

Brothers, Sheila

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Thursday, April 26, 2018 8:20 PM
To: Brothers, Sheila; McCormick, Katherine
Cc: Clark, Claire
Subject: Proposed New Undergraduate Certificate in Medical Behavioral Science
Attachments: New UG Cert Form Med Behav Sci Rev 4-19-2018.pdf

Proposed New Undergraduate Certificate in Medical Behavioral Science

This is a recommendation that the University Senate approve the establishment of a new Undergraduate Certificate: Medical Behavioral Science, in the Department of Behavioral Science, in the College of Medicine.

Rationale:

The 12 credit hour undergraduate certificate in Medical Behavioral Science is designed to complement the university's rigorous pre-medical curriculum, which currently includes courses in biology, chemistry, physics, and English. The certificate consists of three sequential courses and a cross-disciplinary elective. The courses are uniquely focused on synthesizing the psychological, social, and biological dimensions of health outcomes and behavior.

The course objectives are aligned with the new Behavioral Science section of the Medical College Admissions Test (MCAT) and with Introduction to Clinical Medicine, the University of Kentucky's mandatory Behavioral Science course for first-year medical students. The certificate is designed to provide students with an in-depth study of Medical Behavioral Science concepts; offer experiential learning activities such as conducting health needs assessments and taking part in supervised shadowing placements; and prepare students for successfully managing the both the intellectual and interpersonal demands of medical training.

The primary audience for the certificate program are pre-medical students at the University of Kentucky. Additionally, certificate students will receive tailored, supplementary advising about how to use certificate program experiences to enhance their medical school applications from the certificate program director. They anticipate 10 new students enrolling in the certificate each year.

The revised proposal is attached.

Thanks!
Margaret

[Margaret J. Mohr-Schroeder, PhD](#) | Associate Professor of STEM Education - Mathematics | [SAPC University Senate Committee Chair](#) | [University Senator/Senate Council Member](#) | [STEM PLUS Program Co-Chair](#) | [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com | [Schedule a Meeting with Me](#)

NEW UNDERGRADUATE CERTIFICATE

An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student's major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

After the proposal receives college approval, please submit this form electronically to the Undergraduate Council. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be included in the Bulletin. The contact person listed on the form will be informed when the proposal has been sent to committee and other times, subsequent to academic council review.

Please click [here](#) for more information about undergraduate certificates.

1. GENERAL INFORMATION			
1a	Date of contact with Institutional Effectiveness (IE) ¹ :	5-18-2016	
	<input checked="" type="checkbox"/> Appended to the end of this form is a PDF of the reply from Institutional Effectiveness.		
1b	Home college: Medicine		
1c	Home educational unit (department, school, college ²): <i>Department of Behavioral Science</i>		
1d	Proposed certificate name: <i>Medical Behavioral Science</i>		
1e	CIP Code ³ : <i>51.1102- Pre-Medicine/Pre-Medical Studies</i>		
1f	Requested effective date:	<input checked="" type="checkbox"/> Fall semester following approval.	OR <input type="checkbox"/> Specific Date ⁴ : <i>Fall 20</i>
1g	Contact person name: <i>Claire Clark</i>	Email: <i>claire.clark@uky.edu</i>	Phone: <i>859-559-9322</i>
2. OVERVIEW			
2a	Provide a brief description of the proposed new undergraduate certificate. (300 word limit)		
	<i>The undergraduate certificate in Medical Behavioral Science is designed to complement the university's rigorous pre-medical curriculum, which currently includes courses in biology, chemistry, physics, and English. The certificate consists of three sequential courses and a cross-disciplinary elective. The courses are uniquely</i>		

¹ You can reach Institutional Effectiveness by phone or email (257-2873 or institutionaleffectiveness@uky.edu).

² Only cross-disciplinary certificates may be homed at the college level.

³ In consultation with the Undergraduate Council Chair and Registrar, identify the appropriate CIP code(s) prior to college-level approval.

⁴ Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

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	<p><i>focused on synthesizing the psychological, social, and biological dimensions of health outcomes and behavior. The course objectives are aligned with the new Behavioral Science section of the Medical College Admissions Test (MCAT) and with Introduction to Clinical Medicine, the University of Kentucky’s mandatory Behavioral Science course for first-year medical students.</i></p> <p><i>Upon completion of the certificate program courses, students will be able to answer the following questions:</i></p> <ul style="list-style-type: none"> • <i>What is Medical Behavioral Science?</i> • <i>What behavioral concepts are most useful to health care professionals?</i> • <i>How do narratives illustrate these concepts in patient and physician behavior?</i> • <i>What impact do these behavioral concepts have on the health and well being of society?</i> • <i>How can we use our understanding of Behavioral Science concepts to improve our own health?</i> <p><i>The certificate is designed to provide students with an in-depth study of Medical Behavioral Science concepts; offer experiential learning activities such as conducting health needs assessments and taking part in supervised shadowing placements; and prepare students for successfully managing the both the intellectual and interpersonal demands of medical training.</i></p>		
2b	This proposed undergraduate certificate (check all that apply):		
	<input checked="" type="checkbox"/>	Is cross-disciplinary ⁵ .	
	<input type="checkbox"/>	Is certified by a professional or accredited organization/governmental agency.	
	<input type="checkbox"/>	Clearly leads to advanced specialization in a field.	
2c	Affiliation. Is the undergraduate certificate affiliated with a degree program?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If “yes,” include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)		
	<p><i>There are currently no coordinated undergraduate course offerings in Medical Behavioral Science at UK; the certificate is designed as a complement to the pre-medical curriculum and will not be affiliated with any degree program. The certificate will be offered by the Department of Behavioral Science in the College of Medicine. Behavioral Science houses more than 30 full-time faculty members trained in multiple disciplines, including medical psychology, sociology, and anthropology, making it uniquely qualified to offer an undergraduate certificate in this interdisciplinary field.</i></p> <p><i>There are two reasons for offering this program. First, both the Medical College Admissions Test (MCAT) and medical education curricula have been recently revised to incorporate information about psychological, social and biological foundations of behavior. The certificate is designed to prepare students for the behavioral science section of the MCAT and for the Behavioral Science coursework they will encounter in medical school.</i></p> <p><i>Second, medical school admissions have begun to emphasize breadth in both educational experience (e.g. coursework in areas outside the pure and applied sciences) and in pre-professional preparation (e.g. shadowing/interning experiences in multiple specialties and with a variety of health providers). This certificate broadens the traditional pre-medical curriculum to include Medical Behavioral Science and provides students with shadowing experiences that will be an asset in students’ medical school admissions essays and interviews.</i></p> <p><i>The program is suited to a certificate because it provides a framework for pre-medical students to gain competency in Medical Behavioral Science without changing their major or minor of interest. It fills a void by offering comprehensive coverage of the concepts covered on the behavioral science portion of the MCAT and enhancing students' medical school applications.</i></p>		

⁵ An undergraduate certificate must be cross-disciplinary and students must take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

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2d	Duplication. Are there similar regional or national offerings?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," explain how the proposed certificate will or will not compete with similar regional or national offerings.				
2d	Rationale and Demand. Explain the need for the new undergraduate certificate (e.g. market demand and cross-disciplinary considerations). (300 word limit)				
	<p><i>While available courses at UK may cover some of the psychological, social and biological bases of behavior that emerging medical professionals are expected to know, these concepts are spread across multiple departments and courses; at present, there is no concise, coordinated curriculum that covers these precise learning objectives. The certificate is primarily designed for the university's pre-medical students who, due to their interests or choice of major or minor, are not typically enrolled in extensive courses of study in areas such as Public Health or Health, Society, and Populations. Recruitment for the certificate program will be highly targeted to this student population and demand is expected to be strong. The three required courses (You, Me, Myself, and I: Psychosocial Influences on Health; The Enemy Within: Culture, Health, and Behavior; and Doctoring Undercover: Shadowing and the Culture of Medicine) have been piloted in the University's Honors Program and subsequently approved and transmitted to the registrar as Department of Behavioral Science (BSC) course offerings; all were evaluated above the mean for comparable Honors courses and were at or near enrollment capacity. Additionally, certificate students will receive tailored, supplementary advising about how to use certificate program experiences to enhance their medical school applications from the certificate program director.</i></p>				
2e	Target audience. Check the box(es) that apply to the target student population.				
	<input checked="" type="checkbox"/> Currently enrolled undergraduate students.				
	<input type="checkbox"/> Post-baccalaureate students.				
2f	Describe the demographics of the intended audience. (150 word limit)				
	<p><i>The primary audience for the certificate program are pre-medical students at the University of Kentucky. Although the certificate program is primarily designed for pre-medical students and focuses on preparing students for medical education, it also will be open to students of other pre-health professions (such as nursing, physical therapy, or pharmacy) who may benefit from the program's content.</i></p>				
2g	Projected enrollment. What are the enrollment projections for the first three years?				
		Year 1	Year 2 (Yr. 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)	
	Number of Students	10	20-30	30-40	
2h	Distance learning (DL). Initially, will any portion of the undergraduate certificate be offered via DL?			Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
	If "Yes," please indicate below the percentage of the certificate that will be offered via DL.				
	1% - 24% <input type="checkbox"/>	25% - 49% <input type="checkbox"/>	50% - 74% <input type="checkbox"/>	75 - 99% <input type="checkbox"/>	100% <input type="checkbox"/>
	If "Yes," describe the DL course(s) in detail, including the number of required DL courses. (200 word limit)				

