

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Health Sciences</u>	Department (Full name):	<u>Clinical Sciences</u>
Major Name (full name please):	<u>Human Health Sciences</u>	Degree Title:	<u>Bachelor of Science in Human Health Sciences</u>
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.		
Contact Person:	<u>Geza Bruckner</u>	Phone:	<u>859-3231100</u>
		Email:	<u>gbruckn@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>HHS 453 Cultural Competencies in Healthcare</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will demonstrate competent written, oral, and visual communication skills both as producers and consumers of information.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>We hope that students become better writers, public presenters, and visual communicators as they pursue careers in the healthcare field. We also hope they are able to think critically about written, oral, and visual messages within the healthcare field. Because HHS 350 and HHS 453 are required and each provide partial credit for the GCCR, we hope that students will vertically integrate and hone these skills as they move toward graduation.</u>

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C. Delivery and Content:	
<p>1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)</p>	<input type="checkbox"/> a. Single required course within program <input checked="" type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): _
<p>2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p>Course #1: Dept. prefix, number, and course title: <u>HHS 453 Cultural Competencies in Healthcare</u></p>	
<ul style="list-style-type: none"> • new or existing course? <u>Existing</u> (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? <u>required</u> • shared or cross-listed course? _____ • projected enrollment per semester: <u>75</u> 	
<p>Course #2 (if applicable): Dept. prefix, number, and course title: <u>HHS/CLM 350 Health Policy & Politics</u></p>	
<ul style="list-style-type: none"> • new or existing course? <u>Existing</u> (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? <u>required</u> • shared or cross-listed course? <u>cross-listed</u> • projected enrollment per semester: <u>75</u> 	
<p>Course #3 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>3. Shared courses: If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> • Contact information of providing program: <u>Dr. Geza Bruckner is the Director of the Division of Health Sciences, Education and Research which houses the Clinical Leadership and Management (CLM) program as well as the Human Health Sciences program. There is close integration between the two programs and HHS/CLM 350 is a required course for both programs.</u> • Resources: what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. <u>The 75 projected class size will pose a resource issue that will be met with College, Department and Division resources since at least three sections will need to be taught to effectively meet the writing requirements. Both programs are housed within the same division and taught by the same instructor so DOE agreements will be renegotiated.</u> • Memorandum of Understanding/Letter of Agreement: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). <u>Date of agreement: Since both programs are under the directorship of Geza Bruckner it is agreed that the course instructor will teach across both the HHS and CLM programs 3/21/2014</u> 	
<p>4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p> <ul style="list-style-type: none"> • the GCCR assignments are highlighted in the syllabus and course calendar; • the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here); 	

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- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- **overview of delivery model:** summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

Both HHS 350 and HHS 453 (both lecture courses) are required of all majors and each provides partial credit for the GCCR. These courses are required at the sophomore and junior levels and will help our majors vertically integrate written, oral, and visual communication skills as they apply to the healthcare field.

- **assignments:** overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

HHS 350 will require a paper examining a health policy. Initially and throughout the course, students will be presented and interfaced with a series of online simulated scenarios, LearnScapes Episodes, designed to authentic workplace environments and scenarios designed to provide meaningful "teachable moments". As part of the course requirement, each student will be required to write and analyze a health policy paper about real-world issues, i.e., Affordability Health Care Act. Additionally, students will be placed in groups and will be expected to make a professional oral presentation based on their written policy paper. HHS 453 will also require article reflections, peer reaction papers, annotated bibliography, and a cultural leadership portfolio and an oral presentation with presentational aids. Students entering the healthcare field will be expected to understand issues within the field, and be able to clearly and professional write and present their ideas orally.

- **revision:** description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

The first paper draft required in HHS 350 will be reviewed by the instructor. Students will be asked to revise it before submitting their final paper draft. The first and second portfolio draft required in HHS 453 will be peer reviewed by fellow students before students are asked to revise it and submit a final draft to the instructor. Further, students will write article reflections which will be peer reviewed through peer reaction papers. Also, students will draft an annotated bibliography as part of their final portolio submission that will be reviewed by the instructor, prior to the final submission. Finally, the oral presentation required in HHS 453 will be rehearsed and critiqued by fellow student prior to the delivery of the final presentation.

- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Student assignments to fulfill the GCCR will be reviewed annually for all students and a thorough, in-depth analysis of student work conducted once every 3 years

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
Course faculty and part-time assessment officer

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

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<u>Student products from both HHS courses will be assessed by the part-time assessment officer in the CHS.</u>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	HHS/CLM 350 & HHS 453, Human Health Sciences, B.S.
Contact Person Name:	Geza Bruckner
Phone:	859-3231100 ext 80859
Email:	gbruckn@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/22/2014	Geza Bruckner / 80859 / gbruckn@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/17/2014	Phyllis J. Nash / 859-218-0570 / pnash@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	3/26/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

UK College of Health Sciences

Course Syllabus

HHS/CLM 350-201 Health Policy & Politics

Dr. John C. Williams



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UNIVERSITY OF KENTUCKY
COLLEGE OF HEALTH SCIENCES

Course Syllabus

HHS/CLM 350-201 Health Policy & Politics
Fall 2014

Location: Room XXX (Charles T Wethington Jr. Building)

Wednesday, 4:00 pm – 5:30 pm

Contact information

Instructor: John C. Williams, DrPH, MBA, RT (ARRT)
Assistant Professor

Telephone: (859) 218-0622

E-mail: jcwill7@uky.edu

Office Hours: Thursday 1PM – 3PM **or** By Appointment

Course Description: This course will address the development of past and current U.S. health policies within the context of historical, economic, cultural, and political environments. The political process and the roles and responsibilities of the executive, legislative, and judicial branches of government will be examined. The power and influence that politics, money, the media, and special interest groups have had, and continue to have, upon the development of national and state health policies will be discussed and analyzed.

Course Rationale: All healthcare workers are impacted by health policies, not only at a professional, but also at a personal level. The new healthcare reform law, *The Patient Protection and Affordable Care Act (ACT)*, is the most important health policy in recent times and is a source of political and social debate. It is important that the College of Health Sciences graduates are able to systematically analyze this law and recognize its benefits and limitations. **Prereq:** Student in CLM or HHS program or permission of instructor.

GCCR: This course provides partial credit for the GCCR. In order to earn full credit for the GCCR, you will need to take this course in addition to HHS 453. All students must earn a C or better and complete the assignments with a GCCR designation in the syllabus, as well as earning a C or better in the course. The GCCR requires all students to provide drafts of their original work, receive feedback, and apply that feedback in revised final submission. Also, to receive GCCR credit you must have completed 30 credit hours in advance of taking this course.

Course Objectives

1. Provide a framework for understanding the policymaking process (formulation, implementation, and modification of health policy in the US).
2. Analyze the interaction of social, political, and economic forces in shaping health policies.
3. Understand the influence of public policy on the organization, delivery, and financing of healthcare services.
4. Gain proficiency in analyzing healthcare policies and identify ways to engage effectively in the public policymaking process.

Health Policy Competencies

1. Describing and critically assessing the political, legal, philosophical, economic, financial, and/or social framework of U.S. health policy, and demonstrating proficiency in applying that understanding to analysis of current health policy issues.
2. Comparatively analyzing legislation and administrative regulations, and analyzing and interpreting judicial opinions and agency rulings.
3. Applying the core elements of a policy analysis to key issues in US health services and public health policy through both short and long written papers, and in oral presentations of policy analyses.

Student Learning Outcomes:

Upon completion of this course, the learner will to:

1. Understand the concept of policy analysis.
 - GCCR Outcome – Research and write a policy paper about a healthcare issue, such as the Affordable Care Act, to analyze and evaluate the pros and cons of the healthcare issue. This will include formulating the problem statement, background information (literature search), landscape (proper identification of key stakeholder, providing alternative solutions, and recommending one of the options addressed).
 - GCCR Outcome – Student(s) must give an oral assignment, in which she/he give a presentation at least 10 minutes long, in which she/he create at least one significant visual/electronic artifact (e.g., web site or video presentation)
2. Describe the important role played by policy and law in the health of individuals and population
3. Describe three ways to conceptualize health policy and law
4. Identify the various sources of law that lead to health policy making
5. Identify common characteristics of the uninsured
6. Describe the effect of insurance on access to care and on health status
7. Discuss health policy issues relating to health insurance
8. Use a five step method for writing a concise policy analysis in order to understand the concept of policy analysis
9. Analyze the key components of the new health reform law, the Patient Protection and Affordable Care Act and debate related issues

