

## 1. General Information

1a. Submitted by the College of: HEALTH SCIENCES

Date Submitted: 1/8/2016

1b. Department/Division: Clinical Sciences

1c. Contact Person

Name: Kevin M. Schuer

Email: kevin.schuer@uky.edu

Phone: 859-218-0838

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

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

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes<sup>4</sup>

2b. Prefix and Number: PAS 620

2c. Full Title: Health Care Delivery in the 21st Century

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 48

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

2h. Number of credit hours: 3.0

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

If Yes: Maximum number of credit hours:

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

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SENATE COUNCIL

2j. **Course Description for Bulletin:** The PAS 620 course will be an introduction to healthcare delivery of the 21st century. This course will emphasize characteristics of the United States care delivery system, its relationship to the physician assistant profession, and will include instruction on the care system's historical organization, composition and function. Students will gain perspective on models of care, payment, health care quality, patient safety, health information technology, population and global health care as well as team-based care.

2k. **Prerequisites, if any:** Acceptance into the PAS Program

2l. **Supplementary Teaching Component:**

3. **Will this course taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Spring,

**Will the course be offered every year?:** Yes

If No, explain:

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

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 60

7. **Anticipated Student Demand**

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

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

If Yes, explain:

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

If No, explain:

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

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

If YES, name the proposed new program:

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

If YES, list affected programs:

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

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

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

## Distance Learning Form

Instructor Name: Kevin M. Schuer

Instructor Email: kevin.schuer@uky.edu

Internet/Web-based: No

Interactive Video: Yes

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Both the Lexington and Morehead campuses are using ITV technology for simultaneous audio and video interaction. The UKPAS program has used this technology for over 10 years. Yes, the course syllabus conforms to the University Senate Syllabus Guidelines for DL considerations.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The course syllabus emphasizes specific course and lecture objectives that each student receives throughout the semester. These objectives help to establish both learning and assessment expectations for all students. Further, this course will be using one text for all students.

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. The course syllabus is very clear regarding academic offenses. Further, expectations and penalties are discussed with the entire class throughout the semester. Proctors are utilized for all assessments (ie: quizzes, exams) in this course during the semester.

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? yes

If yes, which percentage, and which program(s)? 25%, UKPAS program

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Both sites are internet connected to the University system and are subsequently assured of equivalent access to blackboard, myUK, etc.

6. How do course requirements ensure that students make appropriate use of learning resources? Learning resources are detailed and encouraged throughout the course syllabus. Further, library and learning resources are discussed regularly during the semester.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. The PAS 620 does not use laboratories. Access to facilities specific to PAS 620 is coordinated by the course instructor (e-mail, telephone) in concert with on site (both campuses) admin. assistants who are available via phone, and via electronic resources.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The course syllabus details the procedures used in the resolution for technical difficulty/ complaints. Each campus has on-site technical support personnel that are able and willing to be contacted should an issue arise. Again, the course syllabus details this information.

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

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

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

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

Instructor Name: Kevin M. Schuer

SIGNATURE|PNASH|Phyllis J Nash|PAS 620 NEW Dept Review|20160112

SIGNATURE|SRSTEW01|Sharon R Stewart|PAS 620 NEW College Review|20160410

SIGNATURE|ZNNIKO0|Roshan N Nikou|PAS 620 NEW Graduate Council, Review|20160512

## New Course Form

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

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

Generate F

## Attachments:

Browse...