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3. ADMINISTRATION AND RESOURCES																							
3a	<p>Administration. Describe how the proposed undergraduate certificate will be administered, including admissions, student advising, retention, etc. <i>(150 word limit)</i></p> <p><i>The proposed certificate would be administered by the certificate director in the Department of Behavioral Science, who will be primarily responsible for managing student advising and retention. Recruitment will be handled in cooperation with student advisors across the University's colleges. Admissions will be handled by the certificate director and a committee composed of Behavioral Science Faculty of Record.</i></p>																						
3b	<p>Faculty of Record. The Faculty of Record consists of the undergraduate certificate director and other faculty who will be responsible for planning and participating in the certificate program. Describe the process for identifying the certificate director. Regarding membership, include the aspects below. <i>(150 word limit)</i></p> <ul style="list-style-type: none"> • Selection criteria; • Whether the member is voting or non-voting; • Term of service; and • Method for adding/removing members. <p><i>Claire Clark, educational coordinator and assistant professor in the Department of Behavioral Science, will be responsible for directing the certificate program. Dr. Clark is a Special Title Series faculty member and is primarily responsible for developing and managing the department's educational programs. The voting Faculty of Record will consist of all department members who have taught in certificate program courses or supervised certificate students in the last three academic years; there will be no non-voting members. The faculty of record roster will be updated annually to include only faculty who remain active educators in the certificate program.</i></p>																						
3c	<p>Advisory board. Will the undergraduate certificate have an advisory board⁶? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If "Yes," please describe the standards by which the faculty of record will add or remove members of the advisory board. <i>(150 word limit)</i></p> <p>If "Yes," please list below the <u>number</u> of each type of individual (as applicable) who will be involved in the advisory board.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 10%;"></td><td>Faculty within the college who are within the home educational unit.</td></tr> <tr><td></td><td>Faculty within the college who are outside the home educational unit.</td></tr> <tr><td></td><td>Faculty outside the college who are within the University.</td></tr> <tr><td></td><td>Faculty outside the college and outside the University who are within the United States.</td></tr> <tr><td></td><td>Faculty outside the college and outside the University who are outside the United States.</td></tr> <tr><td></td><td>Students who are currently in the program.</td></tr> <tr><td></td><td>Students who recently graduated from the program.</td></tr> <tr><td></td><td>Members of industry.</td></tr> <tr><td></td><td>Community volunteers.</td></tr> <tr><td></td><td>Other. Please explain:</td></tr> <tr><td></td><td>Total Number of Advisory Board Members</td></tr> </table>		Faculty within the college who are within the home educational unit.		Faculty within the college who are outside the home educational unit.		Faculty outside the college who are within the University.		Faculty outside the college and outside the University who are within the United States.		Faculty outside the college and outside the University who are outside the United States.		Students who are currently in the program.		Students who recently graduated from the program.		Members of industry.		Community volunteers.		Other. Please explain:		Total Number of Advisory Board Members
	Faculty within the college who are within the home educational unit.																						
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	Community volunteers.																						
	Other. Please explain:																						
	Total Number of Advisory Board Members																						

⁶ An advisory board includes both faculty and non-faculty who advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

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3d	Course utilization. Will this undergraduate certificate utilize courses from other academic units?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the other units’ chair/director⁷ from which individual courses will be used. The letter must include demonstration of true collaboration between multiple units⁸ and impact on the course’s use on the home educational unit.</p> <p><input checked="" type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>			
3e	Financial Resources. What are the (non-course) resource implications for the proposed undergraduate certificate, including any projected budget needs? (300 word limit)		
<p><i>No additional resources are needed at the outset of this certificate. The certificate program director and the instructors of record will include this role in their Distribution of Effort (DOE). In addition, the certificate utilizes a variety of options for cross-disciplinary elective courses and is not expected to place significant additional instructional or resource burden on other academic units.</i></p>			
3f	Other Resources. Will the proposed undergraduate certificate utilize resources (e.g. departmentally controlled equipment or lab space) from additional units/ programs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<p>If “Yes,” identify the other resources that will be shared. (150 word limit)</p>			
<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director⁹ of the unit whose “other resources” will be used.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director of the other unit has consent from the faculty members of the unit. This typically takes the form of meeting minutes.</p>			
4. IMPACT			
4a	Other related programs. Are there any related UK programs and certificates?		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<p>If “Yes,” describe how the new certificate will complement these existing UK offerings. (250 word limit)</p>			
<p>If “Yes,” two pieces of supporting documentation are required.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is a letter of support from the appropriate chair/director of the unit whose “other resources” will be used.</p> <p><input type="checkbox"/> Check to confirm that appended to the end of this form is verification that the chair/director has input from the faculty members of the unit. This typically takes the form of meeting minutes.</p>			

⁷ A dean may submit a letter only when there is no educational unit below the college level, i.e. there is no department/school.

⁸ Show evidence of detailed collaborative consultation with such units early in the process.

⁹ A dean may submit a letter only when there is no educational unit below the college level, i.e. there are no departments/schools.

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5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE			
5a	Admissions criteria. List the admissions criteria for the proposed undergraduate certificate. <i>(150 word limit)</i>		
	<i>University of Kentucky pre-medical or pre-health professions students who are in good academic standing are eligible to enroll in the undergraduate certificate in Medical Behavioral Science.</i>		
5b	Core Courses. List the required courses below.		
Prefix & Number	Course Title	Credit Hrs	Course Status ¹⁰
BSC152	<i>You, Me, Myself, & I: Psychosocial Influences on Health</i>	3	No Change
BSC 251	<i>The Enemy Within: Culture, Health, and Behavior</i>	3	No Change
BSC 301	<i>Doctoring Undercover: Shadowing and the Culture of Medicine</i>	3	No Change
			No Change
			Select one....
5c	Elective courses. List the electives below.		
Prefix & Number	Course Title	Credit Hrs	Course Status ¹¹
	<i>See appendix for complete list of 3-credit courses. No change in course status is needed.</i>		No Change
			No Change
			No Change
			No Change
			No Change
		3	Select one....
Total Credit Hours:		12	
5d	Are there any other requirements for the undergraduate certificate? If "Yes," note below. <i>(150 word limit)</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>As part of the program assessment, certificate students will complete pre- and post-tests consisting of 20 sample questions from the Medical Behavioral Science portion of the MCAT, a confidence scale (pre-tests during BSC 152 and post at the conclusion of BSC 251), and a mock application to health professional school (in BSC 301). (see 6b and 6c and appendices)</i>		
5e	Is there any other narrative about the undergraduate certificate that should be included in the Bulletin? If "Yes," please note below. <i>(300 word limit)</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	<i>The undergraduate certificate in Medical Behavioral Science includes three required courses and one elective which can be chosen from a list of courses or approved on a case-by-case basis by the certificate director.</i>		

¹⁰ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

¹¹ Use the drop-down list to indicate if the course is a new course ("new"), an existing course that will change ("change"), or if the course is an existing course that will not change ("no change").

