

PROGRAM ASSESSMENT BACHELOR OF SCIENCE IN HEALTH SCIENCES

I. Introduction: The Department of Health Sciences currently houses four separate programs: The Master of Occupational Therapy, the Master of Physical Therapy, the Master of Health Sciences and the Bachelor of Science in Health Sciences (BSHS). This report focuses on the BSHS program, which was approved by the Board of Regents in August of 2003. The program graduated its first recipient of the B.S. in Health Sciences in May of 2004. Although only 8 students graduated with a Health Sciences major in May of 2005, approximately 17 students graduated during the 2005-2006 academic year. In Academic Year 2006-2007, 61 students graduated with a B.S. in HSC. Approximately 200 undergraduate students currently have declared Health Sciences as their major as documented in the Registrar's Office.

II. Program Mission/Goals

In order to keep pace with today's rapidly changing health care, social and community services environments, the Department of Health Sciences at Cleveland State University is committed to educating health care professionals to assume increased responsibility within their respective disciplines for: academic and clinical teaching, clinical research, life-long learning and career development, clinical supervision and administration, and/or health-related program planning, development and evaluation.

In accordance with the Departmental mission, the mission of the Bachelor of Science in Health Sciences is to prepare undergraduate students for: 1) entry into a specific health care field so they may competently assume entry-level roles in our rapidly changing health care and social service systems; 2) opportunities in social and educational, research, and/or administrative areas and/or advancement in graduate level education in a health care field or health care area of study; and 3) development of skills and knowledge to prepare them to practice in diverse and rapidly changing health care environments.

Program Philosophy

The Bachelor of Science in Health Sciences is an undergraduate major in the College of Science at Cleveland State University. The curriculum emphasizes student development of self-directed and engaged learning skills needed for independent and life long learning. The program curriculum also promotes the importance of cultural and ethical considerations relevant to all aspects of health care practice. Recognizing that common program objectives can be achieved in a variety of ways, the curriculum is designed to allow students the flexibility to plan a course of study that best suits their professional and educational needs through four available tracks of study: pre-therapy, general interest, associate degree completion, and podiatry. The perfusion track was suspended due to low enrollment.

Program Goals:

Program Goals were developed by the BSHS Advisory Committee during the 2004-2005 academic year. We have not modified these since then.

Upon completion graduates will:

1. Identify and analyze how culture influences an individual's health practices and beliefs and recognize the need to infuse cultural competency principles into health care and social service practice areas.
2. Identify and analyze bioethical issues facing health care practitioners and health care and social service environments.
3. Demonstrate a basic understanding of biostatistics and probability theory.
4. Identify and describe the different roles of health professionals and health care and social service systems.
5. Develop self-directed and engaged learning skills needed for independent and life-long learning.
6. Successfully enter specific health care fields or areas of study.
7. Effectively use information technology to participate in learning activities.

III. Program Outcomes and Methods:

Program outcomes and methods were developed by the BSHS Advisory Committee during the 2004-2005 academic year; and updated 2005-2006 academic year. Outcome methods for cultural competence were updated by the committee during 2006-2007 academic year. Given the flexible nature of the BSHS Program, it is difficult to assess outcomes based upon the completion of an exit exam or programmatic project. Therefore, the Committee determined that the following outcomes and methods would be appropriate:

- Students will either apply or be accepted into a graduate school program in a health related field, specifically the CSU MOT or MPT Programs or other graduate programs, or students will receive a job offer or have worked in a health related field since graduating with a BSHS degree. Indirect Methods: Monitor CSU MOT/MPT/MSHS program applications/acceptances; post-graduation survey; faculty course review for content.
- Student will be satisfied with the BSHS program. Indirect Methods: Post-graduation survey; focus groups; faculty course review for content.

- Students will demonstrate increased cultural competence. Direct Method: Pre-test/post test given in HSC 305; #students completing culture, communication, and health certificate.