Upload File

	ID	Attachment
Delete	6509	AA Memo for PAS curriculum change 3.21.16.docx
Delete	6510	PAS 620 Syllabus revised 3.17.16.doc

First 1 Last

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of:  Submission Date:
- b. \* Department/Division:
- c.
- \* Contact Person Name:  Email:  Phone:
- \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year <sup>1</sup>
- e.
- Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes <sup>1</sup>  No
- b. \* Prefix and Number:
- c. \* Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |   |  |                                 |                                 |
|---|--|---------------------------------|---------------------------------|
| <input type="text" value="48"/> Lecture | <input type="text"/> Laboratory <sup>4</sup>   | <input type="text"/> Recitation | <input type="text"/> Discussion |
| <input type="text"/> Indep. Study       | <input type="text"/> Clinical                  | <input type="text"/> Colloquium | <input type="text"/> Practicum  |
| <input type="text"/> Research           | <input type="text"/> Residency                 | <input type="text"/> Seminar    | <input type="text"/> Studio     |
| <input type="text"/> Other              | If Other, Please explain: <input type="text"/> |                                 |                                 |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

The PAS 620 course will be an introduction to healthcare delivery of the 21st century. This course will emphasize characteristics of the United States care delivery system, its relationship to the physician assistant profession, and will include instruction on the care system's historical organization, composition and function. Students will gain perspective on models of care, payment, health care quality, patient safety, health information technology, population and global health care as well as team-based care.

## k. Prerequisites, if any:

Acceptance into the PAS Program

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

## 4. Frequency of Course Offering.

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

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

If No, explain:

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

If No, explain:

## 6. \* What enrollment (per section per semester) may reasonably be expected? 60

## 7. Anticipated Student Demand.

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

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

If YES, explain:

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

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

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

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

If YES, name the proposed new program:

b. \* Will this course be a new requirement <sup>a</sup> for ANY program?  Yes  No

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

## 10. Information to be Placed on Syllabus.

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

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

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

## Distance Learning Form

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

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

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

Course Number and Prefix:	PAS 620	Date:	1/8/16
Instructor Name:	Kevin M. Schuer	Instructor Email:	kevin.schuer@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input type="checkbox"/> Interactive Video <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/>			

### Curriculum and Instruction

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

Both the Lexington and Morehead campuses are using ITV technology for simultaneous audio and video interaction. The UKPAS program has used this technology for over 10 years. Yes, the course syllabus conforms to the University

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, and student learning outcomes, etc.

The course syllabus emphasizes specific course and lecture objectives that each student receives throughout the semester. These objectives help to establish both learning and assessment expectations for all students. Further,

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 policy; etc.

The course syllabus is very clear regarding academic offenses. Further, expectations and penalties are discussed with the entire class throughout the semester. Proctors are utilized for all assessments (ie: quizzes, exams) in

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 of as defined above?

yes

Which percentage, and which program(s)?

25%, UKPAS program

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 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?

Both sites are internet connected to the University system and are subsequently assured of equivalent access to blackboard, myUK, etc.

### Library and Learning Resources

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

Learning resources are detailed and encouraged throughout the course syllabus. Further, library and learning resources are discussed regularly during the semester.

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

The PAS 620 does not use laboratories. Access to facilities specific to PAS 620 is coordinated by the course instructor (e-mail, telephone) in concert with on site (both campuses) admin. assistants who are available via

### 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 the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

The course syllabus details the procedures used in the resolution for technical difficulty/ complaints. Each campus has on-site technical support personnel that are able and willing to be contacted should an issue arise.

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

Yes

No

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

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

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

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/ilibpage.php?lweb\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/ilibpage.php?lweb_id=253&lib_id=16)

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

Instructor Name:

Kevin M. Schuer

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

Revised 8/09

- Ⓜ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- Ⓜ The chair of the cross-listing department must sign off on the Signature Routing Log.
- Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. A meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
- Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/09



# MEMO

March 21<sup>st</sup>, 2016

**TO:** Sharon R. Stewart, Professor and Associate Dean of Academic Affairs

**FROM:** Travis Thomas – Chair of Academic Affairs

**RE:** Academic Affairs review of PAS program change & PAS 620

Dr. Stewart,

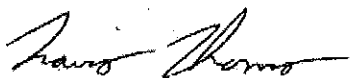
Thanks for the opportunity to review this important proposal. The purpose of the PAS Program change/PAS 620 submission was to remove an older course in the PA program called 'HSM601' and add new revised version of the course material under a new heading called 'PAS620'. The rationale for doing so is clearly explained and is largely driven by new guidelines set forth by their governing body.

