

1-1-2015

## Academic Learning Compact : Health Science Professions [Effective 2015]

University of South Florida St. Petersburg.

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Academic Learning Compact: Fall 2015- Spring 2016

*“ . . . to ensure student achievement in undergraduate and graduate degree programs . . . ”*



## **Academic Learning Compacts**

**Academic Year: Fall 2015 & Spring 2016**

**Due: May 20, 2016**

### **Academic Program-linked College Mission-based Goals/Objectives**

In the matrix on the following page, please place an X in the grid that identifies the degree program goals and objectives that align with the institutional mission-based goals/objectives and the College based goals/objectives. These goals/objectives need to be documented in your ALC data.



Academic Learning Compact: Fall 2015- Spring 2016

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**Signature Page for Academic Program**

**Academic Program:** HEALTH SCIENCE

**Chair/Coordinator:** Chair: Melanie Riedinger-Whitmore, Biological Sciences

Date: 3 June, 2016

Coordinator: Norine Noonan, Biological Sciences

**Summary Statement – Academic Program Performance in Fall 2015- Spring 2016**

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

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As of Fall 2015, there were ~ 150 Health Science majors at USFSP. The most popular concentrations were Public Health and Health Care Administration. Students are also increasingly choosing Communication Sciences and Disorders as a concentration because it provides the clinical observation experience that enables them to be licensed as a Speech-Language Therapy Assistant after graduation. One of the challenges in collecting ALC data for this particular degree is that there are only a few courses that are unique to Health Science students. Most of the courses have a mixed population, and occasionally only a handful of students will be in some of the larger classes (e.g., Psychology courses), making it difficult to separate out and analyze the results from the small HS population. Students seem to be performing well on many of the ALC elements that were measured last year. We are continuing to press faculty to submit data in a timely way, particularly for key courses such as Communications Skills for Health Professionals. Internships continue to be a popular option for this degree program and this year we have added a specific “Internship” course that requires an application and pre-approval.

It is also clear that many students need additional training in writing proficiently on Health Sciences topics. While writing is emphasized in many of the more advanced courses and in the internship and/or research courses, faculty still identify both written and oral communication skills as an area needing improvement. The curriculum revision (see below) will endeavor to address this issue, at least in part.

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## **Summary Statement – Impact of Changes Made in Fall 2015- Spring 2016**

*Provide a summary statement about the changes that were made in your program resulting from the ALC's in the preceding Academic Year.  
Include both the high points and low points*

The Introduction to Health Professions course continued to be refined to enable students to complete both a significant team-based research project and to improve students' oral communication skills through in-class presentations. At the request of the State Course Numbering System, the title of this course will be changed to "Orientation to Health Professions" and the course description will be revised to better reflect the 3XXX level of this course. The "Internship" course (HSC 4940) specifically for Health Sciences students was approved as was a "Special Topics" course (HSC 4932) to enable new course ideas to be tested out and to enable local community experts to participate in the curriculum in a more meaningful way. Further, a separate internship for health science students who wish to work under the supervision of a KTCOB faculty member was created (GEB 4935) and will be used for the first time in Summer 2016.

During this year, a significant curriculum revision for the entire degree program was developed and approved and will be implemented in Fall 2016. This revision refines the pre-requisite and core courses, specifically adding a course in Anthropology to the core to enable students to take more advanced Anthropology courses. In addition, the Integrated Health Sciences concentration was completely remodeled into a "core and electives" structure which is now parallel to the other concentrations. In this regard, a basic Nutrition course and a more advanced writing course were added to the core of this concentration and the electives were restructured to eliminate courses not offered in the past three years and to add new relevant courses (e.g., Plants and Human Health). Further, a "Special Topics" course was added so that the program could both "test drive" potential new course offerings and take advantage of health care expertise in the community. The Communication Sciences and Disorders concentration courses were revised to match the course numbers and content that will facilitate students' entry into graduate programs in Speech Pathology. The leader of that concentration met with representatives of graduate programs at other Florida SUS universities in anticipation of this curriculum revision.

As a matter of coordination, the program will create a faculty steering committee which will meet periodically over the next year to address the need to better understand how we can improve this "matrix" degree program.

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**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 four-track B.S. degree combines important aspects of public health, biological science, psychology, ethics, education, and business to meet this need. More to the point, the BS degree in Health Sciences directly relates to three of the nine general goals in the 2025 Strategic Priorities and Goals of the State University System: 1) increase the number of degrees in areas of strategic emphasis (health), 2) increase community and business engagement, and 3) increase community and business workforce.