IV. Findings for AY 2006-2007:

- According to the BSHS database and cross-referencing to registrar's office data, 60 students graduated:
 - ✓ 37 pretherapy
 - ✓ 21 general interest
 - ✓ 1 prepodiatry
 - ✓ 1 perfusion
- 10/10 pre-therapy OT students were provisionally accepted into MOT program for Fall 2007; 3/3 additional students from this track were admitted via the competitive admissions process for Fall 2007. A total of 13 BSHS pretherapy track students were admitted into the MOT program for Fall 2007. The OT program admits only 30 students per year. One student majoring in pretherapy was accepted into another OT program. Two students who signed the provisional acceptance form did not advance to the MOT program due to substandard grades. *(Last year: 6 pre-OT students were provisionally accepted into MOT program for Fall 2006; only 2 students met qualifications of MOT program upon graduation; the other 4 students graduated but did not meet the minimum standards.)*
- Pretherapy PT students admitted into the MPT at CSU: 8 *(Last year - 5 pre-PT students were accepted for January 2006)*
- MSHS: 1 student admitted to MSHS program
- It was difficult to track the number of pretherapy students who either applied to other OT/PT schools or who were not admitted into the MPT program.
- 2/5 students in Class of 2007 successfully completed Perfusion Program as of May 2007 or July 2007. One student was dismissed from the program for poor performance on fieldwork and two students withdrew from the program due to personal reasons. This track has been discontinued.
- We have 11 honors students.
- Courses Reviewed by Advisory Committee: HSC 381 webct, HSC 305, HSC 422.

V. Review:

- The Advisory Committee reviewed the program outcomes. Reviews took place Feb 8, Feb 18, Feb 20, March 23rd, 2007. Also conducted multiple discussions via email.

VI. Actions: Advisory Committee for BSHS Program: Members: Beth Ekelman, Andy Lammers, Tony Sahley, Todd Pesek, Lori Avedisian, Katie Pantano.

- Revised course content:
 - ✓ **HSC 422:** purchased new software program and hardware for lab. Hired a student from MSHS program to develop new lab and train faculty on how to use hardware/software.
 - ✓ **HSC 381:** Discussed outcomes in HSC 381: agreed to keep class size to 50 students maximum to allow for more interactive discussion (originally capped at 70). Agreed to keep webct version to maximum of 30 students. Discussed electronic testing and ways to minimize cheating – agreed to reduce time given for exams. Hired MSHS student to assist in placing quizzes online and reorganize class for Blackboard.
 - ✓ **HSC 305:** Discussed making this course more focused on skill-development. Currently, course is mostly focused on knowledge-based learning. Want to increase affective and skill-based learning. Referred TP to Center for Teaching and Learning, to faculty in HSC who use journaling in their classes for affective learning outcomes, and methods to promote skill-building in cultural competency. Reviewing methods to measure cultural competency at the beginning and end of class and will have something in place for this by Fall 2007. Will review this course again in Fall - both the oncampus and web-based versions.
 - ✓ **Use of Blackboard:** Determined that standard for BSHS course is to use Blackboard for posting of handouts and powerpoints. This provides more convenient access to course materials for students and encourages use of technology.
- Developed new honors program: research track, cultural competency track, and career experience track. Approved by honors council. Still being reviewed by COS Curriculum Committee.
- Developed culture, communication, and health certificate with Anthropology, Communications, Psychology, and Sociology. Approved by COS and CLASS curriculum committees and colleges. Awaiting approval by UCC. Reviewing methods to measure cultural competency at the beginning and end of certificate experience.
- Updated and revised undergraduate gerontology certificate.
- Developing new capstone project requirement for major: focus on cooperative education in career experience or research experience. May offer eportfolio option as well.
- Decided not to do post grad survey this year due to low numbers. Now that we have more graduates, we will survey students next academic year.

- Developed 5 year plan: identified areas of growth and completed an analysis of courses offered. (see attached).
- COS hired advisor for HSC department. Trained this person to advise. Identified need to provide more structure to students choosing general interest track.
- Plan to develop a new concentration for students interested in pre-med, pre-dental, pre-vet, pre-PA.
- Plan to formalize other areas of emphasis for general interest track: health and wellness, disability studies, human factors, neuroscience certificate.
- Plan to continue reviewing BSHS courses.
- Plan to review pretherapy PT concentration to assure adequate preparation for entry into the DPT.

