# HHS 454: Research in Human Health Sciences (3 credits hours)

# NEW COURSE FORM

**1. General Information.**

a. Submitted by the College of: Health Sciences        Today's Date: 6/16/11

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[1] : Fall 2012

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

a. Prefix and Number: HHS 454

b. Full Title: Research in Human Health Sciences

c. Transcript Title (if full title is more than 40 characters): NA

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

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

| 45 hrs: 3 hrs/week Lecture | Laboratory[1] | _____ 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: An introduction to basic methods for undertaking research on issues related to health, health care, and within health services organizations and systems. Students will become critical consumers of research by learning how to evaluate and apply the results of health research conducted by others. The course will also assist those who plan to conduct clinical research or program evaluation within health delivery systems.

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

k. Will this course also be offered through Distance Learning?        YES[4] ☒   NO ☐

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

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[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. Laboratory 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.

# NEW COURSE FORM

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

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 other degree programs who have an interest health care and health science.

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[5] for ANY program?     YES ☒     NO ☐

   If YES[5], list affected programs:     HHS 454 is a required course for students in the new Human Health Sciences program

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.

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[5] 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 454

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[6] |
|---|---|---|---|
| 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:

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[6] 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 454: Research in Human Health Sciences
Section TBD
Course Credits: 3

**COURSE MEETING DAYS AND TIMES:** TBD

**COURSE MEETING LOCATION:** TBD

**INSTRUCTOR INFORMATION:**
> **Instructor:** Gilson Capilouto
> **Office phone #:** 218-0555
> **Office address:** CTW 124G
> **Email address:** gjcapi2@uky.edu
> **Preferred method for reaching instructor:** email or phone
> **Office Hours:** By appointment. Faculty members are in the office almost every day, but we often have appointments and obligations outside the office. The best strategy is to call or email faculty members in advance to schedule an appointment.

**COURSE DESCRIPTION:** An introduction to basic methods for undertaking research on issues related to health, health care, and within health services organizations and systems. This course is recommended for students who will be carrying out clinical research or program evaluation within health delivery systems. It is also relevant to those who will evaluate or apply the results of health research conducted by others. Pre-requisites: Admission to HHS Program or permission of instructor.

**COURSE GOALS:** The goal of this course is to provide students with a basic understanding of the processes, methods, and issues surrounding research in human health sciences so that they can participate in guided clinical research or program. This will be accomplished through readings, class presentations and discussions, and preparation of a research proposal.

**STUDENT LEARNING OUTCOMES:**
On completion of this course, students will be able to do the following:
- Critique published health research
- Develop an introductory design for a research or evaluation project
- Describe the data collection, data analysis, data interpretation, and data dissemination processes
- Describe the essential steps of the scientific method
- Discuss the basic history of research ethics, understand the primary tenants of what constitutes ethical research and informed consent, identify the steps researchers take to be in compliance with federal and UMBC research ethics regulations.
- Conduct a literature review, critically evaluate and synthesize that literature, and identify gaps in the literature that warrant additional research
- Develop a conceptual framework for a study, showing the hypothesized causal variables and the expected outcomes
- Identify and critically analyze the basic components of a research proposal
- Identify different types of study design, including observational, pre-experimental and experimental designs, and their inherent threats to internal and external validity
- Explain how survey research is used in health research and evaluation, in terms of choice of sampling techniques, determination of sample size, and approaches to writing survey questions

- Describe the uses of qualitative and quantitative data and be familiar with electronic programs that facilitate this analysis
- Describe the process of interpreting analyzed data and disseminating results through presentation and publication

**REQUIRED TEXT AND READINGS:**
The **required text** for this course is: S. Polgar and S.A. Thomas <u>Introduction to Research in the Health Sciences, 5<sup>th</sup> edition</u>. Churchill Livingstone Elsevier, New York (2008).

Additional **required readings** and most **suggested readings** are or will be available on Blackboard or as Internet links.

**COURSE CONTENT:** This course will address the following general areas. The course schedule below clarifies the specific topics, provides assignment due dates, and examination dates.
- The Scientific Method
- Research Ethics
- Research Planning
- Research Designs
- Data Collection
- Descriptive Statistics
- Inferential Statistics
- Dissemination and Critical Evaluation of Research

This course will be fast-paced. You will need to work hard to keep up with all the assignments and readings. I suggest that **you form study groups** to share classroom lecture notes, discuss the readings, and work on the laboratory exercises. Exams must be the individual's own work.