Required Course Material

Teitelbaum, *Essentials of Health Policy and Law, Second Edition*
Navigate Scenario: LearnScapes for Health Care Policy

ISBN: 978-1-284-03339-7

- ✓ Purchase directly from website: (<http://www.jblearning.com/cart/Default.aspx?bc=03339-7>), then select “Ordering Options” and select the product Titled “BU- ESSEN OF HEALTH POLICY & LAW 2E W/AC/ LRNSCAPE” Bundle ISBN: 9781284033397
- ✓ By using the coupon SPRING13 students will be able to receive 33% off their order and free shipping.

- **Other Resources Required/Supplemental Readings:**

Assigned readings and other preparatory assignments may be from the required text, journals, newspapers, websites, and television, and other resources. Updates and/or changes to preparatory assignments will be posted on Blackboard prior to the scheduled class.

❖ **Note: You are advised to check the Blackboard weekly for updates.**

Course Requirements and Learner Evaluation

- Course grades will be based upon evaluation of the following activities:

Evaluation Components	Percentages	GCCR Requirements
Weekly Quiz ¹	20%	
LearnScape Episodes	20%	
Group Presentation (Oral)	20%	<ul style="list-style-type: none"> Student(s) must give an oral assignment, in which she/he give a presentation at least 10 minutes long, in which she/he create at least one significant visual/electronic artifact (e.g., web site or video presentation)
Class Attendance	5%	
Classroom Participation	5%	
Policy Paper	20%	<ul style="list-style-type: none"> Student will write the equivalent of a 7 or 8 page double-spaced, typewritten text. Student will be afforded the opportunity to submit a draft of their paper, received feedback from the instructor, and their being able to revise their paper before final submission.

- General Grading Criteria based on assignments and class participation if appropriate

A =100-90
 B = 89-80
 C = 79-70
 E = 0-69

Instructor Expectations

- I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
- I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session.
- I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
- I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
- I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
- I expect you during the semester to interactively engage via Blackboard with the other students and the instructor.
- I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.

¹ Weekly quizzes + LearnScape Episodes will be administered either electronically, via Blackboard, or will be taken in class.

8. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
9. I require that each learner will utilize the *APA Publication Manual* as a guide for writing papers, if assigned, for this course and the grading rubric will be based on its precepts.
10. I expect you to READ all assigned readings before coming to class and to be prepared to discuss and debate assigned readings.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources.

All incidents of cheating and plagiarism are taken very seriously at the University of Kentucky, and there are specific policies and procedures in place to prosecute them. See [S.R. 6.3.0](#) (PDF) for the exact Senate Rules regarding academic offenses.

Accommodations

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, submit to me a Letter of Accommodation from the Disability Resource Center). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities. Contact Jake Karnes via email at jkarnes@email.uky.edu or by telephone 859-257-2754. You may also visit the DRC website for information on how to register for services as a student with a disability: www.uky.edu/drc

Religious Observances

Students will be given the opportunity to make up work (typically, exams or assignments) when students notify their instructor that religious observances prevent the student from completing assignments according to deadlines stated in this syllabus. Students must notify the course instructor **at least two weeks prior to such an absence** and propose how to make up the missed academic work.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at http://www.uky.edu/PR/News/severe_weather.htm or you can call (859) 257-1754.

Late work policy

Homework (Discussion Questions) assignments must be submitted weekly via Blackboard prior to the start of class. Homework submitted late will be assessed a 10% penalty of total points for each assignment.

Excused absences policy

Attendance, excused absences and make-up opportunities for this course will conform to the course policies established by the Office of Academic Ombud Services as found at www.uky.edu/Ombud/policies.php.