Upon initial review, the AA Committee recommended additional changes that were all successfully addressed by Dr. Schuer to improve the clarity of the proposal. The Academic Affairs committee *recommends approval of the attached requested program change* and will ask Dr. Schuer to use the revised PAS 620 syllabus (dated 3.17.16).

While the committee was enthusiastic regarding these curriculum changes, the committee would also like to recommend that the PAS program consider exploring opportunities to condense course syllabi to minimize the inclusion of details pertaining to program competencies and standards. While the committee understands that this may be an Accreditation requirement, committee members were consistently concerned that the syllabus seemed "overloaded" and not conducive to promoting thorough student review. Perhaps a "standards document" could be created in the future that houses all competency and standards language for all courses in the PAS curriculum to meet Accreditation standards while improving syllabus quality.

Thanks for the opportunity to review this proposal. Please let me know if I can help clarify anything regarding this approval request.

Sincerely,



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

# **PAS 620: Health Care Delivery in the 21st Century Spring (year)**

## **COURSE INSTRUCTOR**

Kevin M. Schuer, DrPH, PA-C

## **CONTACT INFORMATION**

Office Phone: 859-218-0838

Email: Kevin.Schuer@uky.edu

*\*emails will be responded to on weekdays between the hours of 8a and 5p*

## **OFFICE HOURS**

By appointment. Please contact Professor Schuer via e-mail to arrange a convenient time.

## **LECTURE TIME/ LOCATION**

Monday 8:30am – 9:45am

Thursday 8:30am – 9:45am

Lexington Room Location: CTW 216

Morehead Room Location: CHER 312

## **TEXTBOOK(S)**

The following texts are **encouraged**, but **not mandatory** for the course this semester:

- **Delivering Health Care in America: A Systems Approach (latest ed.)**  
Author(s): Shi, Singh, Jones and Bartlett Publishing, 2008
- **Health Care USA: Understanding its Organization and Delivery (8th)**  
Author(s): Sultz & Young, Jones and Bartlett Publishing, 2014

*Select readings will be assigned throughout the spring XXXX semester. Most of these readings will be provided by the course instructor.*

## **Technology for Distance Learning Course**

- The technological requirements for the course are located at:  
<http://www.uky.edu/DistanceLearning/faculty/technology/techReqs.html> Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- For technical issues, call 859-218-HELP, if not resolved, then contact instructor via email.
- 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 a Letter of Accommodation which details the recommended accommodations.

## **COURSE DESCRIPTION**

The PAS 620 course will be an introduction to healthcare delivery of the 21st century. This course will emphasize characteristics of the United States care delivery system, its relationship to the physician assistant profession, and will include instruction on the care system's historical organization, composition and function. Students will gain perspective on models of care, payment, health care quality, patient safety, health information technology, population and global health care as well as team-based care.

**By the end of this course, 1<sup>st</sup> semester PA students will:**

- Have a better understanding of the theory, methods, structures, and processes of health services, quality and patient safety, and improvement.
- Be able to better decipher the role of interprofessional collaboration (aka: "the team approach to care").
- Be able to discuss the fundamental concepts of healthcare quality and patient safety.
- Be able to describe a brief history of the United States Healthcare System and its socioeconomic and political impetus.
- Have a better understanding of the wide range of themes and philosophies that has directed healthcare quality and safety over the last century.
- Be able to discuss fundamental concepts in health care ranging from long term care and ethical issues to ambulatory care and health care finance.
- Be provided an overview of Health Information Technology (HIT) and discuss how the core principles of HIT impact the health system.
- Be able to discuss the major challenges in providing safe, quality care and understand how other industries have influenced these challenges.
- Be able to explore healthcare around the world and how other health systems function.
- Conceptually understand how population health is related to chronic disease progression / improvement.