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6. ASSESSMENT	
6a	<p>Student learning outcomes. Please provide the student learning outcomes for this undergraduate certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use action verbs, not simply “understand.”) (250 word limit)</p> <p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1) Describe and analyze how biological, psychological, and sociocultural factors influence behavior and behavior change. 2) Explain how cultural and social differences influence well-being 3) Explain how social stratification and access to resources influence well-being 4) Describe and analyze how biological, psychological, and sociocultural factors influence the ways that individuals perceive, think about, and react to the world 5) Describe and analyze how psychological, sociocultural, and biological factors influence the way we think about ourselves and others, as well as how we interact with others
6b	<p>Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures likely include artifacts such as course-embedded assessment (e.g., portfolios, research papers or oral presentations); and test items (embedded test questions, licensure/certification testing, nationally or state-normed exams). (300 word limit)</p> <p><i>The learning objectives for this certificate will be measured through pre- and post-tests consisting of 20 sample questions from the Medical Behavioral Science portion of the MCAT and a scale measuring students' confidence in analyzing factors that influence behavior change and practitioner-patient interaction (administered in BSC 152 and 301; see appendices for sample questions). The MCAT questions for the pre- and post tests will be chosen by the faculty of record before the first cohort begins. The MCAT questions will be aligned with SLOs 1-5 above and the scale aligned with SLOs 1 and 5.</i></p>
6c	<p>Certificate outcome assessment¹². Describe program evaluation procedures for the proposed undergraduate certificate. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)</p> <p><i>The program will be evaluated based on student enrollment, certificate completion rates, course evaluations, and students' ability to competently complete a draft of an application to health professional school. Anticipated enrollment is described in 2g above; we hope that no less than two thirds of declared certificate students will ultimately earn the credential. We expect the required courses to continue to receive student evaluations at or above the mean for comparable courses. This data will shape the plan of action if the program fails to meet stated benchmarks related to enrollment, certificate completion, or positive course evaluations. For example, low completion rates may necessitate additional advising; low student evaluations may necessitate a plan of faculty development and mentoring in relation to teaching.</i></p>

¹² This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

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In addition to gathering this baseline data, we have designed a sample application to medical school, which will be evaluated with an instrument featuring common variables upon which medical school applicants are rated (see appendices). This application will be initially completed during BSC 301 and revised upon completion of the certificate program. The sample application will be used to assess whether the program is meeting its stated goal of preparing students to apply to medical school; if this objective is not being met, programmatic changes may be needed.

7. OTHER INFORMATION

7a Is there any other information about the undergraduate certificate to add? (150 word limit)

Admission to the certificate does not guarantee admission to UK's College of Medicine. However, students receive support with the application process via advising from program faculty, priority registration for BSC courses, and access to opportunities such as test preparation, interviewing practice, and shadowing experiences.

8. APPROVALS/REVIEWS

Information below does not supersede the requirement for individual letters of support from educational unit administrators and verification of faculty support (typically takes the form of meeting minutes).

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
8a	<i>(Within College) In addition to the information below, attach documentation of department and college approval. This typically takes the form of meeting minutes but may also be an email from the unit head reporting department- and college-level votes.</i>		
	<i>Department of Behavioral Science</i>	<i>4-8-2016</i>	<i>See meeting minutes / /</i>
	<i>College of Medicine- Curriculum Committee</i>	<i>3-21-2017</i>	<i>See correspondence / /</i>
	<i>College of Medicine- Faculty Council</i>	<i>4-18-2017</i>	<i>See meeting minutes / /</i>
			<i>/ /</i>
8b	<i>(Collaborating and/or Affected Units)</i>		
	<i>Department of Anthropology</i>	<i>3-30-2018</i>	<i>See letter of support / /</i>
	<i>Department of Biology</i>	<i>4-5-2018</i>	<i>See letter of support / /</i>
	<i>Department of Sociology</i>	<i>3-31-2018</i>	<i>See letter of support / /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>
			<i>/ /</i>

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8c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)		
	Undergraduate Council	<i>1/30/18</i>	<i>Joanie Ett-Mims</i>

New Undergraduate Certificate Proposal
Medical Behavioral Science
Appendices

1. Complete list of elective courses with letters of support
2. Documentation of Contact with Institutional Effectiveness
3. Syllabi for Required Certificate Courses
 - BSC 152: You, Me, Myself, and I: Psychosocial Influences on Health
 - BSC 251: The Enemy Within: Culture and Health Behavior
 - BSC 301: Doctoring Undercover: Shadowing and the Culture of Medicine
4. Sample Pre- and Post- test MCAT Questions and Confidence Scale
5. Sample mock medical school application and evaluation rubric
6. Documentation of previous approvals/reviews

ELECTIVE COURSES

ANT 429 SURVEY OF MEDICAL ANTHROPOLOGY
ANT 333 CONTEMPORARY HUMAN VARIATION
BIO 302 INTRODUCTION TO NEUROSCIENCE
BIO 375 BEHAVIORAL ECOLOGY AND SOCIOBIOLOGY
SOC 255 MEDICINE, HEALTH, AND SOCIETY
SOC 355 SOCIOLOGY OF HEALTH AND ILLNESS

OTHER RELEVANT 3-CREDIT COURSES MAY BE COUNTED FOR THE ELECTIVE CREDIT
WITH THE REVIEW AND APPROVAL OF THE CERTIFICATE DIRECTOR

April 2, 2018

Claire D. Clark, PhD, MPH
Assistant Professor of Behavioral Science and History Associated Faculty of Bioethics
110 Medical Behavioral Science Building
University of Kentucky College of Medicine Lexington, KY 40536-0086

Dear Claire –

As I mentioned in a March 2nd email to you, I met with my advisory faculty, and the faculty responsible for the below 2 courses, to discuss your request. Additionally, at our faculty meeting on March 30, 2018, we also discussed your request. Everyone is in agreement of the inclusion of the courses in your certificate.

The anthropology department is very happy to have our 2 courses:
ANT 429 SURVEY OF MEDICAL ANTHROPOLOGY
ANT 333 CONTEMPORARY HUMAN VARIATION

included in the the Department of Behavioral Science undergraduate certificate program in Medical Behavioral Science.

Let me know if you need anything more formal than this message.

Sincerely,



Lisa Cliggett, PhD
Chair, and Professor of Anthropology

office phone: 859-257-2796
email: Lisa.Cliggett@uky.edu

see blue.



Jennifer Osterhage, Ph.D.
Assistant Professor
Director of Undergraduate Studies
Department of Biology
101 T.H. Morgan Building
Lexington, KY 40506-0225
859-257-9322
Fax: 859 257-1717
Email: jennifer.osterhage@uky.edu

Claire D. Clark, PhD, MPH
Assistant Professor of Behavioral Science and History Associated Faculty of Bioethics
110 Medical Behavioral Science Building
University of Kentucky College of Medicine Lexington, KY 40536-0086

5 April 2018

Dear Dr. Clark:

The Department of Biology has approved the use of the following courses to act as electives in the proposed Medical Behavioral Science Certificate:

BIO 302: Introduction to Neuroscience

BIO 375: Behavioral Ecology and Sociobiology

The proposal was discussed and approved by the Biology Undergraduate Affairs Committee, the department chair, and the relevant faculty instructors.

Please contact me if you need any additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Osterhage'.

Jennifer L. Osterhage, Ph.D.
Assistant Professor and Director of Undergraduate Studies



Department of Sociology
1501 Patterson Office Tower
University of Kentucky
Lexington, KY 40506-0027

March 31, 2018

Claire D. Clark, Ph.D., MPH
Assistant Professor of Behavioral Science & History
110 Medical Behavioral Science Building
University of Kentucky College of Medicine
Lexington, KY. 40536-0086

Dear Dr. Clark,

The Sociology faculty met on March 23rd to discuss the inclusion of SOC 255 (Medicine, Health & Society) and SOC 355 (Sociology of Health & Illness) as electives in the proposed Undergraduate Certificate in Medical Behavioral Science. I am pleased to report that a majority of the faculty were present at the meeting and they expressed unanimous support, voting 10 in favor, 0 opposed, 0 abstaining.

Please let me know if you need any additional information. Meanwhile, thank you for including Sociology in this important new certificate program. We're pleased to participate.

Sincerely,

A handwritten signature in cursive script, appearing to read "Claire M. Renzetti". The signature is written in black ink and is positioned above the printed name.

Claire M. Renzetti, Ph.D.
Professor and Chair of Sociology
Judi Conway Patton Endowed Chair for Studies of Violence Against Women

From: Alexander-Snow, Mia

Sent: Wednesday, May 18, 2016 2:10 PM

To: Clark, Claire

Subject: Proposed Undergraduate Certificate in Medical Behavioral Science--(No Sub Change)--Office of Institutional Effectiveness Reponse

Dear Claire,

Thank you for talking with me today about the **Undergraduate Certificate in Medical Behavioral Science (51.1102)**. As required by UK's Senate, this email will serve as verification that you have contacted Planning and Institutional Effectiveness.

As discussed during our telephone conversation and after my review of the SACSCOC Checklist and supporting documentation, the proposed **Undergraduate Certificate in Medical Behavioral Science (51.1102)** does not constitute substantive change as defined by SACSCOC, the university's regional accreditor. The proposal may move forward in accordance with college, university level, and state-level approval processes.

Additionally, to be sure the selected CIP code accurately reflects the nature and scope of the proposed certificate program, please review the CIP code assignment in consultation with Dr. Karen Badger, Chair of the Senate's Undergraduate Council,

Below is a description of the selected CIP Code for the Certificate in Medical Behavioral Science.

Detail for CIP Code 51.1102

Title: Pre-Medicine/Pre-Medical Studies.

