalk®)). Using small group discussion (include distance students via Internet video service) and reflection journal, students will identify best practices for diverse populations and devise strategies for moving toward cultural competence. Students will submit journal entries for initial peer

review. Following revision, students will submit to instructor for feedback. Following submission of final draft, small groups will identify strategies and present to the class.

**Review of Book Reading:** A series of questions pertaining to the required book reading (Fadiman) will be provided for written response. This 3-4 page typed, double-space written analysis will be submitted electronically.

**Media Review for Bias:** You will be provided with a sample list of print media to review for bias. Your critical response to a list of questions/considerations for each media item will be submitted electronically.

**Reflection Journal.** The course is designed to move students toward awareness of their cultural norms, stereotypes and biases. Students will be required to make weekly entries into a reflection journal. Class assignments will also include a reflection piece. The journal will be reviewed for integration of course concepts and students will revise when necessary. Exemplars of outstanding entries will be shared at the beginning of class.

NOTE: Your mid-term grade will be available online on (date).

### Assessment of CRM Activities

The CRM activities will be evaluated using rubrics tailored to the assignment. Two sample rubrics (one for reflection writing and one for oral presentation) may be found at the end of the syllabus. These will be used to develop the HHS 453 rubrics.

### Grading Scale

Points	Percent	Grade
423 – 470	90 – 100%	A
376 – 422	80 – 89	B
329 – 375	70 – 79%	C
282 – 328	60 – 69%	D
< 282	< 60%	E

### COURSE POLICIES:

**Academic accommodations due to disability:** If you have a documented disability that requires academic accommodations, please see the instructor as soon as possible. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability resource Center (Room 2, Alumni gym, 257-2754, email address [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

**Attendance:** Attendance in this course is mandatory. For each unexcused absence, the final points awarded in the course will be lowered by 3 points (1 %). Tardiness of more than 5 minutes or leaving class early without prior arrangement with the instructor will lower the final average by 1 point for each infraction.

**Excused absences:** Senate Rule 5.2.4.2 defines the following as acceptable reasons for excused absences: serious illness; illness or death of family member; University-related trips; major religious holidays; and other circumstances the instructor may find to be ‘reasonable cause for nonattendance.’

**Make-up opportunity:** When there is an excused absence, you will be given the opportunity to make-up missed work and/or exams. It is your responsibility to inform the instructor of the absence and make arrangements for making up missed work or exams, preferably in advance, but no later than one week after it.

**Verification of absences:** 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. The University Health Services (UHS) provides a printed statement that specifies that the University Health Services does not

give excuses for absences from class due to illness or injury. At the discretion of the instructor, you may be asked to sign a release of information that will give permission for the staff to talk with the instructor to verify that you kept an appointment with University Health Services (especially when there has been multiple or prolonged absences from class). This form is available on the University Health Services Web Page: <http://www.uky.edu/StudentAffairs/UHS/>.

**Submission of assignments:** Unless PRIOR arrangements are made between the student and instructor, assignments submitted late will be penalized 10% for each day beyond the due date. Assignments submitted electronically are due by 5:00 on the date specified; assignments to be submitted in class are due at the beginning of class.

**Academic integrity, cheating, and plagiarism:** Academic honesty is expected in this course, and any kind of plagiarism or other forms of cheating will not be tolerated.

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.

For more information on what constitutes plagiarism, you should read: "Plagiarism: What is it?" at <http://www.uky.edu/Ombud/Plagiarism.pdf>. The Ombud web site also includes a link to a Prentice Hall Companion Website "Understanding Plagiarism" [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html). The site includes brief quizzes on related topics.

**Classroom behavior, decorum and civility.** In addition to cheating and plagiarism, classroom demeanor is an increasingly significant problem on campus (and nationally). You are expected to respect the dignity of all and to value differences among members of our academic community. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2), but this should be done with respect. Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility does not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

**Professional preparation:** Students are expected to demonstrate professional behavior that is ethical, respectful of the healthcare and other professions, demonstrates sensitivity to individuals, regardless of their gender, religion, race, or ethnicity. For specific information about behavioral expectations, students should refer to guidelines provided by their profession.