## **GLOBAL COURSE OBJECTIVES**

The general objectives of this course are to: 1) Obtain knowledge of the salient features of health care delivery in the United States with a particular interest in the physician assistant profession, health care quality, patient safety and improvement. 2) Apply knowledge gained throughout the course via small and large group discussion/ learning in an effort to more comprehensively understand care delivery.

## **COMPETENCIES FOR THE PHYSICIAN ASSISTANT STUDENT**

The learning objectives for this course are organized within the framework of established **Physician Assistant Competencies** (below). By the end of the course, each student will have adequately demonstrated competence in the below areas:

### **Interpersonal and Communication Skills (IP)**

Interpersonal and communication skills encompass the verbal, nonverbal, written, and electronic exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system. Physician assistants are expected to:

- Create and sustain a therapeutic and ethically sound relationship with patients
- Use effective communication skills to elicit and provide information
- Adapt communication style and messages to the context of the interaction
- Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
- Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
- Accurately and adequately document information regarding care for medical, legal, quality, and financial purposes

### **Professionalism (PR)**

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- Understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- Professional relationships with physician supervisors and other health care providers
- Respect, compassion, and integrity
- Responsiveness to the needs of patients and society
- Accountability to patients, society, and the profession
- Commitment to excellence and ongoing professional development
- Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- Sensitivity and responsiveness to patients' culture, age, gender, and disabilities
- Self-reflection, critical curiosity, and initiative

## **Practice-based learning and improvement (PB)**

Practice-based learning and improvement includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature, and other information resources for the purpose of self-improvement. Physician assistants must be able to assess, evaluate, and improve their patient care practices. Physician assistants are expected to:

- Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
- Obtain and apply information about their own population of patients and the larger population from which their patients are drawn
- Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
- Apply information technology to manage information, access online medical information, and support their own education
- Facilitate the learning of students and/or other health care professionals
- Recognize and appropriately address gender, cultural, cognitive, emotional, and other biases; gaps in medical knowledge; and physical limitations in themselves and others.

## **Systems-based practice**

Systems-based practice encompasses the societal, organizational, and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. PAs should work to improve the larger health care system of which their practices are a part. Physician assistants are expected to:

- Use information technology to support patient care decisions and patient education
- Effectively interact with different types of medical practice and delivery systems
- Understand the funding sources and payment systems that provide coverage for patient care
- Practice cost-effective health care and resource allocation that does not compromise quality of care
- Advocate for quality patient care and assist patients in dealing with system complexities
- Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
- Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- Use information technology to support patient care decisions and patient education
- Apply medical information and clinical data systems to provide more effective, efficient patient care
- Utilize the systems responsible for the appropriate payment of services.

## ARC-PA STANDARDS 4<sup>TH</sup> EDITION (2010)

### B2 CLINICAL PREPARATORY INSTRUCTION:

- B2.11 The program curriculum must include instruction in health care delivery systems and health policy.
- B2.12 The program curriculum must include instruction in concepts of public health as they relate to the role of the practicing PA.
- B2.13 The program curriculum must include instruction in patient safety, quality improvement, prevention of medical errors and risk management.

### GRADING POLICY (sample)

- 4 Exams (Exams I-III 15% of grade, Final exam 20%) at 100pts each 65%
- 2 Course assignments at 50pts each 30%
- Student Maintenance one grade at 100pts 5%

Details to the course grading policy are as follows:

### **GRADING SCALE:**

**A** = 89.5 - 100%

**B** = 79.5 - 89.4%

**C** = 69.5 - 79.4%

**E** = <69.4%

Grades will not be curved.

*Incomplete (I) Grades: an "I" grade should be given only when a reasonable possibility exists that the student can complete the work within the allotted period of time and that a passing grade will result from completion of the work (SR 5.1.3.2).*

### **EXAMINATIONS (65%)**

There will be 4 exams during this course. The exams will consist of a mix of multiple guess, as well as short answer. Questions might also come in the form of matching and essay. Exam questions will be derived from the text, required readings, as well as from instructor's lecture material. Each exam will have a cumulative component to it, meaning exam's II, III, and IV will each contain questions/content from the previous exam(s).