Definition: A program that prepares individuals for admission to a professional program in medicine, osteopathic medicine, or podiatric medicine.

Should you have questions about the new program approval process, please let me know.

Best,
Mia

Mia Alexander-Snow, PhD

Director, Planning and Institutional Effectiveness

Office of Faculty Advancement & Institutional Effectiveness

University of Kentucky

Phone: 859-257-2873

Fax: 859-323-8688

Email: mia.alexander-snow@uky.edu

Visit the Institutional Effectiveness Website: <http://www.uky.edu/ie>

Follow us at: <https://www.facebook.com/universityofky>



BSC 152: YOU, ME, MYSELF, & I: PSYCHOSOCIAL INFLUENCES ON HEALTH

Instructor: Mitzi Schumacher, Ph.D.

Department: Behavioral Science, College of Medicine

Office: 129 Medical Behavioral Science Building

Phone: 323.6075

Email: mtzjhns@uky.edu

Prerequisites: None. Registration with consent of the course instructor.

Course Description:

How do our individual thoughts, behaviors, and social interactions influence our health and wellbeing? In this interdisciplinary course, students explore problems that link psychosocial factors (such as cognition, beliefs, self-concept, social support, behavior change, stress, and decision-making) with health outcomes (such as depression, heart disease, addiction, obesity, and mortality). For those interested in pursuing careers in the health care professions, this course provides a basic understanding of the behavioral concepts that are included in professional school admissions tests as well as board certification tests.

Student Learning Outcomes:

General:

Students will be able to:

- Describe methods of inquiry that lead to scientific knowledge and distinguish scientific fact from pseudoscience.
- Explain fundamental principles in a branch of science.
- Apply fundamental principles to interpret and make predictions in a branch of science.
- Give examples of how science interacts with society.

Course-specific:

Upon completion of this course students will be sufficiently familiar with psychosocial constructs providing a foundation for understanding health behaviors as to be able:

- to define psychosocial concepts relevant to health
- to identify psychosocial concepts operating in situational descriptions of health care events, and
- to facilitate the analysis of one's own behavior as it influences one's own well being

Required Materials:

Required Textbook: None

Supplemental resources include but are not limited to:

Selected chapters or pages from:

Duhigg, C. (2012). *The Power of Habit*. New York, NY: Random House.

Evans, D. (2004). *Placebo: Mind Over Matter in Modern Medicine*. New York, NY: Oxford Univ Press.

Mace, N. & Rabins, P. (1981). *The 36-Hour Day*. Baltimore, MD: Johns Hopkins Press

McGowin, D. (1994). *Living in the Labyrinth*. New York, NY: Dell Publishing.

Peterson, C., Maier, S, Seligman, M. (1993). *Learned Helplessness: A Theory for the Age of Personal Control*. New York, NY: Oxford Univ Press.

Sapolsky, R. (2004). *Why Zebras Don't Get Ulcers 3rd Ed*. New York, NY: WH Freeman.

Wansink, B. (2007). *Mindless Eating*. New York, NY: Bantam Dell.

Ted Talks and YouTube videos specified in the schedule. Each of these will be made available through the course Canvas site.

Course Activities:

The course format is a discussion-based seminar. Students will be asked to prepare for each week by reading a chapter or viewing a web-based TedTalk or YouTube video. The instructor will provide a concept chart that defines the relevant psychosocial constructs and apply them to individual behavior as well as health care policy. Included in the chart are various links to activities and additional resources on the web. Every other week there will be an in-class quiz. Each quiz will take the form of a short narrative with highlighted phrases and passages that illustrate various concepts considered in the previous week. This will serve to help student keep pace with the materials. The final exam will be a longer version of the every-other-week quizzes. Each student must also write a paper defining a psychosocial concept and its supporting empirical research at the end of the semester.

The following aspects of the course will be evaluated:

- Class participation;
- Quizzes comprised of narratives with short answers;
- Discussion board to facilitate understanding of assigned readings
- Short Concept Paper
- Final Examination

Class Participation:

Participation is essential for students to be introduced to new content, to assure understanding is adequate, and to learn how to appropriately use what is learned. Thus, students are expected to attend every session of the class. The educational philosophy guiding the course is the belief that students learn best when they are cognitively active

with the content. This can be accomplished through discussion, solving problems, and completing exercises. The learning environment must motivate the student:

- 1) to develop and/or retain a positive attitude toward learning
- 2) to use the knowledge and skills gained in the course
- 3) to continue to learn about the behavioral context throughout their professional lives.

This is quantified by both attendance and verbal contributions to discussion; students achieving a two-thirds majority of each receive full credit. Participation is worth 10% of students' final grade.

Quizzes:

Every other week there will be a quiz over the concepts covered in the preceding two weeks. These quizzes will take the form of two narratives with a list of short passages that students must identify as illustrating specific psychosocial concepts. Students are encouraged to discuss their answers in class following the quiz to clarify their understanding of the concepts examined. Quizzes are worth 50% of students' final grade.

Discussion Board:

Each student must guide an online discussion of the assigned readings or videos defining a psychosocial concept and explaining its applications to health care. These discussions will take place on line and can take a variety of forms although many will be questions or statements that invite some sort of exchange, but could be links to short videos with narrations. Guiding discussions for one weekly topic is worth 10% of students' final grade.

Short Concept Paper:

At the end of the course each student will submit a short (3 to 5 page, doubled spaced, 12 character per inch) research paper based on one of the concepts presented in class and included on one of the concept charts. Students should choose a concept that allows them to complete the recommended outline and one that they find intuitively appealing. Students must use at least 3 references in the body of the paper as appropriate following the guidelines to avoid plagiarism. At the end of the paper, references should be listed using an accepted format. The concept paper is worth 20% of students' final grade.

Final Examination:

The final examination will take the form of the quizzes except its content will be cumulative. That is, it will be in the form of three to four narratives with a list of psychosocial concepts covered throughout the semester that students must either identify as illustrated in the narrative or define in a short answer format. The final examination is worth 10% of students' final grade.

Course Grading:

Grades — 'A' through 'E':

Grades reflect the percentage of points earned through participation, guiding discussion, the quizzes, the short concept paper, and the final examination. The point values on these

components will sum to 100. "An 'A' grade will be assigned to students earning 90% - 100%, a 'B' grade will be assigned to students earning 80% - 89%, a 'C' grade will be assigned to students earning 70% to 79% and a 'D' grade will be assigned to students earning less than 70%." to read "An 'A' grade will be assigned to students earning 90% - 100%, a 'B' grade will be assigned to students earning 80% - 89%, a 'C' grade will be assigned to students earning 70% to 79%, a 'D' grade will be assigned to students earning 69-60%, and an 'E' grade will be assigned to students earning less than 60%."

Grade Review:

All students have the right to have their grade reviewed if she/he believes the instructor has not followed grading policy as published in the class syllabus. See the Student Handbook for the process to follow.

Midterm Grades and Final Grades will be entered electronically according to dates specified by the academic calendar and based on the work to date for midterm grades and the completed course requirements for the final grades.

Course Policies and Procedures:

Office Hours:

Please email Dr. Schumacher (Mitzi.Schumacher@uky.edu) to set a time to meet. Every effort will be made to schedule an appointment as soon as possible and at the convenience of the student.

Changing Class Times/ Exams:

It will not be possible to change the class or examination dates and times due to the number of students involved unless there is 100% agreement on any changes.

Late Assignments & Remediation:

Students who have missed work due to excused absences will have one week after the original date to complete the assignment. If the work is not completed, remedial work will be assigned. Remedial work will be assigned by Dr. Schumacher and must be completed satisfactorily and must be received by the last day of finals.

Missed/Make-up Examination Policy:

If an examination or quiz is missed due to an excused absence, the course director will work with the student to set-up a time for the make-up examination.

Policy for Extra Credit Work

Throughout the semester there will be opportunities for students to earn extra credit through the leading of class discussions on various concepts. On days when extra credit opportunities are indicated, students may earn 5 points per class session by illustrating concepts using videos or by finding activities that demonstrate the application of concepts. In order to ensure the equitable distribution of extra credit opportunities, students must consult with the instructor prior to that class session to obtain permission and receive credit.

Classroom Behavior Policies

Everyone has a responsibility to participate in the learning process. While the instructor believes in freedom of speech, and may take controversial positions during discussions in the classroom, all types of speech and behavior must be balanced with principles of appropriate classroom behavior. Students share the responsibility for maintaining an appropriate, orderly learning environment. Students should avoid disruptive behaviors such as persistent speaking without permission, engaging in activities not related to the class, inappropriate use of electronic devices, cell phones, or pagers, sleeping in class, chronically entering class late or leaving early, disputing authority and arguing with faculty and other students. If these behaviors become a problem the instructor will notify the Honors Program. There will be zero tolerance for any threats of any kind, harassment, physical altercations, destruction of property, or any behavior that puts the health or safety of the instructor or other students in the classroom in jeopardy and the appropriate university authorities will be notified.