**Group work and student collaborations:** Students will be assigned to small groups to prepare the Health Disparities presentations and papers. All students are expected to participate equally and contribute to the project. This means that students must be sensitive to the need for frequent and prompt communication and must be available to meet outside of class time. Students are expected to abide by the principles of behavior, decorum, and civility noted above.

**FOR DISTANCE LEARNING STUDENTS (Center for Excellence in Rural Health):**

*Distance Learning: Formal educational process in which the majority of instruction in a course occurs when students and instructors are not in the same place.*

**Instructor Information:**

Virtual Office Hours: TBD

Preferred method of contact: Email (email address found in INSTRUCTOR INFORMATION at top of syllabus)

Maximum timeframe for responding to student communications: 48 hours (2 working days)

**Technological Requirements:**

- Access to a computer with Internet capabilities (DSL or Cable modems are highly recommended)
- System Requirements for Blackboard see <http://wiki.uky.edu/blackboard/Wiki%20Pages/FAQS.aspx>

Technology Support:

- Contact information for Teaching and Learning Services Center (TASC) (*now Center for Teaching & Learning*):  
Website: <http://www.uky.edu/TASC/>  
Phone: 859-257-8272
- Contact information for Information Technology Customer Service Center (ITSC):  
Website: <http://www.uky.edu/UKIT/>  
Phone: 859-218-HELP
- Procedure for resolving technical complaints: Contact TASC or ITSC first, then contact instructor

Distance Learning Library Services:

- Contact information for Distance Learning Library Services:  
Website: <http://www.uky.edu/Libraries/DLLS>  
DL Librarian: Carla Cantagallo  
Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)  
Phone: 859-257-0500, ext. 2171; (800) 828-0439 (option #6)  
DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?1web\\_id=253&1lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?1web_id=253&1lib_id=16)

**COURSE SCHEDULE:**

Schedule	Assignments	In-Class Topics & Activities
Week 1		Review Syllabus; Introduction to terms
Week 2	Homework: Cultural Checklist	Health & Healthcare Disparities: An Overview
Week 3		Culture & Cultural Competence: What does it mean?
Week 4	Project Implicit & Reflection Paper due <i>Reading:</i> Rundle et al., Part I – Cultural Traditions	Bias, Stereotyping, & Culture: An Introduction Cultural Traditions & their impact
Week 5		Cultural Traditions & their impact (cont.)
Week 6	<i>Reading:</i> Rundle et al., Part II- Religious Traditions	Religious Traditions & their impact
Week 7	Reflection Journal due; Part I	Other factors: Disabilities, Sexual Orientation, etc.
Week 8		Mid-term Exam
Week 9	<i>Reading:</i> Rundle et al., Part III – Tools for cultural competence	Cultural Competence in Healthcare: Using our resources
Week 10	Media Review due	Cultural Competence in Healthcare: Using our resources (cont)
Week 11		Cultural Competency & Patient Advocacy <i>Worlds Apart video</i> and discussion
Week 12	Book Review due	Cultural Competency & Patient Advocacy <i>Worlds Apart video</i> and discussion (cont.)
Week 13	Reports & Presentations due	Student Health Disparities Presentations
Week 14	Reports and Presentations due	Student Health Disparities Presentations Standardized Patients
Week 15	Reflection Journal due; Part III	Wrap-up and Discussion; Review for Final
Week 16		Final Examination