**GRADING:**

**Evaluation Components:** Grading for this course will be completed on a linear whole-number point scale rather than percentages. This is done to avoid the confusion and sometimes unfair practice of "rounding up or down." Your grade for the class will be based on the total of 400 points distributed as indicated below. You may wish to track your grade using the chart below.

| Assignment | Point Value | % of Course Grade | Earned Points |
|---|---|---|---|
| Quizzes (7 x 15 points each) | 140 pts. | 35% | |
| Research Ethics Training | 20 | 05 | |
| Literature Review | 80 | 20 | |
| Written Proposal | 60 | 15 | |
| Pilot Survey | 20 | 05 | |
| Sample SPSS assignment | 80 | 20 | |
| TOTAL | 400 points | 100 % | |

**Quizzes:** There will be seven quizzes throughout the semester (after each section) each worth 5% of your final grade (for a total of 35%). Quizzes will be multiple choice, true/false, and some short answer questions. They are taken on Blackboard and are open notes and open book. You may NOT discuss quiz questions or answers with your classmates. Sharing the quiz questions with future students will also be considered cheating. The quizzes are intended to provide you with an opportunity to get immediate

feedback on how well you are absorbing the concepts and vocabulary associated with research methods in health. They also provide an incentive to keep up with the readings and attend lecture.

**Research Proposal and Assignments:** At the beginning of the semester, we will discuss a research topic. You will develop a research question and a research proposal designed to answer that question. This project and associated assignments are worth 65% of your final grade.

Assignment #1: Completion of Research Ethics Training (20 points; 5%)
Assignment #2: Literature Review (80 points; 20%)
Assignment #3: Written Proposal (60 points; 15%)
Assignment #4: Respond to pilot version of survey and interview other respondent; report back to class via Bb discussion board. (20 points; 5%)
Assignment #5: Complete SPSS assignment using (sample) survey data. (80 points; 20%) .

**Additional Expectations:** Classroom attentiveness, compliance with assignment deadlines, timely completion of all required readings. Students should attend class having read the required material assigned to each session as noted in the syllabus. Such preparation will facilitate discussion of the day's topic. Required readings will be covered on the quizzes even if they are not covered in class. Suggested readings will not be on the exams

**Grading Scale:** Final course grades will be assigned a letter grade according to the total of course points:

    A = 360 - 400 points
    B = 320 – 359 points
    C = 280 - 319 points
    D = 240 – 279 points
    E = less than 240 points

Unless you have made arrangements with the instructor, assignments that are not turned in on time will receive a reduced grade as described under Course Policies. Turning in these assignments is primarily to receive feedback from the instructor to ensure that you are ready to move on to the next step in the proposal-writing process.

There will be no "extra credit" available for this class.
Your mid-term grade will be available online on (date).
There is no final exam in this course.

## COURSE POLICIES:

**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 (Room 2, Alumni Gym, 257-2754, email address (jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**Attendance:** Attendance is required because the primary source of information for the examinations will be in-class experiences. Attendance will be taken each class period. It is YOUR responsibility to assure that your attendance was noted by the instructor. Students who have unexcused absences will not be permitted to make up quizzes which are given in their absence. Students with multiple unexcused absences, exceeding 20% of the class contact hours for the course, will lose one letter grade when final grades are assigned at the end of the semester. Whether your absence is excused or not, you are responsible for any announcements made in class. It is not the instructor's responsibility to contact you

when you are absent. Please be sure to have a class contact with whom you can communicate in the event of your absence.

**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:** Quizzes will be given at the beginning of each class. It is your responsibility to be in attendance on time. The paper will be turned in at the beginning of class on the date it is due. Papers turned in after class on the due date are considered late and will be penalized 5% of the total points. Late papers will be penalized 10% of the total points for each day late (e.g., if turned in 3 days late will lose 30% of the total points). *A missed paper, quiz, or exam will be given a grade of zero except in the case of an excused absence.* Acceptable reasons for excused absences are listed in Senate rule 5.2.4.2.


**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. The site includes brief quizzes on related topics.

**Classroom Behavior, Decorum, & 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.

It is expected that all members of the class will treat each other and the instructor with respect and that class time will be used productively. Please avoid behaviors that make it difficult to accomplish our

mutual objectives (e.g., side conversations, showing disrespect to classmates, arriving late or leaving early, etc.). *Please turn off cell phones and/or pagers before entering the classroom.* Students are expected to prepare for class by completing assigned readings and practicing signs. All outside assignments are due at the beginning of the designated class period unless otherwise stated by the instructor.

**Professional preparation:** Students are expected to demonstrate professional behavior that is ethical, respectful of all 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.