University Policies and Procedures:

Attendance:

Because this class is discussion- and activity-based attendance is strongly recommended. If you miss class, contact Dr. Schumacher as soon as possible.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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 when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

Sample Schedule for SPRING 2016 (TuTh 9:30-10:45):

DATE	TOPIC	PREPARATION
January 14	Introductions	
January 19 & 21	Development: Self & Others	
January 26 & 28	Reason, Assent & Consent	Read: Marson, et al, (1994). Determining the Competency of Alzheimer Patients: Consent to Treatment and Research, <i>Alzheimer Disease & Associated Disorders</i> 18. QUIZ #1
February 2 & 4	Cognition, Later Life, & Dementia	Read: McGowin, (1994) Living in the Labyrinth, Chapt 4 Mace & Rabins (1994) Hour Day, Chapt 3
February 9 & 11	Attributions, Learned Helplessness, & Depression	Watch: YouTube gFmF0mprT+0 Read: Peterson, Maier, Seligman, (1993) Learned Helplessness, Chapt 1 QUIZ #2
February 16 & 18	Beliefs, Placebos & Wellness	Read: Evans, (2004). Placebo: Mind over Matter in Modern Medicine. Chapt 1
February 23 & 25	Personality, Coronary Events, & Treatment	Read: Sapolsky (1994, 2004), Why Zebras don't get Ulcers, Chapt 15 QUIZ #3
March 1 & 3	Self, Disability, & Rehabilitation	Watch: YouTube YN1JN9KUU Read: Markus & Nurius (1986) Possible Selves <i>American Psychologist</i> , 41(9), 954-969
March 8 & 10	Networks, Support, & Caregiving	Watch: TedTalk – Christakis, N. (2010). How Social Networks Predict Epidemics #4
March 15 & 17	SPRING BREAK	MAKE PLANS! HAVE FUN!
March 22 & 24	Willpower, Discipline, & Adherence	Read: Duhigg, (2012), The Power of Habit, Chapt 5
March 29 & 31	Addiction, Behavior Change, & Smoking	Watch: YouTube nyljoTVCdPE TedTalk – Balci, E. (2014). Why some people exercise harder than others. QUIZ #5
April 5 & 7	Marketing, Eating, & Consumerism	Read: Wansink, (2007) Mindless Eating, Chapt 9
April 12 & 14	My Stress, Eustress, & Distress	Watch: TedTalk – McGonigal, K (2013). How to make stress your friend QUIZ #6

ril 19 & 22	Decision Making, Doctors & Patients	Watch: TedTalks – Ariely, D (2008) Are we in control of our own decisions? and Chang, R (2014) How to make hard decisions
ril 26 &28	Stigma & Health Disparities	Weathering the Storm article QUIZ #7
st Week of May	Final Exam	TBA

BSC 251: THE ENEMY WITHIN: CULTURE AND HEALTH BEHAVIOR

[Sample Meeting Pattern: Spring 2016 | Tues/Thurs 9:30-10:45am | TPC 101]

Instructor: H. Jean C. Wiese, Ph.D.
Office Address: MBSB 107 (across from VAH)
Office Phone: (859) 323-5573
Office Hours: By appointment only*
Email: jwiese@uky.edu
Prerequisites: None. Registration with consent of the course instructor.

***NOTE:** There is nearly always time either before or immediately after class to make an appointment with the instructor.

Course Description:

This seminar will acquaint students with the major social, cultural, and behavioral phenomena that affect our reactions to variations in health. Students will move from knowledge of basic human universal psychological processes to the social and cultural factors shaping our perceptions of health and the delivery of health care. Concurrent with the conceptual material the use of the Rapid Appraisal (RA) technique for evaluating health needs of populations and environments will be introduced and mastered. For those interested in pursuing careers in the health care professions, this course provides an opportunity to apply the behavioral concepts that are included in professional school admissions tests to real-world health problems.

Student Learning Outcomes:

Students completing this course will:

- Explain theories associated with a social science discipline, either broadly or as applied to an important social science topic.
- Describe methods and ethics of inquiry that lead to social scientific knowledge.
- Identify and use appropriate information resources to substantiate evidence-based claims.
- Identify a well-formulated question pertinent to a social science discipline and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Required Materials:

There is no required text.

Required readings will be made available to students electronically.

Description of Course Activities and Assignments:

EVALUATION:

There will be two short-answer **examinations** over the conceptual material in the course.

Together they will comprise **43% of the final grade**.

2) On the first day of class each week, students will be required to submit a **discussion paper** addressing a discussion question posed by the instructor and their reactions to/thoughts about the previous week's discussions. These **discussion papers** will comprise **14% of the final grade**.

3) The final evaluative segment will be the **student projects, a Rapid Appraisal paper** done in four-person teams. This will comprise **43% of the final grade**. Each team will present its product to the seminar. The products will be appraised for their target appropriateness, their content soundness, and communication effectiveness. Teams can then revise their projects before final submission.

NOTE: No piece of work will be accepted without a signed copy of this Honor Code at the top:

I have neither given nor received unauthorized assistance on this piece of work.

Signed: _____

Grading:

Points: Six discussion papers = possible 60 points

Exam #1 = possible 100 points

Exam #2 = possible 100 points

Final project = possible 200 points

Total possible points = 460

- A. Grade of A: An average of $\geq 90\%$**
- B. Grade of B: An average of 80-89%**
- C. Grade of C: An average of 70-79%**
- D. Grade of D: An average of 60-69%**
- E. Grade of E: An average $< 60\%$**

Note: The reported **Midterm Grade** will be comprised of the student's score on the first exam

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

University and Departmental Policies

Classroom Conduct:

I expect you to come to class on time and stay for the entire class. Lateness to class will not directly affect your grade, but you will not be allowed to make up missed work without a university-approved excuse or my approval.

If you arrive late, enter class as unobtrusively as possible. Disruptive behavior will not be tolerated.

You have the right to take reasoned exception to another's opinion or to voice opinions contrary to those offered by me and other students. I have the right and responsibility to ensure that all academic discourse is respectful and civil. Attacks of a personal nature or statements denigrating another on any basis will not be tolerated.

Please note that the use of handheld devices, cellular telephones, and laptop computers is not permitted during class meetings (unless approved by the Office of Services for Individuals with Disabilities). **Should you choose to use these electronics during class, you will be asked to leave for the duration of that class.**

Attendance Policy: Students are expected to attend all class meetings and participate in discussions.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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.

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Course Schedule

[Links to password-protected Canvas course site]

DATE	TOPIC	READING	ASSIGNMENT DUE
1/14	Introduction and overview of course		
1/19	Definition of normal health beliefs	<ul style="list-style-type: none"> Review concept chart Diversity Index (Links to an external site.) 	•
1/21	Discussion/extension	<ul style="list-style-type: none"> Chokshi & Farley article Prescribing by Numbers chapter 	Discussion Paper #1 due
1/26	Etiological modes and sensory perception	<ul style="list-style-type: none"> Review concept charts (etiological modes and sensory perception) 	•
1/28	Discussion/extension	<ul style="list-style-type: none"> "Surviving and Thriving" article "Weathering" article "Eleven Blue Men" article 	Discussion Paper #2 due
2/2	Social epidemiology	<ul style="list-style-type: none"> Epidemiology and Culture Chapter 3 Epidemiology and Culture Chapter 3 Notes Review concept chart 	•
2/4	Discussion/extension		Discussion Paper #3 due
2/9	Stigma and health disparities	<ul style="list-style-type: none"> "Stigma" article "Pathways to Disparities" chapter Review concept chart 	•

		<ul style="list-style-type: none"> • "How Poverty Limits Horizons"  article 	
2/11	Discussion/extension		Discussion Paper #4 due
2/16	Rapid appraisal	<ul style="list-style-type: none"> • Rapid appraisal  reading • Loss outline  • China's Three Gorges Dam  • Dying for Growth  	•
2/18	Discussion/extension	<ul style="list-style-type: none"> • Kariba Dam - Article 1  and Article 2  	Discussion Paper #5 due
2/23	Focus groups	<ul style="list-style-type: none"> • Focus group reading  	•
2/25	Focus groups	<ul style="list-style-type: none"> • Focus group reading  	•
3/1	Discussion/extension and Review for Exam 1		Discussion Paper #6 due
3/3		EXAM #1	
3/8	Homelessness	<ul style="list-style-type: none"> • "Housing First"  article • "Housing First" substance abuse outcomes  • "Housing First" two year outcomes  	•
3/10	Intimate Partner Violence	<ul style="list-style-type: none"> • Oprah Video (Links to an external site.) 	•
3/14 - 3/18	SPRING BREAK		
3/22	Obesity	<ul style="list-style-type: none"> • "Evolution of Obesity"  article • Atlanta Obesity ad  	•
3/24	Discussion/extension		
3/29	Addictions	<ul style="list-style-type: none"> • "Addiction is a Brain Disease" (Links to an external site.) article 	•
3/31	Discussion/extension		
4/5	Review for Exam #2		
4/7		EXAM #2	
4/12			
4/14	Out of class work/discussions		
4/19			
4/21			
4/26	Reports by working pairs		
4/28			

NO FINAL EXAM

BSC 301: DOCTORING UNDERCOVER: SHADOWING AND THE CULTURE OF MEDICINE

[Sample Meeting Pattern: Spring 2016 | Tues/Thurs 2:00pm- 3:15pm | CRH 005]

Instructor: Claire D. Clark, PhD, MPH

Office: 110 Medical Behavioral Science Building

Tel: (859) 559-9322

Email: claire.clark@uky.edu

Office Hours: Immediately after class and by appointment

Prerequisites: None. Registration with consent of the course instructor.