**List Program Goal(s) / Objective(s):**  
 The goals of this degree program are to: 1) provide students with a broad base of knowledge in a set of core disciplines that are important to all careers in the healthcare industry. These include biology, psychology, communications, and ethics; 2) provide students with an opportunity for in-depth exploration of various careers in healthcare (through coursework and a required capstone experience); and 3) provide students with the opportunity to focus their studies in two of four concentrations, each of which is oriented to a different set of strategically important career futures.

No.	Competency category	Competency definition and courses designed to achieve outcomes and competencies
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) HSA 3170 Healthcare Finance (3) MAN 3093 Healthcare Management (3) MAR 4712 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).  COM 2130 Communication Skills for Health Professionals (3)
3	Critical thinking & Ethics	Demonstrate knowledge of management best practices. Demonstrate knowledge of ethical principles and work ethically in pursuit of accuracy, fairness and diversity.  MAN 4930 Ethics in Management (3) PHI 3633 Biomedical Ethics (3)

4	Civic engagement	<p>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)</p> <p>GEB 4894: Healthcare Strategy OR  GEB 4935: International Health Care Systems (Education Abroad) OR  GEB 4935: Internship – with Healthcare focus  HSC 4940: Internship for Health Sciences (approved 2013, awaiting SCNS approval)</p>
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*ALCs must address student learning in four areas: 1. Content/Discipline Skills; 2. Communication Skills; Critical Thinking Skills; and 4. Civic Engagement.*

ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2015 & Spring 2016

**1. Content / Discipline Skills:**

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2016 & Spring 2017
Students can effectively work in teams to analyze and present a current topic in health care policy (HSC3002)	Student performance on team project and presentation in HSC3002	80 percent of students will score 80% or better on both the team project and the in-class presentation	<p>Student teams selected topics in health policy. Student teams were required to write a significant paper and present their work in class.</p> <p>Measurement criteria: a grading rubric was used for both the paper and presentation: elements included: appropriate identification of major issues, quality of analysis, and maturity of writing .</p> <p>There was some confusion about the project guidelines and instructions.</p>	<p>The instructions for the assignment will be re-written to improve clarity with regard to both the elements of the assignment and the grading rubric that will be used.</p> <p>The grading rubric will be revised to include qualitative as well as quantitative measures.</p> <p>Student team evaluation will be done earlier in the term.</p>
Understand and apply the principles of health care management, finance, marketing, health economics and	1) HSC 3002 Introduction to Health Professions	1) 70% of students will achieve at least 80% on a short paper about health	Students achieved this goal in both semesters in this review cycle.	

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<p>psychological sciences. Demonstrate knowledge of health professions.</p>	<p>2) PSY 2012 Intro into Psychological Sciences</p>	<p>professions. 2) 70% of students will achieve at least 75% at least two exams.</p>	<p style="text-align: center;"><b><u>Fall 2015</u></b></p> <p style="text-align: center;">7 out of 10 (70%) Health Science students achieved at least a 75% on at least two exams</p> <p style="text-align: center;"><b><u>Spring 2016</u></b></p> <p style="text-align: center;">Of the 14 Health Science students, 8 (57%) achieved at least a 75% on at least two exams</p>	
	<p>3) ECP 3530 Economics of Health</p>	<p>3) At least 70% of the students should receive a score of Satisfactory for each part of the problem that assesses a particular area.</p>	<p>Objective 2: Students will apply tools of cost-benefit or cost-effectiveness analysis.</p> <p>Measurement Criteria: Students were given a multi-part problem on an exam that required conducting basic cost-benefit or cost-effectiveness analysis. One or more questions covering particular parts of the analysis measured performance on this objective. Each student received a score of either Satisfactory or Unsatisfactory for each part of the problem. The particular areas of cost-benefit analysis were as follows:</p> <p>a. Life-Years Saved. Purpose: Test understanding and calculation of this approach to measuring the benefits of a medical intervention.</p> <p>b. Incremental Cost-Effectiveness Ratio. Purpose: Test understanding and calculation of this approach to measuring the benefits or effectiveness of a medical intervention.</p> <p>Performance Threshold: At least 70% of the students should receive a score of Satisfactory for each part of the problem that assesses a particular area. There were 20 students assessed, so for each area, at least 14 students should receive a score of Satisfactory.</p>	<p>Students met performance threshold on both parts of the assessment. This topic benefited from more examples in class, as well as to its specific application to Excel. This pedagogical approach will continue and same areas will be assessed in the next offering of the course.</p>