**Rubrics for Assessing Student's Writing Reflection Writing Rubric**

	<b>Sophisticated (A)</b>	<b>Very Competent (B)</b>	<b>Fairly Competent (C)</b>	<b>Not Yet Competent (D)</b>
<b>Accuracy</b> (Grasp of readings)	Paper represents the authors' ideas, evidence or conclusions accurately, fairly and eloquently. Shows a firm understanding of the implications of each author's argument(s).	Paper represents the author's ideas, evidence and conclusions accurately.	Paper represents the authors' ideas, evidence and conclusions accurately but not sufficiently clearly. Minor inaccuracies.	Paper misrepresents the authors' ideas, evidence and/or conclusions. Major inaccuracies. Or does not distinguish between major ideas and less relevant points.
<b>Argument</b> (depth of analysis)	Paper fully meets requirements of assignment. Explores implications of chosen ideas for the arts in classical Greece or today in thoughtful and/or original ways. Makes convincing case for why selected key ideas connect (or contradict) two texts, and/or connect (contradict) texts and lectures.	Paper fully meets the requirements but does not exceed them.  Makes good case for why selected key ideas connect (or contradict) two texts, and/or connect (contradict) texts and lectures.	Paper does not address some aspects of the assignment.  Makes somewhat unconvincing case for why selected ideas connect (contradict) two texts, and/or connect (contradict) texts and lectures.	Paper does not address the assignment  Selects minor rather than key ideas, and/or does not show why the selected ideas connect (or contradict) texts, and/or connect (contradict) texts and lectures.
<b>Clarity</b>	Consistently precise and unambiguous wording, clear and lucid sentence structure. All quotations are well chosen, effectively framed in the text and explicated where necessary.	Mostly precise and unambiguous wording, mostly clear sentence structure. Mostly effective choice of quotation. Mostly effective framing and explication of quotation where necessary.	Imprecise or ambiguous wording. Confusing sentence structure. Poorly chosen quotations, or ineffective framing and explication of quotations.	Consistently imprecise or ambiguous wording, confusing sentence structure. Quotations contradict or confuse student's text. Quotations used to replace student's writing.
<b>Presentation</b>	Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in full sentences. Quotations are all properly attributed and cited in a consistent style. Virtually no spelling or grammatical errors.	Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in full sentences. Quotations are all properly attributed and cited in a consistent style. A few minor spelling or grammatical errors.	Paper is clean, correctly formatted (12-point font, Times New Roman, normal margins), written in full sentences. Some improperly attributed quotations and/or inconsistent citation style. A number of spelling or grammatical errors.	Paper is sloppy or incorrectly formatted, not written in full sentences. Many improperly attributed quotations or inconsistent style of citation. Many spelling or grammatical errors.

Sample Rubric for Oral Presentation

Accessed on 7-6-11:

<http://serc.carleton.edu/NAGTWorkshops/assess/oralpresentations.html>

Oral Evaluation Rubric, Based on: Iowa State University, 2005. Oral Presentation Rubric, <http://www.educ.iastate.edu/elps/rubricoral.htm>, accessed 19 May 2005.

Criteria	Distinguished	Proficient	Basic	Unacceptable
<b>Organization</b>	<ul style="list-style-type: none"> <li>-- Extremely well organized.</li> <li>-- Introduces the purpose of the presentation clearly and creatively.</li> <li>-- Effectively includes smooth, clever transitions which are succinct but not choppy in order to connect key points</li> <li>-- Student presents information in logical, interesting sequence which audience can follow.</li> <li>-- Ends with an accurate conclusion showing thoughtful, strong evaluation of the evidence presented.</li> </ul>	<ul style="list-style-type: none"> <li>-- Generally well organized.</li> <li>-- Introduces the purpose of the presentation clearly.</li> <li>-- Include transitions to connect key points but better transitions from idea to idea are noted.</li> <li>-- Most information presented in logical sequence; A few minor points may be confusing</li> <li>-- Ends with an summary of main points showing some evaluation of the evidence presented.</li> </ul>	<ul style="list-style-type: none"> <li>-- Somewhat organized.</li> <li>-- Introduces the purpose of the presentation</li> <li>-- Includes some transitions to connect key points but there is difficulty in following presentation.</li> <li>-- Student jumps around topics. Several points are confusing.</li> <li>-- Ends with a summary or conclusion; little evidence of evaluating content based on Evidence.</li> </ul>	<ul style="list-style-type: none"> <li>-- Poor or non-existent organization.</li> <li>-- Does not clearly introduce the purpose of the presentation</li> <li>-- Uses ineffective transitions that rarely connect points; cannot understand presentation because there is no sequence for information.</li> <li>-- Presentation is choppy and disjointed; no apparent logical order of presentation</li> <li>-- Ends without a summary or conclusion.</li> </ul>