Detailed information regarding exams in PAS 620 will be discussed at the instructor's discretion. Students are to contact the course director if they have questions RE examinations in PAS 620.

Exams are evaluated and scrutinized on a regular basis using both post-test statistical analysis as well as peer review. Exam item statistical analysis data from course exams are measured for power, discrimination as well as validity. The course instructor reserves the right to discard exam questions that are found to be problematic. If ever exam questions are found to be problematic, the course instructor will notify the class and exam grades/exam mean will be adjusted accordingly

On exam days:

- Students are to leave all personal belongings in either the front or back of the room. Pencils can be provided for exams.
- Questions will not be allowed during exams. If the student has a question regarding a test item, students are to circle the exam item in question and succinctly write their question down on the back of the exam.
- Illegible questions will not be addressed.
- Students are strongly discouraged from getting up during exams. It is the student's responsibility to make sure to sufficiently prepare to take an exam during the given time PRIOR to the exam start as a way to limit the need to leave the exam room. Again, it is both distracting and discouraged.

### **Testing Policy**

The Testing policy is described in the UKPAS [Policy and Procedures Manual, section 5.7](#) on Academic Integrity. Testing and is briefly described here:

- Make-up exams may be given at the discretion of the instructor in the case of an "Unexcused absence."
- Students who are late for a scheduled exam will not be allowed additional time to complete the exam.
- Students who are late for a scheduled exam will not be allowed to enter the room and start the exam once another student has completed the exam and left the room.

It will be the policy in this course that individual scores on exams will not be changed as a result of "challenges" to exam questions. Occasionally an exam question may be poorly written, or may have more than one "best" answer. When such questions are brought to the attention of the course coordinator(s), adjustments to the scoring for the whole class will be made as appropriate. Challenges to exam questions or scoring must be brought to the instructor's attention within one week of the return of the exam. Students may review exams upon request. The request should be no later than 7 days after the exam date.

## **COURSE ASSIGNMENTS (30%)**

- **Assigned Reflections (Due throughout semester) – 5% of final grade**
  - Administered throughout the semester, these brief reflections will gauge the learner's understanding of assigned readings, lecture content or otherwise. Reflections can be in the form of a multiple choice quiz, short answer, essay, or narrative. Reflections will be graded using a variety of assessment tools (ie: rubric, answer key, ect). As with all writing assignments, students are expected to use proper English/ grammar/ syntax. Illegible reflections will not be scored. Based on the format, students are expected to follow the given instructions for successful completion of the assignment/ reflection. This semester, students should expect to complete (at a minimum) one reflection assignment per assigned reading. Finally, students must be present in class to receive full credit.
- **Hospital Quality Comparison Assignment (Due XXXX) – 5% of final grade**
  - Details of this assignment will be found under the ASSIGNMENTS tab in Canvas
- **Understanding and Improving Hospital Re-Admission Rates (Due XXXX) – 5% of final grade**
  - Details of this assignment will be found under the in the ASSIGNMENTS tab in Canvas
- **Group Paper Assignment (Due electronically XXXX) – 15% of final grade**
  - Students will upload their final papers to SafeAssign on Canvas (under the ASSIGNMENTS tab).
  - Late papers will not be accepted.
  - Student groups should also provide a hard copy of the finished paper IN CLASS on XXXX, 8:30am.
  - Each student group will be expected to discuss their findings in class the week of XXXX. Details of what should be discussed, as well as any other details regarding the group paper this semester, will be posted to Canvas.