Schedule	Lecture Topic and Activities
Week 1: 27-Aug	<p><i>Class Introductions; Review syllabus and rubrics for policy paper and oral presentations; Overview weekly quizzes, LearnScape Episodes, weekly assignments², and midterm exam.</i></p> <p>Lecture: The Art of Structuring and Writing a Health Policy Analysis (<i>Chapter 13 - Teitelbaum & Wilensky</i>)</p>
Week 2: 03-Sep	<p style="text-align: center;">Understanding the Role / Conceptualizing Health Policy & Law (<i>Chapter 1 - Teitelbaum & Wilensky</i>)</p> <p>Discussion Question(s):</p> <ul style="list-style-type: none"> ▪ Describe the role played by policy and law in the health of individuals and populations ▪ Describe three ways to conceptualize health policy and law
Week 3: 10-Sep	<p style="text-align: center;">Policy and the Policymaking Process (<i>Chapter 2 - Teitelbaum & Wilensky</i>)</p> <p>Discussion Question(s):</p> <ul style="list-style-type: none"> ▪ Describe the concepts of policy and policymaking ▪ Describe the basic function, structure, and powers of the legislative branch of government ▪ Describe the basic function, structure, and powers of the executive branch of government ▪ Explain the role of federal and state governments in the policymaking process ▪ Explain the role of interest groups in the policymaking process
Week 4: 17-Sep	<p style="text-align: center;">LearnScape Episode <i>Policy Analysis and Development</i> [Course Objective 1]</p> <p>Policy Analysis and Development: Draft first section of policy paper so that it can become proposed legislation.</p>
Week 5: 24-Sep	<p style="text-align: center;">Law and the Legal System (<i>Chapter 3 - Teitelbaum & Wilensky</i>)</p> <p>Discussion Question(s):</p> <ul style="list-style-type: none"> ▪ What is the role of law? ▪ What are the sources of law? What are its key points? ▪ What is meant by ‘separation of powers’? ▪ What are the branches of government? Explain each. ▪ What role(s) do the Courts play in society?
Week6: 01-Oct	<p style="text-align: center;">LearnScape Episode <i>Getting from Policy to Law</i> [Course Objective 2]</p> <p>From Policy to Law: Draft second part of policy paper to get the bill proposed passed. who will be responsible if the bill is passed.</p>
Week 7: 08-Oct	<p style="text-align: center;">Overview of the United States Healthcare System (<i>Chapter 4 - Teitelbaum & Wilensky</i>)</p>

² Weekly Reading: Chapter 13 - The Art of Structuring and Writing a Health Policy Analysis. Student “Culminating Group Class Project” will reflect readings from this chapter as well as other resources read, discussed, and/or researched during the semester. Also, a discussion regarding a required group presentation will be presented during the first day of class and throughout the semester prior to student presentation.

Schedule	Lecture Topic and Activities
	Discussion Question(s): Boxes 4-1 through 4-6
Week 8: 15-Oct	<p style="text-align: center;">LearnScape Episode <i>Implementing Policy in the Health Care Delivery System</i> [Course Objectives 3,4]</p> <p>Implementing Policy in the Health Care Delivery System: Draft the third part of the policy paper to include the process of establishing policies and procedures to ensure health law compliance.</p>
Week 9: 22-Oct	-Midterm Exam-
Week 10: 29-Oct	<p style="text-align: center;">LearnScape Episode <i>Evaluating a Health Care Policy</i> [Course Objectives 3,4]</p> <p>Evaluating a Health Care Policy: Draft the fourth and final section of the policy paper to include evaluation of the proposed policy and how it may impact the Health Care System.</p>
Week 11: 05-Nov	<p style="text-align: center;">Individual Rights in Health Care and Public Health <i>(Chapter 6 - Teitelbaum & Wilensky)</i></p> <p>Discussion Question(s): Box 6-1 (Vignette) & Boxes 6-2 thru 6-6</p>
Week 12: 12-Nov	<p style="text-align: center;">Understanding Health Insurance <i>(Chapter 7 - Teitelbaum & Wilensky)</i></p> <p>Discussion Question(s):</p> <ul style="list-style-type: none"> ○ Box 7-1 (Vignette) ○ Boxes 7-2 thru 7-9
Week 13: 19-Nov	<p style="text-align: center;">Health Economics in a Health Policy Context <i>(Chapter 8 - Teitelbaum & Wilensky)</i></p> <p>Discussion Question(s):</p> <ul style="list-style-type: none"> ○ Box 8-1 (Vignette) ○ Boxes 8-2 thru 8-3
	<p style="text-align: center;">Health Reform in the United States <i>(Chapter 9 - Teitelbaum & Wilensky)</i></p> <p>Discussion Question(s): Boxes 9-2 thru 9-5</p>
Week 14: 26-Nov	-Thanksgiving Holiday- (No Class)
Week 15: 03-Dec	Final paper due to instructor Oral Presentations
Week 16: 10-Dec	Oral Presentations

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

HHS 453: Cultural Competence in Healthcare
Course Credits: 3

Meeting Days and Times: lecture meets on Tuesdays and Thursdays from 2:00-4:00pm
lab sections meet on Thursdays from 4:00-6:00pm
The course will be recorded for future reference.