Oral Evaluation Rubric, Based on: Iowa State University, 2005. Oral Presentation Rubric, <http://www.educ.iastate.edu/elps/rubricoral.htm>, accessed 19 May 2005.

Criteria	Distinguished	Proficient	Basic	Unacceptable
<b>Content: Depth and Accuracy Content</b>	<p>--Speaker provides an accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Applications of theory are included to illuminate issues.</p> <p>-- Provides evidence of extensive and valid research with multiple (you provide number) and varied sources.</p> <p>-- Combines and evaluates existing ideas to form new insights.</p> <p>-- Information completely accurate; all names and facts were precise and explicit</p> <p>-- Level of presentation is appropriate for the audience.</p>	<p>--For the most part, explanations of concepts and theories are accurate and complete. Some helpful applications of theory are included.</p> <p>-- Presents evidence of valid research with multiple sources.</p> <p>-- Combines existing ideas to form new insights.</p> <p>-- No significant errors are made; a few inconsistencies or errors in information.</p> <p>-- Level of presentation is generally appropriate.</p>	<p>--Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie in theory. There is a great deal of information that is not connected to the presentation thesis.</p> <p>-- Presents evidence of research with sources.</p> <p>-- Combines existing ideas.</p> <p>-- Enough errors are made to distract a knowledgeable listener, but some information is accurate.</p> <p>-- Portions of presentation are too elementary or too sophisticated for audience.</p>	<p>--No reference is made to literature or theory. Thesis not clear; information included that does not support thesis in any way.</p> <p>-- Presents little or no evidence of valid research.</p> <p>-- Shows little evidence of the combination of ideas.</p> <p>-- Information included is sufficiently inaccurate that the listener cannot depend on the presentation as a source of accurate information.</p> <p>-- Presentation consistently is too elementary or too sophisticated for the audience.</p>



Oral Evaluation Rubric, Based on: Iowa State University, 2005. Oral Presentation Rubric, <http://www.educ.iastate.edu/elps/rubricoral.htm>, accessed 19 May 2005.

Criteria	Distinguished	Proficient	Basic	Unacceptable
<b>Research Effort</b>	--Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized more than eight types of resources to make project effective.	--Did a very good job of researching; utilized materials provided to their full potential; solicited more than six types of research to enhance project; at times took the initiative to find information outside of school.	--Used the material provided in an acceptable manner, but did not consult any additional resources.	--Did not utilize resources effectively; did little or no fact gathering on the topic.
<b>Creativity</b>	--Uses the unexpected to full advantage; very original, clever, and creative approach that captures audience's attention.	--Some originality apparent; clever at times; good variety and blending of materials/media.	--Little or no variation; a few original touches but for the most part material presented with little originality or interpretation.	-- Bland, predictable, and lacked "zip." Repetitive with little or no variety; little creative energy used.
<b>Use of Communication Aids</b>	--Graphics are designed reinforce presentation thesis and maximize audience understanding; use of media is varied and appropriate with media not being added simply for the sake of use.  --Visual aids were colorful and large enough to be seen by all be even those in back of the class  --Media are prepared in a professional manner. Details are minimized so that main points stand out.	--While graphics relate and aid presentation thesis, these media are not as varied and not as well connected to presentation thesis.  --Font size is appropriate for reading.  --Appropriate information is prepared. Some material is not supported by visual aids.	-- occasional use of graphics that rarely support presentation thesis; visual aids were not colorful or clear Choppy, time wasting use of multimedia; lacks smooth transition from one medium to another.  --Font is too small to be easily seen.  --Communication aids are poorly prepared or used inappropriately. Too much information is included. Unimportant material is highlighted.	--Student uses superfluous graphics, no graphics, or graphics that are so poorly prepared that they detract from the presentation.  --Font is too small to be easily seen