## **STUDENT MAINTENANCE (5%)**

The student maintenance section includes class attendance as well as professional behavior. Students are strongly encouraged to read and observe the following:

The PA curriculum requires students to master a large amount of information and skills in a very short period of time. Although excellent intellectual and psychomotor skills are helpful, they are not enough by themselves. Therefore, the PA Program subscribes to an attendance and testing policy that includes the following rules:

Students are expected to attend all scheduled lectures, laboratory sessions, and student meetings.

Courses taught by PA faculty will utilize an attendance and grade reduction policy that may result in a reduced or failing course grade for unexcused absences.



Students will typically be given an incomplete grade for a course if they fail to complete all the required work by the conclusion of the semester. An "I" grade will require the approval of the course director and the DGS.

Students will typically be given a reduced or failing grade for a course if they miss more than 10% of the scheduled contact hours. All course syllabi will specify their attendance and grade reduction policies.

Absence will typically be defined as being 15 or more minutes late for a class.

Make-up exams will be given in the event of an "Excused Absence," as defined by the University of Kentucky Bulletin, available: <http://www.uky.edu/Registrar/Bulletin.htm>.

The attendance policy will be in compliance with the University of Kentucky Student Rights and Responsibilities. Excused absences will be given only for those reasons listed by the university senate regulations (below). Attendance will be taken at the beginning of each lab session.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, who can be reached at 859-257-2754

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

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Any make-up exams or labs will be allowed only at the discretion of the course director (see excused absences above). Student tardiness to lecture or lab will not be tolerated. Consistent tardiness will result in a reduction of your grade.

### **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. The Disability Resource Center is located in the Multidisciplinary Science Building, Suite 407, at the corner of Rose Street and Huguelet Drive. Parking for the Disability Resource Center is available in the Kentucky Clinic Parking Structure located on Huguelet Drive at a reduced rate.

To contact the Disability Resource Center by phone, please call V/TDD (859) 257-2754

### **UNIVERSITY SENATE PROCEDURES AND SENATE DEFINITIONS RELATED TO ACADEMIC HONESTY**

*University Senate Rules (USR) are available at:*

*[http://www.uky.edu/Faculty/Senate/rules\\_regulations/index.htm](http://www.uky.edu/Faculty/Senate/rules_regulations/index.htm)*

#### **6.3.0 ACADEMIC OFFENSES AND PROCEDURES**

Students shall not plagiarize, cheat, or falsify or misuse academic records. (US: 3/7/88; 3/20/89)

If the academic offense involves research and/or extramural funding the administrative rule for

handling the offense is outlined in Administrative Regulation II - 4.0.2. [US: 2/10/97]

#### **6.3.1 PLAGIARISM**

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

#### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed. Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to

be properly credited.

Part II of *Student Rights and Responsibilities* (available online: <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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

### **6.3.2 CHEATING**

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board. [US: 12/12/05]

### **6.3.3 FALSIFICATION OR MISUSE OF ACADEMIC RECORDS [US: 3/20/89; US 4/10/00]**

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including

knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

### **CLASSROOM CONDUCT**

As you are students preparing for a medical profession, it is expected that your behavior reflect this in the classroom. Please provide the utmost respect for lecturers and classmates. Tardiness and disruptive behavior will not be tolerated and will impact your final course grade.

### **PROFESSIONALISM**

*University Health Care Colleges Code of Student Professional Conduct can be found at: <http://www.uky.edu/Regs/files/HCCcode.pdf>*

We expect our students to aspire to the qualities outlined in the University Health Care College's Code of Student Professional Conduct. Further, students will be evaluated regularly by faculty in the program on items such as punctuality, honesty, and interpersonal skills/ behavior. We also expect our students to employ good listening and communication skills; Possess and emote a positive attitude; Demonstrate strong conflict resolution skills, etc, etc. Much of the previous should be understood, but we find it necessary to describe. Faculty members of this program reserve the right to intervene when non-professional conduct is demonstrated by a PA student during his/ her time in the UKPAS program. Professional conduct, as loosely described above, is expected at all times and is considered conduct required for successful completion of this course. Professional conduct will be evaluated throughout this course. A failure in the professionalism component during this course can constitute a failing grade (at a minimum). All questions/ concerns regarding professional behavior and expectations herein should be directed to Professor Schuer.