Course Meeting Location: All class meetings will be held in room XXX of the Nursing Building.

Instructor Information:

Instructor: Randa Remer, PhD
Office Address: C.T. Wethington Building room 111
Office Phone: 859-218-0545
Email: randa.remer-eskridge@uky.edu
Preferred Method of Contact: email
Office Hours: 8:30-9:30 a.m. Wednesday or by appointment

Teaching Assistants: Whitney W. Black, M.S., Ed.S. & Miao Li, M.S., Ed.S.
Office Address: C.T. Wethington Building room 111
Email: whitney.black@uky.edu
miao.li@uky.edu

Course Description: This course is designed to introduce students to concepts of culture, race, ethnicity, and competence. It will include both a lecture meeting and a lab meeting, during which students will have the opportunity to explore the lecture concepts in more detail in small groups. Emphasis will be placed on identifying individual characteristics and their influence on bias, especially in the context of healthcare. Factors related to culturally and linguistically appropriate healthcare will be reviewed. Prerequisite: Admission to HHS program in the College of Health Sciences or permission of instructor. This course fulfills the Graduation Composition and Communication Requirement (GCCR) for graduation from the Human Health Sciences program.

Course Goals: The purpose of this course is to introduce issues of cultural competency in healthcare service delivery and explore ways 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.

GCCR: This course provides partial credit for the GCCR. In order to earn full credit for the GCCR, you will need to take this course in addition to HHS/CLM 350. All students must earn a C or better and complete the assignments with a GCCR designation in the syllabus, as well as earning a C or better in the course. The GCCR requires all students to provide drafts of their original work, receive feedback, and apply that feedback in revised final submission. Also, to receive GCCR credit you must have completed 30 credit hours in advance of taking this course.

Student Learning Outcomes: At the completion of the course, students will be able to

- Define terms related to cultural competence, including race, ethnicity, gender, sexual orientation, religion, class, custom, and culture, and describe their implications in healthcare.

- Consider students' 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.
 - GCCR Outcome – Research and write a paper about cultural leadership project that you have implemented within a community different from your own and reflect on bias, disparity, and culturally and linguistically appropriate healthcare. Students will have the opportunity to review a peer's paper and revise their papers based on feedback from both peers and the instructor.
- Establish awareness of current events in health, disparities in healthcare quality and their implications.
 - GCCR Outcome- Research and reflect on current events in the media in order to discover the landscape of current healthcare issues through reflection and peer reaction papers.
- Describe the impact of health beliefs, customs, and practices on healthcare.
 - GCCR Outcome – Explore implications for the provision of culturally competent healthcare based on health beliefs, customs, and cultural practices through service activity reflection assignment.
- Recognize individuals' own potential for bias and stereotyping through identification and reflection about individual biases and stereotypes.
- 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 setting.

Required Texts, Readings, and Materials:

No textbook will be required for this course.

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

Examples of assigned and recommended articles include:

Betancourt, J. (2006). Improving quality and achieving equity: The role of cultural competence in reducing racial and ethnic disparities in health care. Commonwealth Fund pub. no. 961. Retrieved from www.cmwf.org

Betancourt, J. R., Green, A., Carrillo, J., & Ananeh-Firempong, O. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports*, 118, 293-302.

Betancourt, J. R., Green, A. R., Carrillo, J. E., Park, E. R. (2005). Cultural competence and health care disparities: Key perspectives and trends. *Health Affairs*, 24, 499-505. doi:10.1377/hlthaff.24.2.499

Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care. (2002). *Unequal treatment: Confronting racial and ethnic disparities in care*. Washington, DC: The National Academies Press.

Institute on Medicine. (2001). *Crossing the quality chasm: A new health system for the 21st century*. Washington, DC: National Academy Press.

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack.

National Standards on Culturally & Linguistically Appropriate Services (CLAS). The Department of Health & Human Services, Office of Minority Health.

