1-1-2011

Academic Learning Compact: Health Science Professions [Effective 2011]

University of South Florida St. Petersburg.

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Summary Statement – Academic Program Performance in 2011-12

Provide a summary statement about academic program performance over the previous year including high points and low points.

The Health Science degree is interdisciplinary, and consists of a series of program prerequisite courses, core courses, and cognates offered by USFSP CAS, COB, and USF Tampa Public Health. The 2011-2012 academic year was the first year that this degree was offered to our USFSP students. An additional cognate through COE is currently under review and hopefully will be added to the curriculum in 2013. These cognates consist primarily of elective courses, and students are required to complete a set number of electives in two cognates. With the exception of two courses, most of the courses that are currently required for this major are ones that serve other programs at USFSP or USF Tampa, and they are not specifically tailored to our Health Science students. Many of the ALCs used during the 2011-2012 academic year were for courses that are electives within specific cognates, and thus, not all Health Science students would be expected to complete them. During summer 2012, the Health Sciences faculty advisory group will meet to make recommendations on appropriate ALCs to use in the 2012-2013 academic year. Biological Sciences faculty met in early May to discuss ALCs for this program for next year, and will be recommending to the advisory group that the ALCs be tailored to core and capstone courses that are offered specifically to Health Sciences student. Specifically, we will be recommending that a Health Science internship course be created, as well as a senior seminar course. We will also be recommending that students in the senior seminar create a portfolio that can be used to assess discipline/content ALCs.
Summary Statement – Impact of Changes Made in 2011-12

Provide a summary statement about changes that were made in your program as a result of ongoing assessment in 2009-10 and the positive/negative impact of the changes that were made.
“... to ensure student achievement in undergraduate and graduate degree programs ...”

**Academic Program: Health Sciences**  
**Person Responsible: Melanie Riedinger Whitmore**

**Mission of Academic Program (include URL):** To meet the critical need of the healthcare industry in at the local, regional and national level, the Health Sciences provides a broad-based baccalaureate degree with emphasis on the business practices, liberal arts and sciences as training for entry level positions in the health care industry. This three-track B.S. degree combines important aspects of public health, biological science, ethics, and business to meet this need. More to the point, the proposed BS degree in Health Sciences directly relates to three of the four SUS 2012-2013 Strategic Goals: (1) “Access to and production of degrees” (2) “Meeting statewide professional and workforce needs,” and (4) “Meeting community needs.”

**List Program Goal(s) / Objective(s):**  
Program Goals / Objectives must be mapped to College Goals / Objectives – use consistent nomenclature.  
[Please note impact of any changes that were made as a result of 2009-10 assessment]

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<th>No.</th>
<th>Competency category</th>
<th>Competency definition and courses designed to achieve outcomes and competencies</th>
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| 1   | Discipline knowledge| Understand and apply the principles of health care management, finance, marketing, health economics and psychological sciences. Demonstrate knowledge of health professions.  
HSC 3002 Orientation to Health Sciences (3)  
PSY 2012 Intro into Psychological Sciences (3)  
ECP 3530 Economics of Health (3)  
FIN 3XXX Healthcare Finance (3)  
MAN 3XXX Healthcare Management (3)  
MAR 4XXX Healthcare Marketing (3) |
| 2   | Communication skills| Demonstrate ability to communicate scientific, medical and management ideas to general public. Speak and write correctly and clearly at a level appropriate to the audience (patients, families, professional subordinates, professional colleagues, administrators).  
MMC 2xxx Communication Skills for Health Professionals (3) |
| 3   | Critical thinking &| Demonstrate knowledge of management best practices. Demonstrate knowledge of ethical |
Ethics

principles and work ethically in pursuit accuracy, fairness and diversity.

MAN 3xxx Ethics in Management (3)
PHI 3633 Biomedical Ethics (3)

4 Civic engagement

Demonstrate knowledge about the role of factors such as race, religion, age, gender, ethnicity, economic status, environment etc. in influencing patient care and recovery (internships and research projects)

GEB 4935: Business Strategy for Health Care Systems OR
GEB 4935: International Health Care Systems (Education Abroad) OR
GEB 4935: Internship – with Healthcare focus

1. Content/Discipline Skills

|-------------------------------------------------------|--------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Understand and apply the principles of health care management, finance, marketing, health economics and psychological sciences. Demonstrate knowledge of health professions. | 1) HSC 3002 Orientation to Health Sciences  
2) PSY 2012 Intro into Psychological Sciences  
3) ECP 3530 Economics of Health  
4) FIN 3XXX Healthcare Finance  
5) MAN 3XXX Healthcare Management  
6) MAR 4XXX Healthcare Marketing | 1) 70% of students will achieve at least 80% on a short paper about health professions.  
2) 70% of students will achieve at least 75% at least two exams.  
3) 80% of students will achieve at least a 75% grade on two exams.  
4) 80% of students will complete a risk analysis and budget for a local health care agency with at least a 75% grade.  
5) 80% of students will complete three health care management case studies with at least a 75% grade.  
6) 80% of students will complete | 1) This course was offered as a Special Topics course in Biology in Sp 2012. Sixteen Students completed the course. 94% (15/16) got at least an 80% on short papers about health professions.  
2) This course was offered in Fall and spring. We do not have a breakdown, yet, for the Health Science students in this course.  
3) This course was offered in Fall 2011. No Health Science students registered for this course that semester.  
4) This course was not offered during 2011-2012. | 1) We will continue to use this course as part of our ALCs. Healthcare Marketing course: At this point, no changes to the ALC project or standard are recommended. We should continue to review and monitor this in future semesters with continued focus on the paper as a key element in the class.  
2) This course is a prerequisite course for the program, and it is a popular course at USFSP. We will be evaluating whether it should continue to be included in the ALCs for this program, since it is not specific to the Health Sciences degree.  
3) We will maintain the same ALC criteria for success for
5) This course was offered in Fall 2011, but there were no Health Science students enrolled.