Memorandum

Date: March 23, 2007
To: John Bazyk, Chair, HSC Dept.
From: Beth Ekelman, Director, BSHS Program
Re: Five Year Plan

Below is a summary of the five year plan for the BSHS program. Attached is a detailed analysis of the program, potential areas of growth, and resources needed to develop and implement this plan.

OVERVIEW OF FIVE YEAR PLAN:

- Fine tune Areas of Emphasis: Possible areas include: Health and Wellness (courses from multiple depts); Community Health Issues (will require course development); Disability Studies (will require course development); Research (new course development), and Human Factors (courses from multiple depts).
- Promote Certificates in Gerontology and Culture, Communication, and Health. See attached certificate descriptions.
- Develop new certificate in Neuroscience
- Expand Co-operative Education opportunities
- Implement Capstone Project requirement
- Revise Honor's Program
- Promote renewal of the Health Sciences Club to encourage student cohesiveness
- Offer HSC 345 (Child Abuse and Neglect) and HSC 346 (Women's Health), which have not been scheduled for years.
- Relocate Neuroscience lab so that we can add more lab sections of both Neuroscience and Anatomy.
- Convert Physiology to online version and a hybrid lab course
- Consider credit for life program
- Develop 2+2 with Lorain Community College
- **Expansion of BSHS Curriculum:**
 - We would like to expand the BSHS curriculum by offering additional sections of already existing courses, including offering sections on Blackboard, in the evening, and during the day as needed. This would generate enough credits for 2.5 additional full-time faculty (See "Analysis of Current HSC courses and Potential Areas of Growth").
 - Over the next five years, we also would like to expand the curriculum beyond what already exists with an emphasis on health and wellness, community health issues, research, and disability studies from a sociocultural perspective, in addition to adding a course to the human factors concentration. This type of expansion would require 2.5 additional full-time faculty over the course of 5 years. Further course development will be necessary as described below in the "Overview of Course Concentrations" section.
 - To achieve both of these objectives we will need 5 full-time faculty lines. We are requesting 3 new full-time tenure track faculty lines and 2 visiting assistant professor positions over the next 5 years. See Resources section for more detail.

- **Expand Research Foci:**

We would like to expand the research focus in the BSHS program to complement the curricular expansion goals. Research agendas focusing on wellness, community health issues, and disability studies will be emphasized.

OVERVIEW OF COURSE CONCENTRATIONS:

Health and Wellness: This concentration explores health and wellness issues across the lifespan from an interdisciplinary perspective. Many courses are offered in HED, PED, PSY, SOC, and SWK. HSC could add the courses below to complete this area of concentration. Students should take a minimum of 4 courses on this list that will go toward their area of emphasis.

New HSC Courses:

HSC 2XX: Introduction to Health and Wellness (3)

HSC 4XX: Complementary and Alternative Medicine (3)

HSC 4XX: Lifestyle Redesign (3)

HSC 4XX Environmental Health (3)

Other Existing Courses:

HED 210 Personal Health (3)

HED 359 Principles of Health Education (3)

HED 450 Theories in Health Education and Health Behavior (4)

HED 471 Substance Abuse Education (3)

HED 474 Stress Management (3)

HED 475 Nutrition and Physical Activity (3)

HED 477 Social Issues and Needs in Nutrition (3)

HSC 346 Women's Health (3)

PED 430 Psychosocial Aspects of Physical Activity (4)

PED 477 Prevention and Rehabilitation of Cardiovascular Disease (3)

PSY 353 Health Psychology (4)

PSY 351 Personal Behavior Modification (4)

PSY 385 Psychology of Motivation (4)

SOC 343 Medical Sociology (3)

SWK 475 Alternative Health Systems (4)

Community Health Issues: This concentration explores how society and culture impact access to health care or important community issues that affect individual wellbeing. SOC and UST offer courses relevant to this concentration, and HSC could add to the course selection. Students should take a minimum of 4 courses on this list that will be applied toward their area of emphasis.