Criteria	Distinguished	Proficient	Basic	Unacceptable
<b>Use of Language: Grammar, Word Choice, Voice</b>	<ul style="list-style-type: none"> <li>-- Poised, clear articulation; proper volume; steady rate; enthusiasm; confidence; speaker is clearly comfortable in front of the group.</li> <li>-- Correct, precise pronunciation of terms</li> <li>-- Selects rich and varied words for context and uses correct grammar.</li> <li>-- Presentation has no misspellings or grammatical errors.</li> <li>-- Sentences are complete and grammatical, and they flow together easily. Words are chosen for their precise meaning.</li> </ul>	<ul style="list-style-type: none"> <li>-- Clear articulation but not as polished; slightly uncomfortable at times Most can hear presentation.</li> <li>-- Student pronounces most words correctly.</li> <li>-- Selects words appropriate for context and uses correct grammar.</li> <li>-- Presentation has no more than two misspellings and/or grammatical errors</li> <li>-- For the most part, sentences are complete and grammatical, and they flow together easily. With a few exceptions, words are chosen for their precise meaning.</li> </ul>	<ul style="list-style-type: none"> <li>-- Audience occasionally has trouble hearing the presentation; seems uncomfortable.</li> <li>-- Student incorrectly pronounces terms.</li> <li>-- Selects words inappropriate for context; uses incorrect grammar.</li> <li>-- Presentation has three misspellings and/or grammatical errors.</li> <li>-- Can follow the presentation, but some grammatical errors and use of slang are evident. Some sentences are incomplete/ halting, and/or vocabulary is somewhat limited or inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-- Presenter is obviously anxious and cannot be heard or monotone with little or no expression.</li> <li>-- Student mumbles, incorrectly pronounces terms incorrectly.</li> <li>-- Selects words inappropriate for context; Uses incorrect grammar.</li> <li>-- Student's presentation has four or more spelling errors and/or grammatical errors.</li> <li>-- Cannot focus on the ideas presented. Because of difficulties with grammar and appropriate vocabulary.</li> </ul>
<b>Eye Contact</b>	<ul style="list-style-type: none"> <li>-- Maintains eye contact; seldom returning to notes; presentation is like a planned conversation.</li> </ul>	<ul style="list-style-type: none"> <li>-- Student maintains eye contact most of the time but frequently returns to notes.</li> </ul>	<ul style="list-style-type: none"> <li>-- Some eye contact, but not maintained and at least half the time reads most of report.</li> </ul>	<ul style="list-style-type: none"> <li>-- Student reads all or most of report with no eye contact.</li> </ul>
<b>Personal Appearance</b>	<ul style="list-style-type: none"> <li>-- Personal appearance is completely appropriate for the occasion and the audience.</li> </ul>	<ul style="list-style-type: none"> <li>-- For the most part, personal appearance is appropriate for the occasion and the audience.</li> </ul>	<ul style="list-style-type: none"> <li>-- Personal appearance is somewhat inappropriate for the occasion and audience.</li> </ul>	<ul style="list-style-type: none"> <li>-- Personal appearance is inappropriate for the occasion and audience.</li> </ul>