			<p>Number of students receiving a score of Satisfactory.</p> <p>a. 16; b. 19;</p> <p>Objective 3: Students will understand and analyze models of the demand for health care and health insurance.</p> <p>Measurement Criteria: Students were given a multi-part problem on an exam that required applying a basic mathematical model of health care demand. One or more questions covering particular parts of health care demand measured performance on this objective. Each student received a score of either Satisfactory or Unsatisfactory for each part of the problem. The particular areas of health care demand were as follows:</p> <p>a. Insurance and Quantity Demanded. Purpose: Test understanding and calculation of the quantity of health-care services demanded, with and without insurance.</p> <p>b. Moral Hazard and Deadweight Loss. Purpose: Test understanding and calculation of conventional moral hazard and deadweight loss associated with insurance coverage.</p> <p>Performance Threshold: At least 70% of the students should receive a score of Satisfactory for each part of the problem that assesses a particular area. There were 20 students assessed, so for each area, at least 14 students should receive a score of Satisfactory.</p> <p>Results: Number of students receiving a score of Satisfactory.</p> <p>a. 20; b. 18;</p>	<p>Students met performance threshold on both parts of the assessment. This topic benefited, again, from examples in class and to its specific application in Excel. This pedagogical approach will continue and same areas will be assessed in the next offering of the course.</p>
	4) HSA 3170 Healthcare Finance	4) 80% of students will complete a risk analysis and budget for a local health care agency with at least a 75% grade.	Not Assessed	N/A
	5) MAN 3093 Healthcare Management	5) 80% of students will complete three	Not Assessed	N/A

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		health care management case studies with at least a 75% grade.		
	6) MAR 4712 Healthcare Marketing	6) 80% of students will complete a comprehensive marketing plan for a local health care facility with at least a 75% grade.	Not Offered (will be offered again in Spring 2017)	Not Offered

## 2. Communication Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2016 & Spring 2017
<p>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).</p> <p><b>OUTCOME 1:</b> Students who have successfully completed this course will demonstrate the ability to render complex ideas related to medicine in a form understandable by laypeople</p>	COM 2130 Communication Skills for Health Professionals	<p><b>The new Outcome 1:</b> Critical Assignment: will read: 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.)</p> <p><b>Assessment:</b> 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.</p>	<p><b>New Outcome 1:</b> Of the students who completed this assignment (36/62). All 26 who completed the assignment met the criterion for success at 90 percent. Those who did not complete the assignment used it as their lowest- dropped-grade write-off.</p> <p><b>New Outcome 2:</b> 32/62 students attained 85 percent on this assignment. Nearly half of those who didn't had elected not to do this assignment, knowing their lowest assignment grade would be dropped</p>	<p><b>New outcome 1:</b> Clearly, offering an assignment that appears to be disproportionately challenging when students are allowed to drop their lowest assignment grade isn't a winning strategy for students or the teacher. Almost a third of the students elected not to do that assignment at all and weren't penalized for their decision! In the spring 2017 semester I plan to either use the conversation analysis assignment as the final project or to mark it as one of the assignments that cannot be dropped as lowest grade.</p> <p><b>New Outcome 2:</b></p> <p>Students who elected to do the assignment seemed highly engaged, which will encourage me to offer more role play or real life assignments rather than book assignments. However, this assignment also suffered because it was perceived as challenging and many students wrote it off as their dropped-lowest-grade one. In the future I will not drop any of the critical</p>

<p><b>OUTCOME 2:</b> 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</p>		<p><b>The New Outcome 2:</b> Critical Assignments: Each of the ten modules has an “interactive conversational assignment,” in which students are asked to enact the role of a medical provider in conversation with a client.</p> <p><b>Assessment:</b> At least an 85 percent average is required for students to demonstrate they have achieved the outcome.</p>		<p>assignments. The same problem occurred with the New Outcome 1 above.</p>
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### 3. Critical Thinking Skills:

Learning Outcomes	Means of Assessment	Criteria for Success	Findings	Plan for Use of Findings Fall 2016 & Spring 2017
<p>Demonstrate knowledge of management best practices. Demonstrate knowledge of ethical principles and work ethically in pursuit accuracy, fairness and diversity.</p>	<p>MAN 4930 Ethics in Management</p>	<p>70% of students will achieve at least 75% on a paper about ethics in management.</p>	<p>Not Offered</p>	<p>This course may be removed from the curriculum as it has not been offered in the past two years. A review will be conducted in Fall 2016.</p>
	<p>PHI 3633 Biomedical Ethics</p> <p>The final critical paper and final exam will require that the students understand the most important ethical views. They must fairly and accurately articulate others’ views and also</p>	<p>70% of students will achieve at least 70% on both assignments</p>	<p>This course will focus on the ethical issues arising from advances in medical practice, delivery of health care, and scientific research. A variety of controversial bioethics topics will be examined in the course materials, lectures, and class conversations and debates; this will necessarily involve</p>	<p>N/A</p>