### FOR DISTANCE LEARING 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
  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&11ib_id=16

# HHS 454 COURSE OUTLINE

## SECTION 1: INTRODUCTION TO COURSE; SCIENTIFIC METHOD; RESEARCH ETHICS

| | |
|---|---|
| 1/2 6 | **INTRO TO COURSE; SYLLABUS OVERVIEW; COURSE OVERVIEW; ACADEMIC INTEGRITY; SCIENTIFIC METHOD; INTRODUCTION TO CLASS PROJECT**<br>    **Required Reading:**<br>        Course syllabus; Chapter 1<br><br>    **Suggested Reading:**<br>        http://www.academicintegrity.org/<br>**RESEARCH ETHICS**<br>    **Required Reading:**<br>        Brett A, Grodin M (1991). Ethical aspects of human experimentation in health services research. JAMA 265:1854-57 (blackboard)<br>    Full board application; Informed Consent Form<br>        On Being a Scientist 1995 NAP www.nap.edu<br>    **Suggested Reading:**<br>        The Responsible Conduct of Research in the Health Sciences NAP 1989<br>        Integrity in Scientific Research: Creating an Environment That Promotes Responsible Conduct NAP 2002<br>**QUIZ 1 DUE 2/15** |
| | **SECTION 2: RESEARCH PLANNING** |
| 2/2 | **RESEARCH PLANNING; DEVELOPING RESEARCH QUESTIONS; CONDUCTING LITERATURE REVIEWS; PROPOSAL WRITING**<br>    **Required Reading:** Chapter 2; Chapter 23-24 |
| 2/9 | **Assignment #1 Research Ethics Training Due**<br>**IDENTIFYING RESEARCH QUESTION; LIBRARY DATABASES AND ENDNOTE WEB**<br>*** Class will meet in the library; room # TBA |
| 2/1 6 | **SAMPLING METHODS & EXTERNAL VALIDITY; CAUSAL RESEARCH & INTERNAL VALIDITY**<br>**Required Reading:** Chapter 3-4<br>**QUIZ 2 DUE 2/23** |
| | **SECTION 3: RESEARCH DESIGNS** |
| 2/2 3 | **Assignment #2a Bibliography of Literature Review Due**<br>**EXPERIMENTAL DESIGN AND INTERVENTION STUDIES; SURVEYS AND QUASI-EXPERIMENTAL DESIGNS; SINGLE CASE DESIGNS**<br>    **Required Reading:** Chapters 5-7 |
| 3/2 | **QUALITATIVE RESEARCH**<br>    **Required Reading:** Chapter 8 and 21<br>**QUIZ #3 DUE 3/9 ~ Last grade prior to midterm reporting for all students.** |

| | SECTION 4: DATA COLLECTION |
|---|---|
| 3/9 | **QUESTIONNAIRE DESIGN; INTERVIEWS; OBSERVATION; MEASUREMENT**<br>    **Required Reading:** Chapter 9-12<br>    **Suggested Reading:**<br>        Designing public opinion surveys:<br>        http://www.kaiseredu.org/tutorials_index.asp#PublicOpinion1 |
| 3/16 | **SPRING BREAK** |
| 3/23 | **Assignment #2b: Literature review due**<br>**GROUP PROJECT WORK**<br>**QUIZ 4 DUE 3/30** |
| | SECTION 5: DESCRIPTIVE STATISTICS |
| 3/30 | **DESCRIPTIVE STATISTICS**<br>    **Required Reading:** Chapters 13-16 |
| 4/6 | **SPSS WORKSHOP: LOCATION: ENG 122.**<br>**Required Reading:**<br>SPSS learning module: descriptive statistics<br>http://www.ats.ucla.edu/STAT/spss/modules/descript.htm<br>**Suggested Reading:**<br>Learning Module: an overview of statistical tests:<br>http://www.ats.ucla.edu/STAT/spss/modules/stats.htm<br>**QUIZ 5 DUE 4/13** |
| | SECTION 6: INFERENTIAL STATISTICS |
| 4/13 | **INFERENTIAL STATISTICS**<br>    **Required Reading:** Chapters 17-18 |
| 4/20 | **Assignment #3 Research Proposal Due**<br>    **Required Reading:** Chapters 19-20<br>**QUIZ 6 DUE 4/27** |