Owning strong 'professional' skills makes the difference between good students and exceptional students; good clinicians and life-changing clinicians. I challenge each one of you to improve yourself professionally during your time in this course/ in this program. At the very least, your future patients deserve this.

**CLASS SCHEDULE** (SAMPLE from 2014)

\*Morehead Room Location: CHER 312

\*Lexington Room Location: CTW 216

DATE	LECTURE	ASSIGNMENTS/ READINGS	LOCATION LEX/ MH
	Course Overview & Introduction		CTW 216/ CHER 312
	<b>NO CLASS</b> (Holiday)	*****	
	History of Medicine in America I		CTW 216/ CHER 312
	History of Medicine in America II	<i>Assigned Reading #1 due</i>	CON 505/ CHER 312
	Health Care Delivery- A Global Perspective: Fahringer		CTW 216/ CHER 312
	<b>NO CLASS</b> (Out of Class Work)		
	Beliefs, Values and Health	<i>Assigned Reading #2 due</i>	CTW 216/ CHER 312
	Health Care Reform, An Update: Edwards		CON 505/ CHER 312
	<b>EXAM I</b>	<b>1:00pm - 3:00pm</b>	<b>CON 505</b>
	Care Delivery in the 20 <sup>th</sup> /21 <sup>st</sup> Century I		CON 505/ CHER 312
	Care Delivery in the 20 <sup>th</sup> /21 <sup>st</sup> Century II		CON 505/ CHER 312
	Outpatient and Hospital Care		CTW 216/ CHER 312
	Health Care Finance: Williams	<i>Assigned Reading #3 due</i>	CON 505/ CHER 312
	In-Class: The Cost of Health Care	<i>Hospital Quality Compare Assignment (due)</i>	CTW 216/ CHER 312
	Quality and Safety in Health Care		CON 505/ CHER 312
	<b>EXAM II</b>	<b>1:00pm - 3:00pm</b>	<b>CTW 219</b>
	<b>UNIVERSITY SPRING BREAK</b>		
	Health Information Technology and Meaningful Use: Edwards		CON 505/ CHER 312
	<b>NO CLASS</b> (Out of Class Work)		

	Inpatient and Outpatient Care		CON 505/ CHER 312
	In Class: Measuring Performance in Health Care	<i>Understanding and Improving Hospital Re-Admission Rates (due)</i>	CTW 216/ CHER 312
	Long Term Care: Gairola		CON 505/ CHER 312
	Health Care Quality and Safety I	<i>Assigned Reading #4 Due</i>	CTW 216/ CHER 312
	Human Factors Engineering in Health Care: McKinney		CON 505/ CHER 312
	<b>EXAM III</b>	<b>8:30am - 9:45am</b>	<b>CTW 216/ CHER 312</b>
	Health Care Quality and Safety II	<i>Assigned Reading #5 Due</i>	CON 505/ CHER 312
	Public Health and the Role of Government in Health Care		CTW 216/ CHER 312
	In Class: Improving the Health of Kentucky	<i>Group Papers Due/ Students Prepared to Discuss Papers</i>	CON 505/ CHER 312
	The Future of Health Services Delivery		CTW 216/ CHER 312
	<b>EXAM IV</b>	<b>9:00a - 11:00a</b>	<b>CON 505/ CHER 312</b>

\*The course syllabus and schedule are drafts and schedule to change at the discretion of the instructor. Should any changes take place, students will be notified accordingly.