New HSC Courses:

HSC 4XX: Health Disparities, Culture, and Society (3)

HSC 4XX: Community and Domestic Violence (3)

Other Existing Courses:

HSC 345 Child Abuse and Neglect (3)

SOC 203 Sociology of Poverty (3)

SOC 305 Urban Sociology (4)

SOC 312 Sociology of Mental Illness (4)
UST 302 Contemporary Urban Issues (4)

Disability Studies: This area of concentration is the one most needed as there are no courses offered at CSU that address issues facing individuals with disabilities. The Disability Studies concentration will be an interdisciplinary approach to understanding societal and cultural perspectives of disability, the disability experience, and approaches used to maximize independent living and community participation for the individual with a disability. Students should take a minimum of 4 courses on this list that will be applied toward their area of emphasis.

New HSC Courses:

HSC 2XX Introduction to Disability Studies (3)
HSC 3XX Disability, Culture, and Society (3)
HSC 3XX Physical and Psychosocial Aspects of Disability (3)
HSC 3XX Disability Experience Across the Lifespan (3)
HSC 4XX Independent Living (3)
HSC 4XX Introduction to Adaptive Technologies for Individuals with
Disability (3)
HSC 4XX Lifestyle Redesign (3)
HSC 4XX Disability and Employment (3)
HSC 4XX Disability Laws in the Schools (3)

Research: This area of concentration focuses on developing courses that relate to research methodology, analysis, and synthesis, with an emphasis on application to health related practice.

New HSC Courses:

HSC 3XX Statistics in Health Sciences
HSC 4XX Health Sciences Lab
HSC 4XX Qualitative Research in Health Sciences
HSC 4XX Occupational Science
HSC 4XX Evidence Based Practice
HSC 4XX Quality Improvement in Health Care

Other Existing Courses

HSC 484 Advanced Research and Writing in Health Sciences

Human Factors: This area of concentration focuses on how the human body functions and includes many courses already offered by HSC, PED, and SPH. Students should take a minimum of 4 courses on this list that will be applied toward their area of emphasis.

New HSC Courses:

HSC 4XX: Functional Biomechanics (3/1)
HSC 4XX: Exercise Physiology (3/1)
HSC 4XX: Advanced Neurosciences and lab (3/1)
HSC 4XX: Theories of Motor Control (3)

Other Existing Courses:

HSC 381 Pathology (4)
HSC 422 Physiology (4)
HSC 475/457 Human Gross Anatomy (4/2)
HSC 476/478 Neuroscience (4/1)
PED 322 Kinesiology (3)
PED 330 Motor Learning and Development (4)
PED 471 Biomechanics of Sport and Fundamental Skills (3)
PED 472 Physiology of Aging (4)
SPH?

RESOURCES NEEDED:

- *Lab space for Neuroscience:*
 1. Lab no smaller than 50 X 100ft.
 2. Proper ventilation: space and quick air changes are required due to formaldehyde gas.
 3. Storage capability for specimens: need a cold room off the lab room, approximately 12x8x8 ft.
 4. Sinks and running water
 5. Lab tables: 6
 6. Whiteboard/greenboard and projection screen and LCD projector
 7. Microscopes: 6
 8. 5 Laptop computers for in-lab use
 9. Locking storage cabinets to store supplemental materials
- *Additional cadaver tables for Anatomy (4):* This is contingent on whether we can relocate Neuroscience lab.
- *Lab space for physiology and additional hardware to run the lab:*
 1. Class space: enough space to hold 20 students at 5 work stations (could share space with Neuroscience lab)
 2. 5 portable work tables for computers and hardware
 3. Storage cabinet for supplies
 4. Storage space for computers and hardware
 5. Order 5 laptops and 4 hardware sets
 6. No special ventilation or sinks needed for this lab
- *Assistance with Course Development:* BE will need an additional course release to develop course syllabi over the next few years as needed and would like interested HSC faculty to participate in this process as well.
- *Hire additional faculty: We are requesting 3 new full-time faculty lines and 2 visiting assistant professor lines over the next 5 years.*

AY 2007-2008: Search for one additional tenure track faculty member: *Emphasis on Current Curricular Needs: Culture and Health Care, Human Factors, Health and Wellness*