COURSE DESCRIPTION

This experiential learning course consists of three parts: 1) an interdisciplinary introduction to studies of the “culture” of Western medicine; 2) a placement at a shadowing site and directed observational activities related to the historical, social, and interpersonal contexts that shape contemporary health care; and 3) a unique contribution to a collaborative activity guide for other undergraduates who wish to shadow. In this writing intensive course, students learn to take an active role in the shadowing process by reflecting on their experiences and designing innovative educational materials for their peers. For those interested in pursuing careers in the health care professions, this course provides an opportunity to observe and analyze behavioral health concepts in clinical settings while also enhancing students’ application materials for professional school.

STUDENT LEARNING OUTCOMES

- Describe theories associated with social science disciplines (e.g. history, sociology, anthropology) as applied to the structure and practice of contemporary medical specialties.
- Explain observational and analytical techniques that lead to both personal and generalizable knowledge about contemporary medicine.
- Synthesize social science concepts and clinical observations through reflective writing.

COURSE OBJECTIVES

- Appreciate the dynamic history of medical ideas and practices, their implications for population health, and the need for lifelong learning and personal reflection.
- Collaborate with students, faculty, and practitioners from other disciplines to identify and analyze the components of effective patient care.
- Observe physician/healthcare role models, with a focus on analyzing systemic factors and communication skills in a healthcare environment with real patients.
- Analyze, produce, and improve upon observational activities for other students who wish to shadow healthcare practitioners.

REQUIRED TEXTS

BOOKS:

Available at the campus bookstore and via links to Amazon below:

Robert M. Emerson, Rachel I. Fretz, Linda L. Shaw, [*Writing Ethnographic Field Notes*](#), second ed. (Chicago: University of Chicago Press, 2011).

Gerald Graff and Cathy Birkenstein, [*They Say, I Say: The Moves that Matter in Academic Writing*](#), third ed. (New York: WW Norton, 2014).

ARTICLES and EXCERPTS:

*Accessible **with password** via the links embedded in the course website (www.shadowing.healthcare)*

GRADING AND ASSIGNMENTS

Grading Scale:

All individual assignments and the final grade are assessed according to the University of Kentucky's GPA scale (<https://www.uky.edu/registrar/student-resources>):

Grade of **A**: An **average** of ≥ 3.7

Grade of **B**: An **average** of ≥ 2.7

Grade of **C**: An **average** of ≥ 1.7

Grade of **D**: An **average** of ≥ 1.0

Failing grade D/E: An **average** of < 1.0

The midterm grade will be comprised of the student's grade in the class to date. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Blog Posts, Field Notes, and Shadowing Activity Guide contributions will be graded using rubrics that align with the A-E scale above and weighted by category (The Blog Post average will comprise 40% of the final grade; the Field Notes will comprise 50% of the final grade; and the Shadowing Activity Guide contributions will comprise 15% of the final grade).

Participation and Attendance comprises 15% of the final grade. See below for an explanation of how Participation and Attendance grades are calculated.

Weekly Blog Posts (40% of grade)

Students will reflect on readings and fieldwork in [weekly blog posts](#) (approximately 750 words, the length of an average editorial) comprising 40% of their final grade. The course will begin with instructor-generated prompts and transition to student-generated topics as

class participants gain mastery of the course content and material. At the end of the semester, each student will decide which two posts they want to publish, and whether they want to make them anonymous. See these pages for instructions about [how to write a blog post](#), [how to post to the blog](#) and how the [posts will be evaluated](#).

Optional bonus blog assignment: *students may elect to substitute a short essay assignment for their lowest-graded post. This post will take the form of a personal application essay for health professional school (e.g. medicine, nursing, public health) and will be due on Wednesday before the last class meeting.*

Field Notes (15% of grade)

Students will keep field notes and other records of their shadowing experiences. These records will provide the raw data that will be used to generate the reflective blog posts over the course of the shadowing experiences. The notes also serve as evidence of student experimentation with different observational tools (e.g. analyzing print records, such as pamphlets and posters; timing the length of healthcare professional-patient interactions or body language involved; mapping waiting rooms or institutional architecture). Field work records will comprise 15% of the final grade.

Shadowing Activity Guide (30% of grade)

The class will draw on their experience to collectively produce and edit a [shadowing guide](#) for undergraduate students. Contributions to the guide will be systematically evaluated and graded by peers on an ongoing basis using a collectively designed rubric. This will comprise 30% of the final grade.

Class Participation and Attendance (15% of grade)

Class participation and regular attendance, both in class meetings and at site placements, is expected.

In class participation and attendance policy:

Attendance at all class meetings is expected. 5% will be deducted from the participation grade for each unexcused absence (i.e. a student who misses 1 class meeting will receive a 95%; a student who misses 4 meetings will receive an 90%; etc.)

When students are in attendance, class participation is also expected. Because not all students are comfortable speaking publicly, there will be multiple opportunities to demonstrate participation in each class session (such as short writing assignments, small group work, asking questions, following up after class, etc.) In order to receive full credit for participation, you will need to be alert and engaged. Failure to mentally “show up” for class (by, for example, sleeping, doing other coursework, engaging in unrelated social media, or failing to prepare for the class’s activities) will be counted as an absence.

Shadowing attendance policy:

At the beginning of the semester, students will receive a site placement by lottery and will be introduced to their shadowing supervisor by the instructor. After the introduction, students are expected to coordinate a minimum of three visits to the shadowing site on the

weeks indicated on the syllabus; make-up visits are not permitted. The number of required visits was negotiated by the Department of Behavioral Science as a baseline for all site placements; students are welcome to coordinate additional site visits at the discretion of their supervisors.

Because shadowing is essential to the course, 20% will be deducted from the participation grade for each visit missed (i.e. a student who misses one site visit will receive an 80%; a student who misses two site visits will receive a 60%; etc).

Some guidelines for conduct are described below.

CLASSROOM CONDUCT

Come to class on time, stay for the entire class, and contribute to the conversation.

Keep academic discussion respectful and civil.

Don't engage in behavior that may be distracting to you or your classmates (eating smelly food, engaging with unrelated social media during class discussion, etc).

Adhere to professional and ethical guidelines when visiting shadowing sites.

UNIVERSITY AND DEPARTMENTAL POLICIES

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is

required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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 when feasible and in no case more than one week after the absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

COURSE PACING

The structure of the course will vary by unit.

1) **The first unit surveys the ways in which the culture of western medicine has been investigated and explained.** During this unit, Tuesdays will be dedicated to lectures and in-class activities and Thursdays will be devoted to a seminar-style discussion of the assigned readings. Reading should be complete by the beginning of class on Tuesday. Blog posts that respond to specific prompts in relation to the readings are due no later than 11 pm on each Wednesday prior to Thursday's class.

***Note:** All required paperwork and tests (i.e. HIPAA compliance, vaccinations, etc) required for shadowing must be completed by **Tuesday, February 2nd** or students will be asked to drop the course.*

2) **The second unit involves fieldwork at medical sites.** During this unit, Tuesdays will be dedicated to discussion and small group activities related to observational methods. Reading should be complete by the beginning of class on Tuesday. Students will also be given specific observational tasks that must be completed before the class meeting each Thursday, as Thursday's activities will draw on students' experiences in the field. During this unit, the class will transition from instructor-generated blog post prompts to student-generated topics. Posts are due by 11 pm on Friday.