Online article about Tuskegee syphilis study:

<http://www.npr.org/programs/morning/features/2002/jul/tuskegee/>

Rundle, A., Carvalho, M., & Robinson, M. (Eds.). (2002). *Cultural competence in healthcare: A practical guide* (2nd ed.). San Francisco, CA: Jossey-Bass.

Worlds Apart. Fanlight Production, 2003 (four videos)

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

- Culture and Cultural Competence
- Cultural Competence in Healthcare
- Health and Healthcare Disparities
- International Health Disparities/Immigration
- Bias, Stereotyping, and Culture
- Cultural Competence and Patient Advocacy
- Communication and Language Differences
- Social Identities (Ability, Age, Class, Race/Ethnicity, Religion, Sex/Gender, Sexual Orientation)

Grading:

Evaluation Components

Requirement	Point Value	Percent of Course
Participation: Class attendance (30 classes X 3 points)	90	10%
Participation: Lab attendance (15 weeks X 4 points)	60	7%
Article Reflection Papers (2 X 20 points) (2 pages each)	40	4%
Peer Reaction Papers (2 X 20 points) (2 pages each)	40	4%
Annotated Bibliography (4 X 10 points) (4 pages)	40	4%
Ethical Topics Debate	50	5%
Midterm Exam	100	11%
Cultural Leadership Group Portfolio		
Group Contract	20	2%
Project Proposal (Including timeline; GCCR) (3-4 pages)	40	4%
Paper draft to peer (First three sections; GCCR) (5-6 pages)	40	4%
Peer Review #1 of Cultural Leadership Paper (GCCR) (6-8 pages)	30	3%
Peer Review #2 of Cultural Leadership Paper (GCCR) (6-8 pages)	30	3%
Paper draft to instructor (All sections; GCCR) (6-8 pages)	40	4%
Paper final version to instructor (GCCR) (6-8 pages)	70	8%
Peer review of presentation in paired groups (GCCR)	30	3%
Group Presentation (10-25 minutes depending on number of students in the group)	50	5%
Class Service Activity Reflection Paper (GCCR) (2 pages)	40	4%
Final Exam	100	11%
	910	100%

Lab Participation. All students will be assigned to a lab, which will meet weekly for two hours. Labs will meet each week with the exception of final exam week. The purpose of these labs is to provide an opportunity to explore the lecture topics in more depth with classmates and lab leaders. Each lab is worth 4 points toward attendance and is part of your participation grade.

Article Reflection and Peer Reaction Papers. This course is designed to move students toward a systemic understanding of healthcare. Students will be required to research a current event related to cultural issues and healthcare in at least 3 media sources (such as New York Times, NPR, peer reviewed journal articles, BBC, Fox News, CNN). The reflection paper should articulate the perspectives being shared, your thoughts on the topic, and what additional questions need to be asked to gain more insight on the issue. Reflection papers MUST be typed in 12pt Times New Roman font, double-spaced, consist of 500-1000 words, and include an attachment of the articles

referenced in the paper. Students should address their reaction to the media articles and consider specifically how it influences the healthcare profession. This reflection paper will be reviewed for integration of course concepts. The first reflection paper will be due **September 18**. The second reflection paper will be due **September 30**.

In addition, students will exchange reflection papers and write their reaction to each other's topics. Please include any information you have found on the topic that is relevant to the conversation as well as your reaction to the original articles and your peer's reflection paper. The reaction paper should also be 500 words minimum. The first peer reaction paper will be due **September 25**. The second peer reaction paper will be due **October 7**.

Annotated Bibliography. Students will create an annotated bibliography for 4 peer-reviewed journal articles that are connected to your pre-approved cultural leadership project research topic. This is to be completed with your group. The annotated bibliography will be due **October 23**.

Ethical Topics Debates. Students will participate in a group ethical topics debate on **November 11** related to cultural competency in healthcare. Groups and topics will be determined in October based on relevant and current topics.