AY 2008-2009: Search for one Visiting Assistant Professor: *Emphasis on Human Factors and Disability Studies*

AY 2009-2010: Search for one additional tenure track faculty member: *Emphasis on Disability Studies*

AY 2010-2011: Search for one Visiting Assistant Professor: *Emphasis on Disability Studies, Health and Wellness*

AY 2011-2012: Search for one additional tenure track faculty member: *Emphasis on Health and Wellness, Disability Studies*

Analysis of Existing HSC Courses and Potential Areas of Growth:

The analysis below suggests that the existing BSHS program can justify the hiring of at least 2.5 more full-time faculty (at least 38 credit hours of credit hour growth potential).

HSC 200 (Introduction to Health Sciences): Enrollment has more than doubled since Fall/Spring 2004- 2005 (avg 25 students). Currently, an average enrollment is about 65 students per term.

Currently, course is being taught by a term faculty (RC).

Target this course as a course that will continue to grow since it is a core course. Maximum enrollment is set at 70 students. We will consider offering either an online version or hybrid version of this course.

HSC 203 (Medical Terminology): Enrollment has tripled since Fall/Spring 2004-2005 (avg of 30 students). Currently, we avg about 90 students in the course; three sections of 30.

Course taught by either part-time faculty or full-time faculty who need 1-2 credits or by default (BE, SMM, JJ). This is a good course for a GA or part-timer who has been trained in Blackboard to teach as it requires mostly monitoring of the technological aspects of the course. We can continue to add additional sections as the need arises.

Target this course as a course that will continue to grow since it is a core course. Maximum enrollment will be increased to 45 students per section to meet the demand. Will continue to offer three sections in Fall and Spring; two sections in the Summer. We may need to add additional sections.

HSC 305 (Culture and Health Care): Enrollment has grown from one section of about 30 students since Fall/Spring 2004-2005 when it was HSC 205. Currently, we offer two sections of about 25 students each section in the Fall, Spring and Summer.

Currently only one full-time faculty member teaches this course (TP). All other sections taught by part-timers. It would be helpful to hire another faculty member who is capable of teaching this type of course since it is a core course for both the BSHS and MSHS program.

Enrollment has been capped at 25 (15 undergrad and 10 grad); however, the demand is greater in the undergrad program so the enrollment is usually shifted to 20 undergrad and 5 grad students. We offer 2 sections every term to handle the demand. We try to offer night, day, and online versions of the course.

Target this course as a course that will continue to grow as it is a core course. We anticipate adding more sections of this course and begin offering three sections in Fall and Spring: online, day, and night. This is a course that is difficult to find someone who

is able to teach it, and difficult to find the right part-timer who can teach it properly. The online version is very difficult to pass to a part-timer as the learning curve to conduct an online course is high. It is a skill-building course so must be small and interactive. We want to work with elearning and consult with the Center for Teaching Excellence to determine successful skill-building strategies and discuss other ways to implement this type of course as enrollment demands increase. Hiring full-time faculty to teach this course is important to its success.

HSC 381 (Pathology): Enrollment has grown from one section of about 40 students in the Fall/Spring 2004-2005. Currently, enrollment averages about 60 students in the Fall and Spring (evening course), and 30 in the WebCt summer version.

Currently, we have two full time faculty who are able to teach this course (KP, TP). TS is interested in teaching this course in the future.

Target this course as one that can have a maximum enrollment of 50 during the Fall and Spring terms and maximum enrollment of 30 in the summer WebCT version. We may offer an additional online version of this course in the Fall or Spring semesters to meet student needs or offer a day version of the course. It would help to have another faculty member who could teach the online sections of this course since it is very difficult to teach part-timers how to master Blackboard and it is difficult to monitor consistency and quality of content when taught by multiple part-time instructors .

HSC 407/507 (Pharmacology): This course has been offered in the summer to meet the needs of Physical Therapy students as an elective and the Perfusion students. It has been offered online and on campus. The online course enrolled approximately 27 students (7 undergrad/20 grad) and was offered in a 6 week format. Enrollment has stayed about the same and seems to pattern after the number of students in PT or perfusion. Since Perfusion is no longer a track, we suspect few undergraduates will take this course.