3) **The third unit involves designing a guide for other undergraduates who wish to shadow.** This portion of the class will be workshop-based, with class time dedicated to

brainstorming, drafting, and revising the guide. Students will be expected to contribute equally to the guide and evaluate each other's contributions.

COURSE SCHEDULE AND ASSIGNMENTS

UNIT ONE: "SEE ONE": SURVEYING THE LITERATURE ABOUT MEDICAL CULTURE

1/14: First class meeting, Intro to the course

Week 1: *How and why do we study medical culture?*

Robert Straus, "[Nature and Status of Medical Sociology](#)," *American Sociological Review* 22, no. 2 (1957): 200-204.

Richard Levinson, "[Issues at the Interface of Medical Sociology and Public Health](#)," in Scambler G and Higgs P (eds), *Modernity, Medicine and Health*. (London: Routledge, 1998). Chapters 1 and 4, *They Say, I Say*

Blog Prompt: *How have scholars differentiated the sociology "of" medicine or public health from sociology "in" medicine or public health? What do you make of Straus and Levinson's critique of the "internal" approach?*

Week 2: *Where does contemporary medical culture come from?*

John C. Burnham, "[American Medicine's Golden Age: What Happened to It?](#)" *Science* 215, no. 4539 (1982), 1474-1479.

David J. Rothman, Chapter 7, "[The Doctor as Stranger](#)." In *Strangers at the Bedside: A History of How Law and Bioethics Transformed Medical Decision Making* (Basic Books, 1991). Chapter 7, *They Say, I Say*

Blog Prompt: *Name and describe an important characteristic or artifact of contemporary medical culture. What are the historical roots of this characteristic, and why do those roots matter?*

Week 3: *How does medicine differ across cultures and specializations?*

Horace Miner, "[Body Ritual Among the Nacirema](#)," *American Anthropologist*, 58, no. 3 (1956), 503-507.

DL Rosenhan, "[Being Sane in Insane Places](#)," *Science* 178 (January 1973), 179-185.

Arthur Kleinman, "[What is Specific to Biomedicine?](#)" in *Writing at the Margin: Discourse Between Medicine and Anthropology* (Berkeley: University of California Press, 1995)

Chapters 6 and 9, *They Say, I Say*

Blog Prompt: *A significant part of the anthropologist's job is to "de-naturalize"—or make unfamiliar—aspects of society that often go unquestioned. Miner uses satire to denaturalize Western medicine, while Rosenhan devises an experiment that questions the basic assumptions of contemporary psychiatry. Using Miner or Rosenhan as a model, write a short post questioning an aspect of biomedicine that seems self-evident. Be sure to anticipate and address possible objections to your argument.*

*** ETHICAL AND PROFESSIONAL REGULATORY PAPERWORK DUE TUESDAY 2/2**

Week 4: *What does medicine have to do with morals and values?*

Howard Becker, Blanche Geer, Everett Hughes, Anselm Strauss, Chapter 13, [“The Assimilation of Medical Values by Students.”](#) *Boys in White: Student Culture in Medical School* (University of Chicago Press, 1961)

Adam Dalton Reich, [Introduction and Chapters 2 and 3](#) (“Privileged Servants” and “Feels Like Home”) *Selling Our Souls: The Commodification of Hospital Care in the United States* (Princeton University Press, 2014)

Chapters 5 and 10, *They Say, I Say*

Prompt: *Medical ethicists have devoted a great deal of attention to “moral distress”—an emotion that arises when the implicit or explicit demands made on healthcare professionals conflict with their personal values. Drawing on the readings, describe a situation that could lead to moral distress and discuss possible avenues for resolving it.*

UNIT TWO: “DO ONE”: THE SHADOWING EXPERIENCE

Week 5: *Entering the field*

Chapters 1 and 2, *Writing Ethnographic Field Notes*

Askel H. Tjora, [“Writing Small Discoveries: An Exploration of Fresh Observers’ Observation,”](#) *Qualitative Research* 26, no. 4 (2006), 429-451.

Fieldwork Assignment: *Observe the hospital cafeteria and interview a patient's family member*

Blog Prompt: *What did your observations and interview in the cafeteria reveal about medical practice?*

Week 6: *Experimenting with reflection and perspective*

Chapter 3, *Writing Ethnographic Field Notes*

Paula Braverman and Laura Gottlieb, [“The Social Determinants of Health: It's Time to Consider the Causes of the Causes”](#) *Public Health Reports* 129, Supp2 (2014), 19-31.

Fieldwork Assignment:

Choose one:

Take a bus to the health clinic and:

1) *Write a retrospective narration of the day's events.*

OR

2) *Write about an encounter from the imagined perspective of a person you observe.*

Blog Prompt: *Revise your fieldwork notes as short essay and post to the class blog*

Week 7: *Evaluating the environment (At your shadowing site)*

Rosemary Gillespie, "[Architecture and Power: A Family Planning Clinic as a Case Study](#)," *Health & Place* 8, no. 3 (2002), 211-220.

Fieldwork Assignment:

Map and analyze the waiting area at your site placement (furniture, layout, client demographics)

Blog Prompt: *To be determined by students*

Week 8: Reading health rhetoric (At your shadowing site)

Martin Gorsky, Krzysztof Krajewski-Siuda, Wojciech Dutka, Virginia Berridge, "[Anti-Alcohol Posters in Poland, 1945-1989: Diverse Meanings, Uncertain Effects](#)," *American Journal of Public Health* 100, no. 11 (2010), 2059-2069.

Fieldwork Assignment:

Complete a textual analysis of the posters and literature available at your site

Blog Prompt: *To be determined by students*

March 14-18: SPRING BREAK

Week 9: Analyzing interpersonal behavior and communication (At your shadowing site)

DR Rhoades, KF MacFarland, WH Finch, AO Johnson, "[Speaking and Interruptions During Primary Care Office Visits](#)," *Family Medicine* 33, no. 7 (2001), 528-32.

Fieldwork Assignment:

Observe the interactions between patients and providers at your site (e.g. language/phrases used, body language, duration of speech, etc)

Blog Prompt: *To be determined by students*

Week 10: Making sense of your experiences (No class meeting on Thursday, work on revisions)

Re-read your previous blog posts for the course, and the posts by other members of your editing group.

Fieldwork Assignment:

None.

Blog Prompt: *With guidance from your group members, choose three of your previous posts and revise them for publication on the blog.*

Week 11: *Turning experiences into ethnography and ethnography into application essays*

Chapter 7, *Writing Ethnographic Field Notes*

Two short "Narrative Matters" essays of your choice at *Health Affairs*

[:http://content.healthaffairs.org/content/33/3/511.full](http://content.healthaffairs.org/content/33/3/511.full)

Optional Essay:

*Drawing on your shadowing experiences and our class discussions, and using the Narrative Matters essays as a model, write an application essay for graduate school in a health profession (e.g. medicine, public health, nursing, physical therapy, etc). **Due no later than Wednesday, 4/27***

Tuesday 4/5: Analyzing application essays

Thursday 4/7: Review model shadowing guide resources and begin developing shadowing activity guide rubric

UNIT THREE: "TEACH ONE" DEVELOPING A SHADOWING GUIDE

Week 12: *Drafting Guide*

Tuesday 4/12: Determine topics, begin drafting.

Thursday 4/14: Drafts due. In-class peer review.

Week 13: *Writing and Revising*

Tuesday 4/19: "Test drive" sections of guide and provide feedback.

Thursday 4/21: "Test drive" sections of guide and provide feedback; Final text revisions and graphic design decisions.

Week 14: *Publishing and Promoting Your Work in the Course*

Tuesday 4/26: Guest panel and practice on incorporating shadowing experiences into medical school admissions interviews

Wednesday 4/27: Optional bonus blog assignment due

Thursday 4/28: Plan for dissemination, class reflections, course evaluations.

May 2-6: FINAL EXAMS

**Pre- and Post-test
Sample of Possible MCAT Questions**

Anxious about a nagging illness, a patient feels ignored by a doctor who is struggling to catch up with patient examinations on a very busy day. Conversely, the doctor misinterprets the discomfort and agitation of the patient as hostility. This scenario is most closely related to which paradigm?

- A. Functionalism
- B. Conflict Theory
- C. Symbolic Interactionism
- D. Social Constructionism

Answer: C

Which social change is most likely to result in the greatest upward mobility?

- A. Industrialization and the corresponding decline of subsistence agriculture
- B. Deindustrialization and the corresponding decline of manufacturing
- C. Suburbanization and the corresponding decline of urban communities
- D. Urbanization and the corresponding decline of rural communities

Answer: A

A doctor does a check up on a 40-year-old patient and talks to him in a serious and professional manner. A few moments later, the same doctor goes to a different room to do a routine check up on a 5-year-old patient. The doctor makes funny faces throughout the check-up in order to make the patient laugh. This scenario is most closely related to which concept?