Criteria	Distinguished	Proficient	Basic	Unacceptable
Audience Interaction, Questions and Answers.	<p>--Encourages audience interaction. Calls on classmates by name.</p> <p>--Demonstrates extensive knowledge of the topic by responding confidently, precisely and appropriately to all audience questions.</p>	<p>--Encourages audience interaction.</p> <p>--Demonstrates knowledge of the topic by responding accurately and appropriately addressing questions. At ease with answers to all questions but fails to elaborate.</p>	<p>--Reluctantly interacts with audience.</p> <p>--Demonstrates some knowledge of rudimentary questions by responding accurately to questions.</p>	<p>--Avoids or discourages active audience participation.</p> <p>--Demonstrates incomplete knowledge of the topic by responding inaccurately and inappropriately to questions.</p>
Audience Response	--Involved the audience in the presentation; held the audience's attention throughout.	--Presented facts with some interesting "twists"; held the audience's attention most of the time.	--Some related facts but went off topic and lost the audience.	--Incoherent; audience lost interest.
Length of Presentation	--Within ? minutes of allotted time +/-	--Within ? minutes of allotted time +/-	--Within ? minutes of allotted time +/-	--Too long or too short; ? or more minutes above or below the allotted time

## : Distance Learning Forms

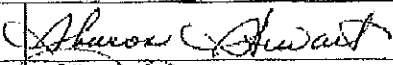
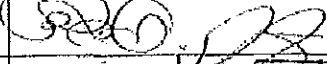
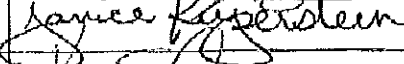

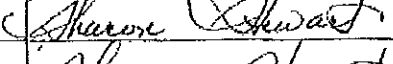

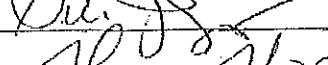
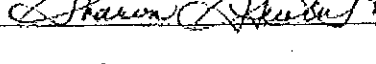

**BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES (HHS)**  
**Distance Learning Proposal for Program Courses**

The College of Health Sciences (CHS) is proposing a new Bachelor's degree in Human Health Sciences. As part of this new degree, the CHS is seeking approval to offer portions of the program using interactive video for students enrolled at the Center for Excellence in Rural Health (CRH) in Hazard, KY. One course will be in hybrid distance learning format.

The College of Health Sciences has a longstanding, successful relationship with the Center, and CHS faculty are highly experienced in delivering courses to students at the Center using distance technologies. Since the 1980's, the CHS Division of Physical therapy has offered its degree program at the Center. In addition, the Division of Medical Laboratory Sciences (formerly Clinical Laboratory Sciences) has successfully offered a degree at the Center in the past and has been approved to resume the distance program in 2012.

The CHS anticipates being able to initiate the HHS program on the UK campus in Lexington in fall 2012. Once the new HHS Program is implemented and is established at the UK campus in Lexington, the Program plans to expand its offering to the UK CRH – perhaps as early as fall 2013. As noted previously, the Program will use synchronous interactive video to deliver courses to the UK CRH with the exception of one course that will use a hybrid format.

Information provided in the attached Distance Learning Forms applies to the courses listed below. New courses that will be offered using distance technologies (interactive video or hybrid) are listed and signatures are included where the course instructor has been identified. Course syllabi for these courses can be found with the appropriate new course or major course change forms that are part of the HHS proposal.

Course Prefix	Course Name	Instructor Name	Signature
<b><i>New Courses – Proposed Interactive Video</i></b>			
HHS 451	Introduction to Medicine	TBD	
HHS 102	Survey of Health Professions II: Shadowing	Dr. Karen Skuff	
HHS 356	Seminar in Inter-professional Health Care	Dr. Janice Kuperstein	
HHS 361	Health Care Quality and Patient Safety	Prof. Kevin Schuer	
IHS 443	Health Information Management	TBD	
HHS 453	Cultural Competence in Health Care	TBD	
HHS 454	Research in Human Health Sciences	Dr. Gilson Capilouto	
HHS 470	International Experience in Health Sciences	TBD	
<b><i>New Courses – Hybrid</i></b>			
HHS 362	Health Advocacy	Dr. Geza Bruckner	