Cultural Leadership Portfolio and Presentation. Students will be assigned a group with whom to work on a Cultural Leadership portfolio and presentation and will research an agency from the community that they are not already familiar with. Students will present the information to the class as a group and write a 6-8-page group paper, focusing on the background of the agency, the results of their needs assessment, actions taken, results of initiatives implemented, and implications for culturally competent healthcare for members of this group. Students will submit a project proposal to the instructor on **September 16**. Additionally, students will meet with the instructor between **September 16** and **September 25** to finalize their plans for the project. A draft of the first three sections (Introduction, Background, and Method) will be due for peer review on **October 2**. Peer reviewers will provide feedback by **October 9**. Students will submit a completed draft of their paper for peer review due **October 30**. Students will review a peer's paper and provide feedback in class on **November 6**. Students will complete the feedback following instructions provided by the instructor during the class period the peer review is assigned. Students will be expected to provide a copy of their peer review to the instructor and to the peer whose paper they reviewed. Once students have updated their initial draft, they will submit a second draft to a different peer for an additional review on **November 13**. The second peer review will be returned to the original author group by **November 20**. The student will incorporate the feedback and submit the paper to the instructor for review on **November 25**. A final version as well as the draft versions with peer and instructor comments will be submitted after the initial two reviews on **December 9**. Students will also prepare a class presentation to present to a peer review group on **December 4** and incorporate feedback from that group for their final class presentation. Class presentations will be held on **December 9** and **December 11**.

Midterm Exam. The midterm exam will cover course content during the first half of the semester, including readings, videos, and class discussions. Examination format may include multiple-choice, short answer, experiential activities, and essay items.

Class Service Project. Students will be expected to participate in a class service activity that serves diverse patients or that provides some form of patient advocacy. This activity will take place during class time on **October 30**. After this experience, students will write a 1000 word reflection paper on what they learned from the experience and how it applies to their future profession which will be due on **November 4**.

Final Exam. The cumulative final exam will cover course content presented throughout the semester, including readings, videos, and class discussions. Examination format will include multiple-choice, short answer, experiential activities, and essay items. The final exam day and time is scheduled is based on the University of Kentucky final exam schedule.

Grading Scale

Points	Percent	Grade
819-910	90-100%	A
728-818	80-89%	B
637-727	70-79%	C
546-636	60-69%	D
< 545	< 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) for coordination of campus disability services available to students with disabilities. Contact information for the Disability Resource Center is 859-257-2754 or jkarnes@email.uky.edu.

Attendance

Attendance in this course is mandatory. For each unexcused absence, the final points awarded in the course will be lowered by 8.1 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 follow as acceptable reasons for excused absences: serious illness, illness or death of a 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.eduStudentAffairs/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 5:00pm 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. Policies related to cheating and/or plagiarism can be found in the University Senate Rules 6.3.0. If it is determined that a student has engaged in cheating, the minimum resulting penalty is a "0" for the assignments, and penalties may be much more severe.

For more information on what constitutes plagiarism, you should read: "Plagiarism: What is it?" at <http://www.uky.edu/Ombud/Plagiarism/ped>. The Ombud website 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, 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 to the 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 of statements denigrating another on the basis of race/ethnicity, sex, religion, sexual orientation, age, national/regional origin, or other such factors.

Cell Phones and iPods:

- Cell phones and iPods are a major disruption to the classroom environment. Therefore, please place your cell phones on silent or vibrate. If your phone rings or you are caught listening to your iPod during class, the instructor will confiscate the phone or iPod and it can be retrieved after class.

Classroom Expectations of the instructor:

- Respect all student ideas and perspectives.
- Actively participate in all classroom activities and discussions.
- Come to class prepared.
- Own your opinions and express them respectfully.
- Remain open-minded.
- Be a responsible and conscientious group member. Volunteer for tasks, ask for help when needed, and complete all commitments.
- Arrive promptly for all activities and class meetings.

Overview of Course Etiquette:

Students are expected to have conduct and manners consistent with those expected in healthcare Interaction. This expectation is particularly true when we have guest speakers. Such conduct includes:

- Respecting the views of other students.
- Behaving in a way that does not make others uncomfortable.
- Asking for clarification or commenting on assignments in a courteous manner.
- Not interrupting others and not speaking while others are speaking.
- Arriving on time to class.
- Leaving class on time (not early).

- Acting interested in material.
- Not sleeping during class.
- Not reading the paper or working on other class assignments during class.

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, ethnicity, or other identity factors. 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 cultural leadership portfolio and presentation and the ethical topics debates. 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 notes above. Further, a group contract will be completed so that all members are aware of their responsibilities for the project.