**UKPAS WRITING RUBRIC: HOSPITAL QUALITY COMPARISON ASSIGNMENT  
DUE XXXX**

*Students are to turn-in HARD COPIES at the end of class on XXXX*

STUDENT NAME:

**1. Quality of Writing.** Concise, linguistically, grammatically and stylistically correct, coherent and clear.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**2. Understanding and Critical Reflection of Assignment.** Evidences clear grasp of main ideas in the comparison. Able to reflect on strengths and weaknesses of the comparison.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**3. Quality of Comparison.** Evidences appropriate breadth of research when formulating the comparison. Salient resources included. Appropriate insights gleaned.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**4. Adds Personal Understanding/ Application of Comparison.** Is able to clearly reflect on how student might/might not use this information as a practicing clinician/ formulates clear plan for how this information is useful.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**5. Overall Assessment of Paper.** Evidences depth of insight and perception. Able to make connections and discern relationships involved in the comparison. Clearly and compellingly reasoned and communicated.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**Grade for Paper (max: 100%):**

## **Comments:**

### **UKPAS GROUP PAPER ASSIGNMENT: GUIDELINES FOR COMPLETION**

*Due electronically no later than XXXX, 11:59pm. Groups are to upload the paper to SafeAssign in Canvas. Student groups should also bring 1 hard copy of the finished paper to class XXXX, 8:30am*

#### **INTRODUCTION (1pg)**

For this segment, students should provide a general overview of the report (ie: what information does the report contain, are there any hypotheses/ conclusions stated by the report, etc?)

#### **BACKGROUND/ METHODS (2- 3pg)**

For this segment, students should provide background to the report's topic. For example, students should explore the reasons why this report was conducted. Are there any historical reasons as to why this topic needed to be explored (ie: what are the main 'drivers' influencing this report)? What is the potential significance of the report (ie: impact)? Also, this section must contain information regarding how the presented data was collected. (ie: what sources were used, and why those sources were used)? Are there any other data sources that could've been used in this report's analysis? The students might also explore the report's reference section to answer some of the above questions.

#### **DISCUSSION (3- 4 pg)**

Each report contains multiple sections. For this segment, students are to provide a description of each section, what data was used in each section as well as the main 'take away' from each section. At the end of the discussion section, students are to have a "DISCUSSION SUMMARY" segment that collectively summarizes each section.

#### **FUTURE APPLICATION (2-4pg)**

For this final segment, each student must write (at least) a paragraph describing how this exercise might affect their future practice. Students should focus on: what does this mean to me at this point in my career? Is this information useful to me, why and why not? How will I use this information now and in the future?

#### **FORMATTING:**

Double spaced, 12 pt Times New Roman font. If you have citations, please choose the writing style you are most familiar with.



*Each paper should follow, at a minimum, the above guidelines. However, student groups are encouraged to go above and beyond in their exploration of their respective reports. Please use outside sources to supplement your review. Finally, this assignment is to be completed using just your assigned student group. Outside collaboration with other classmates is not acceptable.*

## **UKPAS WRITING RUBRIC: GROUP PAPER ASSIGNMENT**

STUDENT NAMES:

Options: 1. "Patient Decision Making," 2. "Residency Report," 3. KY ADD Evaluation

**1. Quality of Writing.** Concise, linguistically, grammatically and stylistically correct, coherent and clear.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**2. Understanding and Critical Reflection of Assignment.** Evidences clear grasp of main ideas in the comparison. Able to reflect on strengths and weaknesses of the comparison.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**3. Formatting.** Evidences appropriate format as described in the assignment guidelines. Salient resources appropriately included and cited. Appropriate insights gleaned.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**4. Adds Personal Understanding/ Application of Comparison.** Is able to clearly reflect on how student might/might not use this information as a practicing clinician/ formulates clear plan for how this information is useful.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**5. Overall Assessment of Paper.** Evidences depth of insight and perception. Able to make connections and discern relationships involved in the comparison. Clearly and compellingly reasoned and communicated.

0 ---- 1 ---- 2 ---- 3 ---- 4 ---- 5 ---- 6 ---- 7 ---- 8 ---- 9 ---- 10

**Grade for Paper (max: 100%):**