## 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 delivery. **All 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 formal 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 are not in 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 requirements below 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 experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: See attached list of HHS program courses	Date: 6/22/11
Instructor Name: See attached list	Instructor Email: See attached list
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input checked="" type="checkbox"/>
Hybrid <input type="checkbox"/>	

<b>Curriculum and Instruction</b>	
1.	<p>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?</p> <p>Courses will be offered synchronously to students enrolled on the UK campus in Lexington and the UK Center for Excellence in Rural Health (CRH) in Hazard. CRH students will be able to interact with faculty and fellow students during scheduled lecture times. In addition, Blackboard communication tools, such as the Discussion Board, will be utilized so the students can communicate with each other. Email will be used for private and/or mass communication.</p> <p>Course materials will be available to all students via Blackboard.</p> <p>The syllabi for all courses conform to Senate Guidelines for DL considerations (see syllabi attached to new and major course change forms.)</p>
2.	<p>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.</p> <p>The same syllabi will be used for students at the UK campus in Lexington and the UK CRH in Hazard. Course goals, student learning outcomes, textbooks and readings, assignments, course expectations, assessment, and grading will be identical for students at both locations. Lecture syllabi, materials, assignments, and gradebook will be available on the course Blackboard site. Class meetings will be delivered by a faculty member at one site and simultaneously delivered to the other site using interactive video.</p>
3.	<p>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.</p> <p>1. Students at both locations will submit assignments via Blackboard.</p>

## Distance Learning Form

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	<p>2. When assignments involve group activities in the classroom, the primary instructor will be at one location and an additional faculty member or assistant will be at the other. Students and both instructors will be in contact when in-class assignments are completed using interactive video.</p> <p>3. When exams are administered, a second faculty member or proctor will be in the classroom at the interactive video site and the primary instructor will be at the original site.</p> <p>4. Students at the UK campus in Lexington and the UK CRH in Hazard are expected to abide by UK policies on academic honesty and other policies as described in the course syllabus.</p>
4.	<p>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? Students at the CRH could take about 44% of their courses via DL.</p> <p>If yes, which percentage, and which program(s)? <i>Students enrolled in the HHS Program at the CRH will be transfer students from the Hazard Community College. The Program requires 120 credits. At least 67 credit hours will be non-distance learning courses, including gen ed and prerequisite required or recommended courses. This means that students could take up to 53 credit hours, or 44%, of the 120 credit hours using DL technologies.</i></p> <p><i>*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 will be six months from the date of approval.</i></p>
5.	<p>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?</p> <p>Students at the UK CRH in Hazard have student services comparable to those offered at the UK campus in Lexington. The CRH offers student advising, student health services, technical assistance and computer/technology access, and opportunities to interact with program faculty.</p>
<b>Library and Learning Resources</b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students may be asked to make use of the library, online library resources, computers available in computer labs, internet video services or other learning resources depending on the course offering.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Both the UK Lexington and Hazard locations are well equipped to meet student needs. Student laboratories, clinical laboratories, distance learning classrooms, and classroom/computer equipment are appropriate for the program at both locations.</p>
<b>Student Services</b>	
8.	<p>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 Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>The syllabi list entities available to technical assistance (see syllabi attached to the HHS proposal). The syllabi specify the necessary software for successful course completion, requirements for access and use of Blackboard, and related course policies. Important links are provided.</p>

## 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 delivery. **All fields are required!**

9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>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 technology.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations:             <ul style="list-style-type: none"> <li><input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Carla Cantagallo, DL Librarian</li> <li><input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li><input type="checkbox"/> Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li><input type="checkbox"/> DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: See attached list for names &amp; signatures <span style="float: right;">Instructor</span></p> <p>Signature: _____</p>