Tentative Course Schedule: This schedule reflects the assignments and topics discussed during weekly lecture meetings. Assignments and readings are due on the day they are listed. Students should plan to attend their lab meetings each week unless informed otherwise and be prepared to discuss the lecture topic in more depth. The schedule is subject to change based on class needs that arise.

Schedule	Lecture Topics and Activities	Assignments/Readings Due	Lab Topics & Activities (Thursday)
Week 1 - 8/28	Introductions; Review syllabus and rubrics for projects and papers; Explore paper topics of interest in groups	<i>Betancourt, Green, Carrillo, Arraneh-Friempong, 2003</i>	Social identity activity; Establish group norms; Defining diversity and cultural competency <i>Brainstorm for activity day</i>
Week 2 - 9/2 9/4	Intro to Cultural Competence; Discussion of class norms Culture and Cultural Competence: Worlds Apart videos	<i>Betancourt, Green, Carrillo, & Park, 2005</i> <i>Excerpt from Rundle, Carvalho, & Robinson, 2002</i>	Self as a cultural being; Discussion of leadership projects
Week 3 - 9/9 9/11	In-class group work day Communication and Active Listening	<i>Read group contract</i> <i>Completed group contract due (1 per group)</i>	Experiential activities: Verbal and non-verbal communication styles
Week 4 - 9/16	How to write a research paper	Group meetings with Dr. Remer <i>Project proposals due</i>	Social identity discussion: Ability

9/18	Review of APA style; How to write an annotated bibliography	<i>Reflection Paper #1 due</i>	
Week 5 - 9/23	Health Disparities Overview	<i>Betancourt, 2006</i> Group meetings with Dr. Remer	Social identity discussion: Age
9/25	<i>Unnatural Causes</i> documentaries <i>Exchange reflection papers with a peer in class</i>	<i>Peer Reaction Paper #1 due</i> <i>Health disparities panel questions due to instructor by 9/26 at 3:00pm</i>	<i>Develop health disparities panel questions</i>
Week 6 - 9/30	Health Disparities Panel	<i>Reflection Paper #2 due</i>	Social identity discussion: Class/SES
10/2	I am Diversity program	<i>Draft of cultural leadership paper (first three sections) due to peer</i>	
Week 7 - 10/7	International Health Disparities/Immigration	<i>Peer Reaction Paper #2 due</i>	Social identity discussion: Immigration Status
10/9	International Health Disparities/Immigration, cont'd	<i>Draft (first three sections) due back to author group</i>	
Week 8 - 10/14	Bias, Stereotyping, and Culture	study for midterm examination	Social identity discussion: Race/ethnicity
10/16	Midterm review		
Week 9-10/21	Midterm Examination		Social identity discussion: Race/ethnicity
10/23	Determine topics for debate and discuss strategies; Debate vs. Dialogue	<i>Annotated bibliography due</i> <i>Brainstorm debate topics</i>	
Week 10-10/28	Ethics in Health Care	<i>CLAS program-specific ethics code reviewed</i>	Class Service Activity (TBD)
10/30	Class Service Activity (TBD)	<i>Draft of cultural leadership paper (all sections) due for Peer Review #1</i>	

Week 11 - 11/4 11/6	Ethics in Health Care, cont'd Patient Advocacy	<i>Class Service Activity Reflection Paper Due</i> <i>Peer Review #1 due back to author group</i>	Social identity discussion: Sex and gender
Week 12-11/11 11/13	Ethical Topic Debate In-class group work day	 <i>Revised draft of cultural leadership paper due for Peer Review #2</i>	Social identity discussion: Sex and gender
Week 13-11/18 11/20	Religion and Healthcare Religious Panel	<i>Religious panel question due to instructor</i> <i>Peer Review #2 due back to author group</i>	Social identity discussion: Religious identity
Week 14-11/25 11/27	Food and Nutrition in Different Cultures No class, Happy Thanksgiving!	<i>Revised paper draft due to instructor</i>	*No lab meeting; Happy Thanksgiving!
Week 15 - 12/2 12/4	Health disparities in sexual minorities Peer-review of group presentations in class	*Paper draft will be returned by instructor	Social identity discussion: Sexual identity
Week 16 - 12/9 12/11	Group Presentations Group Presentations/ Class Evaluations	<i>Final paper due to instructor</i>	Lab wrap-up
Week 17	Final Examination		*No lab meeting this week