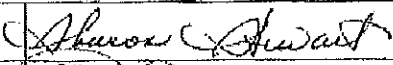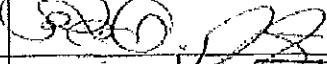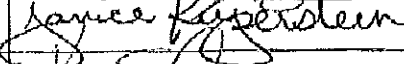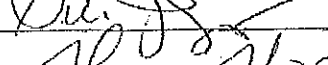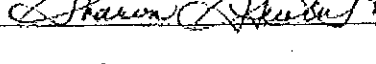| | SECTION 7: DISSEMINATION & CRITICAL EVALUATION OF RESEARCH |
|---|---|
| 4/27 | **Dissemination of Research Findings**<br>    **Required Reading:** Chapter 22 (Review Chapters 23-24) |
| 5/4 | **Assignment #4 Pilot Assessment Due**<br>**Discuss Survey Project**<br>**Summary: What have we learned?** |
| 5/11 | **Survey Data Analysis**<br>**QUIZ 7 Due 5/11**<br>**Assignment #5 SPSS Data Analysis Due** |

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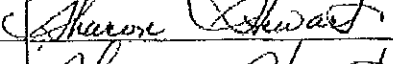
# BACHELOR'S DEGREE IN HUMAN HEALTH SCIENCES (HHS)
## Distance Learning Proposal for Program Courses

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 |
|---|---|---|---|
| **New Courses – Proposed Interactive Video** | | | |
| HHS 451 | Introduction to Medicine | TBD | *(signature)* |
| HHS 102 | Survey of Health Professions II: Shadowing | Dr. Karen Skaff | *(signature)* |
| HHS 356 | Seminar in Inter-professional Health Care | Dr. Janice Kuperstein | *(signature)* |
| HHS 361 | Health Care Quality and Patient Safety | Prof. Kevin Schuer | *(signature)* |
| HHS 443 | Health Information Management | TBD | *(signature)* |
| HHS 453 | Cultural Competence in Health Care | TBD | *(signature)* |
| HHS 454 | Research in Human Health Sciences | Dr. Gilson Capilouto | *(signature)* |
| HHS 470 | International Experience in Health Sciences | TBD | *(signature)* |
| **New Courses – Hybrid** | | | |
| HHS 362 | Health Advocacy | Dr. Geza Bruckner | *(signature)* |

# Distance Learning Form

This form must accompany <u>every</u> 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!**

<u>Introduction/Definition</u>: 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).

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| 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. <br>      Internet/Web-based ☐      Interactive Video ☒      Hybrid ☐ |

| | ***Curriculum and Instruction*** |
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| 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? <br><br> 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 communiation tools, such as the Discussion Board, will be utilzed so the students can communcate with each other. Email will be used for private and/or mass communication. <br><br> Course materials will be available to all students via Blackboard. <br><br> The syllabi for all courses conform to Senate Guidelines for DL considerations (see syllabi attached to new and major course change forms.) |
| 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. <br><br> 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 identifical for students at both locations. Lecture syllabi, materials, assignments, and gradebook wil 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. |
| 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. <br><br> 1. Students at both locations will submit assignments via Blackboard. |

Abbreviations: TASC = Teaching and Academic Support Center     DL = distance learning     DLP = Distance Learning Programs

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| | 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.<br><br>3. When exams are administred, a second faculty member or proctor will be in the classrom at the interactive video site and the primary instructor will be at the original site.<br><br>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. |
| 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?<br>Students at the CRH could take about 44% of their courses via DL.<br><br>If yes, which percentage, and which program(s)?<br>*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.*<br>*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. |
| 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?<br><br>Students at the UK CRH in Hazard have student services compariable to those offered at the UK campus in Lexington. The CRH offers stuent advising, student health services, technical assistance and computer/technology access, and opportunities to interact with program faculty. |
| | ***Library and Learning Resources*** |
| 6. | How do course requirements ensure that students make appropriate use of learning resources?<br><br>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. |
| 7. | Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.<br><br>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. |
| | ***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 receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?<br><br>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 Blackoard, and related course policies. Important links are provided. |

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| 9. | Will the course be delivered via services available through the Teaching and Academic Support Center? <br><br> Yes ☒ <br><br> No ☐ <br><br> 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. |
|---|---|
| 10. | Does the syllabus contain all the required components, below?   ☒ Yes <br><br> ☐ Instructor's *virtual* office hours, if any. <br> ☐ The technological requirements for the course. <br> ☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <br> ☐ Procedure for resolving technical complaints. <br> ☐ Preferred method for reaching instructor, e.g. email, phone, text message. <br> ☐ Maximum timeframe for responding to student communications. <br> ☐ Language pertaining academic accommodations: <br>     o  "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 jkarnes@email.uky.edu." <br> ☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <br>     o  Carla Cantagallo, DL Librarian <br>     o  Local phone number:  859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <br>     o  Email: dllservice@email.uky.edu <br>     o  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. <br><br> Instructor Name: See attached list for names & signatures             Instructor Signature: |

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