We have 1 full-time faculty member who can teach this course (TP). We may have another (TS).

This course is not a high priority for the BSHS program. However, we may want to consider offering this course during the fall or spring semester to see if students will be interested in taking it. However, we need to consider when the DPT and MOT students need electives to determine if this is feasible since the undergrad interest is not strong for this course.

HSC 408/508 (Hematology): This course was offered primarily for the Perfusion students. It routinely had a very low enrollment, ranging from 7-10 undergrads and 1 graduate student. This course was also approved as a BGES elective but did not seem to attract too many BGES students.

We have one full-time faculty member who can teach this course (TP).

This course is not a high priority for the BSHS program. We may want to consider offering this course every other year or discontinue the course. This course is not targeted to grow.

HSC 393 (Environmental Health): This online course was offered as a special topics course twice and enrolled on average about 20 undergrad students and 13 graduate students. This course was cross-listed as EVS 493/593.

We have one full-time faculty member who can teach this course (TP). AL is interested in teaching this course in the future.

This elective course enrolls well when offered. We should consider offering it once a year if other critical courses are covered since the faculty member who teaches this course covers important core courses. We may want to consider finding a part-time instructor to teach this course if the demand continues to grow. This course needs to get a number (there already is a number for the graduate version of this course) and we need to submit a syllabus for approval to COS Curriculum Committee before this course is offered again. In addition, we need to reconsider whether to cross-list this course in EVS – EVS gets free credit hours when we do this. I would recommend having the HSC course be approved by EVS as an elective, that way HSC gets credit for hours generated.

HSC 422 (Human Physiology and Lab): This course was offered once per year with an average enrollment of about 34 students (Spring 05). It is now offered three terms a year with an enrollment of 60 in Fall, 40 in Spring, and 30 in the summer. The lab has become more and more challenging to manage given the poor quality of the software and increased number of students. We have purchased a new lab software program that has virtual and interactive capabilities; however, we only purchased one hardware kit which is insufficient to meet the needs of an actual on campus lab experience. There also is not any space to run the lab. Faculty are looking at the best way to use this new lab for the class.

Enrollment needs to be capped at 40 for lecture and have two open lab sections in order to be able to manage the lab exercises since the lecture (4 credits) and lab (0 credits because it is virtual) are not separate courses.

Currently, we have five full-time faculty who can teach this course (LA, TP, JJ, AL, TS)

This is a high demand course that needs to be restructured. We would like to develop a hybrid lab: part virtual and part on campus. We will need to purchase additional hardware and find space to run the lab and store hardware. We would have to offer lab sections and would need to cap these at 20 students maximum, but could rotate times when students would attend the lab vs. complete lab virtually. We may need to consider recrediting the course: 3 credits lecture, 1 credit lab in order to allow increased

enrollments. In addition, we should consider converting this course to an online format so the course can be offered on campus and through Blackboard. The new lab could be used for an online course. Enrollment for the online course would be capped at 20.

HSC 426/526: (Functional Performance of Older Adults). This online course has only been offered twice and has grown from 14 students (4 undergrad, 10 grad) to 22 students (8 undergrad, 14 grad). Its maximum enrollment needs to be capped at 20 because it is a discussion based online course.

We have one faculty member who can teach this course but is a Dean now (BB), one adjunct faculty who can teach it (WS), and a possible part-timer.

This course is new and has enrolled. It had a waiting list last Fall 2006 and should continue to grow in popularity with the revision of the Certificate in Gerontology. We will consider offering this course online one term and on campus another term. Since it is discussion based, the on campus course should have a maximum enrollment of 30 (including both grad and undergrad students).

HSC 438 H/HSC 439 H: (Independent Honors Research I and II). Enrollment in these independent studies varies depending on the number of honors students. No change in the format of these is anticipated at this time; however, more honors options will become available.

HSC 467/567 (Practicum in Gerontology): This practicum experience was offered once and had very low enrollment (1).

This course may get phased out as the capstone project, which includes cooperative education experiences, becomes effective.