- A. Deviance
- B. Impression management
- C. Conflict theory
- D. Symbolic interactionism

Answer: B

George Herbert Mead explains that the final step to forming a self is through the ability of seeing oneself. This ability to examine oneself leads to the idea that individuals have two aspects of self: the "I" and the "Me." Which of the following is true about the "I" and the "Me?"

- I. The "I" is the observer while the "Me" is the observed.
- II. The "I" prevents the "Me" from violating social norms in a particular setting.
- III. It is possible for an individual to reflect on the "I" and the "Me."

- A. I only
- B. II only
- C. I and II only
- D. I and III only

Answer: A

WORK EXPERIENCE:

EXTRA CURRICULAR ACTIVITIES

REQUESTED LETTERS OF RECOMMENDATION

FIRST NAME	LAST NAME	RELATIONSHIP	TIME KNOWN

SCHOOLS TO WHICH APPLYING

SHORT ANSWERS to POTENTIAL INTERVIEWER THEMES

Describe your EXPLORATIONS into the profession that have informed your career choice:

Describe your PERSONAL CHARACTERISTICS that will make you a good professional.

Describe the PREPARATIONS that have gone into your readiness to attend professional school.

Describe how your BACKGROUND will contribute to the education of your potential classmates.

Mock Application Evaluation

	Weak 1	Below Average 2	Average 3	Above Average 4	Exemplary 5
Standardized Test Scores					
Course of Study					
Personal Statement					
Extracurricular Experience					
Professional Experience and Preparation					
Personal Characteristics (e.g. under- represented minority; social/emotional intelligence)					

What are the strengths of this application?

What could this applicant do to improve his or her application?

Department of Behavioral Science
Faculty Meeting
April 8, 2016

Attendees

Atkerson, Babalonis, Blonder, Clark, Cole, Jiang, Kelly, Knudsen, Leukefeld, Lile, Lofwall, Marks, Minor, Schoenberg, Schumacher, Snell-Rood, Stoops, Stratton, Wiese, Wilson

Minutes

The previous minutes were accepted with one change to the discussion of the Faculty Council report

Announcements

Congratulations to Andrykowski for receiving the 2016 Cancer Special Interest Group Outstanding Senior Investigator award.

Congratulations to Fernander for being nominated by one of her students to receive Teacher Who Made a Difference Award for the UK College of Education.

Congratulations to Clark for receiving a competitive grant from the National Endowment for the Humanities.

Congratulations to Babalonis who will present "Advertising Approaches for Substance Abuse and Related Behavior Studies" next Friday, April 15.

Congratulations to Stoops for being selected to chair the program for the APA convention and for CPDD.

Congratulations to Snell-Rood for being asked to present at the Appalachian Research Day.

Thoughts are with Damania upon the passing of her father.

Thoughts and prayers requested for Rush in the passing of his father.

Blonder is running for Trustee. Votes are appreciated

Kelly announced congratulations to Leukefeld who will receive a CCTS Mentor Award.

Board of Trustees -- Wilson

Discussion on University budget and the likelihood of a 4-5% reduction.

DGS -- Knudsen

Knudsen thanked those teaching in the fall. There will be a revision to the program handbooks for CCTS students.

Curriculum Committee -- Wilson

Clark proposed an undergraduate department certificate for the current department undergraduate teaching. Some advantages of such a certificate are: Certificate of competency shows on transcripts which could assist students with getting a job or higher salary; it provides structure; and would assist medical students in taking the

MCAT. The courses (3 core and 1 elective) would be integrated with ICM. This could also fill a need for faculty teaching.

Stratton and Wilson stated that electronic standardized teacher and course evaluations are being developed. There is expected to be some flexibility to could include more than the mandated information.

Admissions Committee -- Clark

The next deadline for applications is May 1st. The website is being updated and will include how application will be evaluated. It is recommended the Chair be present (as an ex officio member) at admittance meetings.

Tenure-Track Faculty Search

Recommendation forwarded to Dean.

Senate Council -- Blonder

President evaluation is being conducted now. Participation is encouraged.

Faculty Council -- Kelly

Two proposals for centers are being developed; Center for Athletic Health and Center for Informatics.

Miscellaneous

Stoops requested participation on survey from the subcommittee on shared governance. Committee meeting minutes are posted on Dr. Rowland's website.

Atkerson announced that FY17 DOEs would soon be processed.

Atkerson stated that IAFs not approved by the College if investigators do not complete the new COI form.

*Respectfully Submitted by Tammy Minor
4/8/16*

Proposal

Beatty, Dorcas D

Tue 3/21/2017 5:32 PM

To: Clark, Claire <claire.clark@uky.edu>;

Cc: Szczapinski, Bridget <bridget.szczapinski@uky.edu>;

Dr. Clark:

I am emailing to let you know that your proposal for the Undergraduate Certificate in Medical Behavioral Science has been sent to Faculty Council for their review.

Thanks, Dorcas

Dorcas D. Beatty | Office of Medical Education | Curriculum
800 Rose Street, MN 104 UKMC Room #109
Lexington, KY 40536-0298
P: 859-257-5286
E: dbeat1@uky.edu

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CoM Faculty Council
April 18, 2017 in MN 136

Minutes

Basic Sciences	Clinical
Jones, Davy	Bailey, Paula
Kelly, Tom	Erickson, Deborah
Kilgore, Michael	Iocono, Joe
Peterson, Martha	Jicha, Greg
Sullivan, Pat	Kiessling, Stefan
	Martin, Julia
	Sloan, Paul

In attendance

Guests: Robert DiPaolo, Michael Rowland, Chipper Griffith, James Liau

The Meeting was called to order at 5:02.

Dean DiPaola (Invited guest) announced that we have the honor of hosting esteemed guest and dignitary Darrell G. Kirch, M.D., president and chief executive officer of the Association of American Medical Colleges, to deliver the Commencement Address for this year's UKCOM Graduating Class. The Faculty Council applauded his efforts and success in bringing such a distinguished speaker to this year's event. He encouraged attendance for the broader faculty not directly engaged in the commencement exercises to attend in a show of support for our College of Medicine. The Faculty Council agreed that a show of support from the general faculty is important for the event in honor of the speaker.

Chipper Griffith, Senior Associate Dean of Medical Education (Invited guest), addressed the council, seeking input and guidance on the development of UKCOM-wide general criteria for the appointment of voluntary faculty. The UK Administrative Regulations (<http://www.uky.edu/regs/files/ar/AR%202-10%20Final%202017-01-16.pdf>) governing this process remain quite broad. A clear case for the need to develop universal standards was made and the council agreed that the development and implementation of such standards did not require revision to the existing ARs. The Faculty Council expressed its support and tasked Dr. Griffith to draft a preliminary set of criteria for further council review.

James Liau, Associate Professor of Surgery, Division of Plastic and Reconstructive Surgery addressed the council on the issue of Medical Missions and how this fits into the existing DOE, suggesting a need for change. Currently, there exists no uniform policy on the use of time spent on Medical missions for UK faculty members.; specifically, whether this time should be deducted from vacation time, on from Professional Development time. Dean DiPaola was present for the discussion, agreeing that such efforts are relevant to our academic mission. He plans to task the ongoing Productivity Committee to address this issue in the ongoing revisions to our productivity and incentive structure.

Approval of program change for the MSMS program and new Undergraduate Certificate in Medical Behavioral Science: The Faculty Council unanimously approved a program change proposal submitted by Dr. Joe Springer to formally recognize the Clinical and Translational Sciences (CTS) concentration as an option for CTS students who are interested in earning their MS in Medical Sciences (MSMS) degree. **The Faculty Council further approved a proposal for an Undergraduate Certificate in Medical Behavioral Science submitted by Dr. Claire Clark, Department of Behavioral Science.**

New business brought forward, included:

- 1) **A discussion of the low turnout at the recent general faculty meetings** despite Faculty Council efforts to present the program for both a morning and late afternoon session on March 28, 2017. The next General Faculty meeting is planned for early summer and will take place at 12 noon in a further attempt to identify optimal times for maximum general faculty attendance.
- 2) **The need for increased awareness and active engagement in the ongoing Faculty Trustee elections** was discussed. The Faculty Council **urges all UKCOM faculty members to** take the time to consider the candidates and **cast their ballot!**
- 3) **A new requirement for increased Faculty and Staff training** (sent by e-mail 4/18/17 by Christy Anderson, MBA, Associate Dean for Administration) Annually, online safety training is required to help faculty and staff comply with government regulations and accrediting body requirements, such as The Joint Commission and federal OSHA requirements. Clarification of the expansion of this training requirement will be pursued by Dean DiPaola and his staff.

The meeting adjourned at 5:59