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	<p>defend their own.</p>		<p>candid discussions of such relevant factors as race, gender, sexuality, disability, religion, poverty, etc. Students are expected to attend (and participate in) class meetings, complete weekly readings and assignments, and take course exams in order to gain the most from this course.</p> <p>Weekly Reading Assignments -- 28/30 students achieved 70% or better; 2 students failed this criteria because of missing work.</p> <p>Exam 1 -- 23/30 students achieved 70% or better; 7 students failed this criteria because of poor performance on the exam.</p> <p>Exam 2 -- 24/30 students achieved 70% or better; 6 students failed this criteria because of poor performance on the exam.</p> <p>Final Essay Assignment -- 30/30 students achieved 70% or better.</p> <p>Participation -- 26/30 students achieved 70% or better; 4 students failed this criteria because of excessive absences.</p>	
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## 5. Multiculturalism / Diversity

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings Fall 2016 & Spring 2017
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: ST: Business Strategy for Health Care Systems  OR  GEB 4935: ST International Health Care Systems (education abroad)	70% of students will write a major case study to include financial and operational issues of a local or regional health care institution with a grade of 75% or higher.	Neither course was offered	N/A

\*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.

## ALC GOALS ESTABLISHED FOR DATA COLLECTION: Fall 2016 & Spring 2017

### 1. Content/Discipline Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 – Spring 2018
Students can effectively work in teams to analyze and present a current topic in health care policy (HSC3002)	Student performance on team project and presentation in HSC 3002	80 percent of students will score 80% or better on both the team project and the in-class presentation		Findings will be used to revise this assignment if needed.
Understand and apply the principles of health care management, finance, marketing, health economics and psychological sciences. Demonstrate knowledge of health professions.	1) HSC 3002 Introduction to Health Professions  2) PSY 2012 Intro into Psychological Sciences	1) 70% of students will achieve at least 80% on three short papers about health professions.  2) 70% of students will achieve at least 75% at least two exams.		Findings will be used to revise this assignment if needed.
	3) ECP 3530 Economics of Health	3) At least 70% of the students should receive a		Findings will be used to revise this assignment if

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		score of Satisfactory for each part of the problem that assesses a particular area.		needed.
	4) HSA 3170 Healthcare Finance	4) 80% of students will complete a risk analysis and budget for a local health care agency with at least a 75% grade.		Findings will be used to revise this assignment if needed.
	5) MAN 3093 Healthcare Management	5) 80% of students will complete three health care management case studies with at least a 75% grade.		Findings will be used to revise this assignment if needed.
	6) MAR 4712 Healthcare Marketing	6) 80% of students will complete a comprehensive marketing plan for a local health care facility with at least a 75% grade.		Findings will be used to revise this assignment if needed.

**2. Communication Skills**

<b>Goals/Objectives</b>	<b>Means of Assessment/ Corroborating Evidence*</b>	<b>Criteria for Success</b>	<b>Findings</b>	<b>Plan for Use of Findings in Fall 2017 – Spring 2018</b>
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).	COM 2130 Communication Skills for Health Professionals  <b>Outcome 1:</b> Critical Assignment: will read: 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	At least a 90 percent grade on the final project.  See above for changes  <b>Assessment:</b> At least an 85 percent average is required for students to demonstrate they have achieved the outcomes.		Findings will be used to revise these assignments if needed.

	egalitarian.)			
	<p><b>Outcome 2:</b> Critical Assignments: Each of the ten modules has an “interactive conversational assignment,” in which students are asked to enact the role of a medical provider in conversation with a client.</p>			

### 3. Critical Thinking Skills

Goals/Objectives	Means of Assessment/ Corroborating Evidence*	Criteria for Success	Findings	Plan for Use of Findings in Fall 2017 – Spring 2018
Demonstrate knowledge of management best practices. Demonstrate knowledge of ethical principles and work ethically in pursuit accuracy, fairness and diversity.	MAN 4930 Ethics in Management (need to check if this course will be offered in 2016-17)	This course is being reevaluated for inclusion in this ALC		
	PHI 3633 Biomedical Ethics  The final critical paper and final exam will require that the students understand the most important ethical views. They must fairly and accurately articulate others' views and also defend their own.	70% of students will achieve at least 70% on both assignments		Findings will be used to revise these assignments if needed.

<b>4. Civic Engagement:</b>				
<b>Goals/Objectives</b>	<b>Means of Assessment/ Corroborating Evidence*</b>	<b>Criteria for Success</b>	<b>Findings</b>	<b>Plan for Use of Findings in Fall 2017 – Spring 2018</b>
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: Internship – with Healthcare focus OR  HSC 4940: Health Sciences Internship	70% of students will write a major case study to include financial and operational issues of a local or regional health care institution with a grade of 75% or higher.  Students will write an acceptable paper on operational and/or community and/or ethical issues relevant to the internship site environment. Internship site supervisor will assess student’s performance as “satisfactory.”		