HSC 475/457 (Human Gross Anatomy): Enrollment for this course has grown from about 40 students in Fall and Spring 2004/2005 to an average of 65 students in 2006/2007. Labs have been redesigned so that there are 7 students per cadaver (up from 6 students per cadaver) which is the maximum number desired to insure an optimal learning experience. This has been necessary due to increased price of cadavers and trying to meet the demand for the course.

We have one full-time faculty member who is teaching this course (AL). TS is interested in teaching the lecture portion of this course. AL may want to teach other courses and is limited in being able to broaden course offerings because he teaches lecture and lab. If AL does offer different courses, he would prefer retaining the anatomy lab rather than lecture.

We will consider adding an additional lab section to accommodate 28 more students in a lab if we could relocate HSC 478 (Neuroscience Lab) into a different area. Currently, HSC 478 occupies the bottom/center part of the lab. About 4 more cadavers could fit in

that space. We would have to purchase more cadaver tables as well and hire another GA or part-timer to run the additional lab. If we cannot relocate another space for Neuro lab or purchase additional cadaver tables, we currently are at maximum capacity with this course.

HSC 476/478 (Neuroscience): Enrollment in has grown from an average of 40 students (2004-2005) to an average of 55. Labs have been increased from a size of 20 to a size of 30 maximum. The course is capped at 60 lecture and 30 lab due to lack of space.

Currently, we have a part-timer teaching this course. This course needs to be taught by a full-time faculty member.

We anticipate the need for this course to grow; however, we lack adequate lab space to allow an additional lab section. We want to move the lab out of the anatomy space so we can add a section of anatomy. We have identified preliminary resources needed to make this happen. Even if we do not relocate this lab, we need to upgrade the equipment for this course, e.g., microscopes, computers.

HSC 483 (Writing in HSC): This course, which has averaged about 18 students, has a maximum capacity of 20. Because it is taken with another HSC course, its growth coincides with the number of HSC courses offered per term. Instructors of 300-400 level courses are asked to read a max of 4-5 papers per term. Anything more than that would be too burdensome.

One fulltime faculty member has taught this course (BE) but it is being taught by a part-timer this term.

We will continue to monitor this course. We do not anticipate adding additional sections of this course because that would be too burdensome for the HSC instructors. We may want to consider other models to relieve the HSC faculty of extra burdens.

HSC 484 (Advanced Research and Writing): This course has under enrolled and now averages about 8 students each term. Currently, mostly honors students are taking this course as it is part of the upper division honors program.

Currently this course is taught by a part-timer, but it is one that we would like a full-time faculty member to teach. We can add additional sections as the need arises and have a part-timer teach it.

We anticipate enrollment will increase because it has been added as a way for students to satisfy the capstone requirement of the major.

Courses that have not been offered in over 5 years:

HSC 201 Culture and Human Sexuality: This course was offered when Andy Miracle was Chair of the department and is cross-listed with Anthropology.

We will discuss with ANT whether any faculty there is interested in offering this course. We may want to look at this course again to see if it needs to be modified or removed from the catalog.

HSC 220 Infant Health and Development:

We should take another look at this course to see if it replicates any courses offered in psychology or nursing. If not, we should consider offering this course again.

HSC 345 Child Abuse and Neglect:

This is a course that should be offered again to see if there is any interest. We would need to find a part-time instructor who could develop and teach this course.

HSC 346 Women's Health:

This is a course that should be offered again to see if there is any interest. We would need either a part-time instructor to teach this course or see if KP is interested in teaching it. We should explore whether it can satisfy a requirement for the Women's Studies Major.