5) This course was offered in Spring 2012. Five (5) out of thirteen (13) students enrolled in the MAR 4933 ST: Healthcare Marketing were Health Science majors (all others were COB majors). Three (3) of the five (5) Health Science majors received an 80% or better on a comprehensive marketing plan paper for a healthcare organization. One (1) student received below 75% on the marketing plan and one (1) student did not turn a paper in. So, with 60% of HSP students received a 75% on the comprehensive marketing plan for a local health care organization, this ALC did not pass.

This course.

4) We will maintain the same ALC criteria for this course.

5) We will maintain the same ALC criteria for this course.

6) We will maintain the same ALCs for this course. While we did not meet the criteria for success, the small Health Science student population size in this class does not provide us with sufficient data to suggest revision of this ALC criterion.

*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.

Academic Learning Compacts, Updates: 2011 – 2012 (Continued)

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<th>2. Communication Skills</th>
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<td>Demonstrate ability to communicate scientific, medical and management ideas to general public. Speak and write correctly and clearly at a level appropriate</td>
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to the audience (patients, families, professional subordinates, professional colleagues, administrators).

OUTCOME 1: Students who have successfully completed this course will demonstrate the ability to render complex ideas related to medicine in a form understandable by laypeople.

OUTCOME 2: Students who have successfully completed this course will demonstrate the ability to identify specific power differences between professionals and lay people as related to the language each uses. They will then be able to choose sentences structures and vocabularies that promote more egalitarian or balanced relationships between medical professionals and laypeople.

and was taught for the first time in SP 2012.

| Professional and public, Professional and subordinates, Professional and colleagues, Professional and administrators. |
| Note: the above criteria were changed by the instructor. The ones used were: |
| OUTCOME 1: Critical Assignment: The assignment that tests this outcome is the final project (25 percent of final grade), which requires students to present 40-50 examples of poor communication and to present alternatives, along with the principle the improved communication illustrates. |
| Assessment: The threshold for successfully meeting this outcome is at least a 90 percent grade on the final project, which covers assignments and readings directly related to outcome 1. |

Outcome 2: Critical Assignment: Record 10-minute conversation with a friend or acquaintance. Transcribe this conversation using tools and annotation of Conversation Analysis. Analyze this rendering of the conversation against the professional power matrix provided. (Warm versus cold; authoritarians versus egalitarian.)

Assessment: The threshold for successfully meeting this outcome.

communication rather than studying and improving them. This probably accounts for only 75 percent of students achieving this outcome.

For future classes I will offer a more focused final project but one that has the same goal. In the future this project will likely consist of giving students an extended conversation (audio) and asking them to transcribe and then rewrite it in more layperson friendly terms. Since speaking is a key part of the course, they will likely be asked to put the rewritten conversation in the form of a script and record it. I will likely have students pair up for this project in the future, with one playing the role of medical provider and the other the role of patient or client. Finally, they will be asked to listen to their recorded script and describe the differences from the original recording. The final project grade will be based on the rewritten script, the recording of their dialogue, and their evaluation of it.

Outcome 2: This seemed like a highly engaging exercise for students. In the future I plan to increase the point value of this assignment. It also seems fair to increase the point value given that it took far more time than other modules, each of which carried the same value.

In conclusion, student performance related to the two outcomes and general feedback on this course have led me to restructure the course
outcome is at least a 90 percent grade on Conversation Analysis project.

assignments. Originally the course consisted of six modules (including CA Analysis) worth 33 percent; a final project (33 percent); and a final exam 33 percent. Based upon analysis of course results, I will have five modules (25 percent); two projects (extended conversation to improve upon and CA Analysis) for a total of 50 percent; and a final exam (25 percent).

### 3. Critical Thinking Skills

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<td>Demonstrate knowledge of management best practices.</td>
<td>MAN 3xxx Ethics in Management</td>
<td>70% of students will achieve at least 75% on a paper about ethics in management.</td>
<td>This course was offered spring 2012. We do not have data, though, on the number of Health Science students who completed this course. This course was not offered during the 2011-2012 academic year.</td>
<td>We will maintain the same ALC criteria.</td>
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<td>Demonstrate knowledge of ethical principles and work ethically in pursuit accuracy, fairness and diversity.</td>
<td>PHI 3633 Biomedical Ethics</td>
<td>70% of students will achieve at least 75% on a paper about ethics in medicine.</td>
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### 4. Civic Engagement

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<td>Demonstrate knowledge about the role of factors such as race, religion, age, gender, ethnicity, economic status, environment etc. in influencing patient care and recovery (internships and research projects)</td>
<td>GEB 4935: Business Strategy for Health Care Systems</td>
<td>70% of students will write a major case study to include financial and operational issues of a local or regional health care institution.</td>
<td>All of these courses are currently special topics courses. None were offered during the 2011-2012 academic year. The internship course has been combined into one Business internship course. The international course is not planned to be offered in the near future.</td>
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*Please include multiple assessments. For example: students perform well on classroom assignments, norm-referenced tests/surveys, and they get accepted to graduate school or are employed.