Certificate in Gerontology (approved)

Required:

Introduction to Gerontology

Three Electives:

NR 498 Health of Older Persons

SOC 316 Sociology of Aging

REL 250 Stages of Life

REL 251 Perspectives on Death & Dying

PSY 223 Life Span Development

COM 362 Health Communications

USA/UST 380/SWK 493 Urban Family Dev

HSC 426 Functional Perf of Older Adults

PSY 429 Psychology of Aging

SWK 465 Aging and Social Work

PED 472 Physiology of Aging

ANT 280 Anthr of Aging & Adulthood

BIO 171 Biology of Aging

BIO 471 Theories of Aging

Capstone:

Internship (3-6 cr) or

Research or Project (3-6 cr)

Proposed Undergraduate Certificate in Culture, Communication, and Health

The Culture, Communication, and Health Certificate is an interdisciplinary program that examines the rich interplay among culture, communication, and the health care context. A comprehensive understanding of contemporary health care requires an appreciation of the multiple ways that culture and societal institutions influence the communication (and miscommunication) of health information within an administrative or service delivery context. The complex intersections among culture, communication and health cannot be understood in isolation; rather they are most effectively appreciated when studied in a multi-disciplinary context. By approaching culture, communication, and health through the proposed certificate program, students can gain a fundamental understanding of the subtle, dynamic role that culture plays in the practice and communication of health. A critical component of contemporary health care is cultural competence, and this certificate offers students the academic and practical skills needed to implement a culturally competent approach to health care.

Students who complete this certificate are expected to understand the value of diversity, have the capacity for cultural self-reflection including diverse health beliefs, values, and practices, be aware of the dynamics inherent when cultures interact with an emphasis on health communication and health issues and contexts, recognize the importance of effective health communication in a diverse community, and develop the skills necessary to make adaptations to health communication within an administrative or service delivery context reflecting an understanding of diversity between and within cultures.

About Required Courses:

The certificate requires between 20-22 semester hours. There are 7 hours of core courses in health sciences and communications. Students will choose 11-12 hours of electives and a 2-4 credit internship/cooperative education experience requiring a culture, communication, and health focus.

Admission and Completion:

For admission to this certificate program, students must complete the prerequisite course with a minimum of B-. A 2.8 GPA must be maintained across all required courses.

Prerequisite:

ANT 100 Human Diversity (4) or SOC 201 Race, Class, Gender (3)

Required Courses:

COM 362 Health Communication (4)

HSC 305 Culture and Health Care (3)

Elective Courses: Three electives. Must be in two different disciplines.

We anticipate that new courses will be added and that there may be some change in this list as courses are developed or dropped from relevant departments.

ANT 260 Language, Culture, and Society (4)

ANT 270 African American Culture (4)

ANT 311 Medical Anthropology (4)

ANT 321 Psychological Anthropology (4)

COM 332 Interracial Communication (4)

COM 348 Intercultural Communication (4)

COM 350 Persuasion and Attitude Change (4)

COM 449 Advanced Issues in Health Communication (4)

HED 450 Theories in Health Education and Health Behavior (4)

PSY 353 Health Psychology (4)

PSY 356 Multicultural Psychology (4)

SOC 211 American Culture and Society (3)

SOC 215 Black/White Interaction (3)

SOC 312 Sociology of Mental Illness (4)

SOC 343 Medical Sociology (4)

SOC 380 Racial and Ethnic Inequality (4)

III. Capstone Project: (2-4 credits)

Internship/Cooperative Education Experience: Will use existing course numbers per Department but work with student to ensure a culture, communication, and health focus. Involved departments may create new internship/cooperative education courses, and will be expected to submit their own new course approval requests.

IV. Administrative Structure:

The certificate will be administered by the CLASS College Interdisciplinary Studies Program. Each department will be responsible for its own course offerings.

V. Resources:

Resources for this certificate are minimal as it was developed from courses already offered on a regular basis by the involved departments. As enrollments grow in individual courses, departments may need to request funds to support a part-time instructor to teach additional sections or another tenure-track faculty member as the need arises. Immediate resources would be needed to provide advising, marketing, and maintenance of the certificate by the CLASS College Interdisciplinary Studies Program.

VI. Program Assessment:

The certificate will be reviewed annually by the departments involved to examine enrollment, electives offered, and completion rates. The Capstone Project will be the focus of the program assessment. The coordinator of either the certificate or of the internship/cooperative education experience, will debrief each completing student on his/her experience with cultural competence as fostered in her/his coursework and applied in the particular intern or coop setting. The participating programs will develop a debriefing assessment, e.g., structured, semi-structured, or totally open-ended, that will be recorded, summarized, and evaluated. This assessment will be used across departments involved.