



MEMORANDUM

FINAL FACULTY SENATE APPROVAL ON 03/08/2016

TO: Faculty Senate

FROM: Jack Kirby *JK*

DATE: March 1, 2016

SUBJECT: Curriculum Proposal #15-16-13, REV #1
Nursing and Allied Health Additional Courses

I recommend approval of the attached REVISION #1 Curriculum Proposal 15-16-13. This proposal seeks to add two new courses: Intro to Healthcare Professions and Exploration of Healthcare Professions.


Dr. Christina Lavorata
Dr. Sharon Boni
Dr. Veronica Gallo
Ms. Ashley Shroyer
Dr. Chris Kast
Ms. Leslie Lovett
Ms. Cheri Gonzalez
Dr. Shayne Gervais





MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: February 12, 2016

SUBJECT: Curriculum Proposal #15-16-13
Nursing and Allied Health Additional Courses

I recommend approval of the attached Curriculum Proposal 15-16-13. This proposal seeks to add two new courses: Intro to Healthcare Professions and Exploration of Healthcare Professions.

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CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 15-16-13

School/Department/Program: Nursing and Allied Health

Preparer/Contact Person: Veronica Gallo and Ashley Shroyer and Chris Kast

Telephone Extension: 304-367-4997 304-367-4004

Date Originally Submitted: 3-9-16

**Revision (Indicate date and label it
Revision #1, #2, etc.):** 3-1-16 (Revision 1)

Implementation Date Requested: Fall 2016

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.
This proposal is to add two new courses: Intro to Healthcare Professions (ALLH 1150 or SOCY 1150 or PSYC 1150) and Exploration of Healthcare Professions (ALLH 1160 or SOCY 1160 or PSYC 1160). These two courses are cross listed across three disciplines (ALLH, SOCY, and PSYC). These courses are intended to increase student interest in the healthcare professions. These courses will be geared toward high school seniors, college freshmen and sophomores who are interested in healthcare careers. These courses are being developed as part of a Rural Health Initiative grant to “Develop pipeline programs to enhance student interests in rural healthcare careers.” These courses are also being considered for inclusion in the general studies program. ALLH 1150, SOCY 1150, and PSYC 1150 are being considered for inclusion in health and wellbeing. ALLH 1160, SOCY 1160, and PSYC 1160 are being considered for inclusion in teamwork. Although listed across three disciplines, students may take and receive credit for each course only once.
- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.
- A. Deletion of course(s) or credit(s) from program(s) N/A
- Total hours deleted. _____
- B. Addition of course(s) or credit(s) from program(s) N/A
- Total hours added. _____
- C. Provision for interchangeable use of course(s) with program(s) NA

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog. N/A
- E. Other changes to existing courses such as changes to title, course number, and elective or required status. N/A
- F. Creation of new course(s). For each new course
1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.
 - ALLH 1150 or SOCY 1150 or PSYC 1150 (this is the same course)
 - Intro to healthcare professions
 - 3 hours
 - No pre-requisites
 - FSU owned
 - Elective

 - ALLH 1160 or SOCY 1160 or PSYC 1160 (this is the same course)
 - Exploration of healthcare professions
 - 2 hours
 - ALLH 1150, SOCY 1150 and/or PSYC 1150 to be taken as a pre-requisite or concurrently
 - FSU owned
 - Elective
 2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog. See Appendix A
 3. Include, as an appendix, a detailed course outline consisting of at least two levels. See Appendix A
 4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee. See Appendix B
- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).
- Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A. N/A

III. **RATIONALE FOR THE PROPOSAL.**

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The current course sequence is based upon the current need for qualified healthcare professional within the state of West Virginia. In order to encourage institutions of higher education to offer a curriculum that will attract student to these programs and encourage them to locate within rural areas within West Virginia after graduation the higher education policy commission offered competitive grant dollars to those universities that would design innovative programs geared toward this goal. Paired with this statewide need Fairmont State University as part of its strategic plan is focused on student recruitment and retention. The currently proposed course sequence has the potential to bring students to campus from the surrounding high schools, and provide valuable information to those already here but have yet to declare a major.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

It is our position that in addition to aiding as yet undeclared students in declaring a major the information and experience from these courses will help the student make a better decision relative to their personal career goals. Subsequently, this student should have a better likelihood of progressing toward completion successfully.

The current costs of implementation associated with the proposed courses will be covered by the grant funds from the higher education policy commission. Course offerings after the initial academic year will be contingent on student interest and available funding.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

| College/School | Dean | Signature |
|-------------------------------------|------------------------|-------------------------|
| School of Nursing and Allied Health | M. Sharon Boni | <i>Mary Sharon Boni</i> |
| <i>College of Liberal Arts</i> | <i>xDeanna Shields</i> | <i>Deanna Shields</i> |
| | | |
| | | |

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal. N/A

- VI. **ADDITIONAL COMMENTS.**

APPENDIX A
Course Description and Course Outline

ALLH 1150
SOCY 1150
PSYC 1150
Intro to healthcare professions

Course Description

ALLH 1150 Intro to Healthcare Professions.....3 hours

This course is designed to introduce students to the basic tenets of health and well-being, healthcare settings, and a variety of healthcare professions. Students will learn about different health professions, how health professions impact health and well-being, and the different settings in which healthcare professionals work. Emphasis will be placed on how roles within healthcare settings intersect to support the goal of personal and public health. (ALLH 1150 is the same course as SOCY 1150 and PSYC 1150; students may receive credit for the course only once).

PSYC 1150 Intro to Healthcare Professions.....3 hours

This course is designed to introduce students to the basic tenets of health and well-being, healthcare settings, and a variety of healthcare professions. Students will learn about different health professions, how health professions impact health and well-being, and the different settings in which healthcare professionals work. Emphasis will be placed on how roles within healthcare settings intersect to support the goal of personal and public health. (PSYC 1150 is the same course as SOCY 1150 and ALLH 1150; students may receive credit for the course only once).

SOCY 1150 Intro to Healthcare Professions.....3 hours

This course is designed to introduce students to the basic tenets of health and well-being, healthcare settings, and a variety of healthcare professions. Students will learn about different health professions, how health professions impact health and well-being, and the different settings in which healthcare professionals work. Emphasis will be placed on how roles within healthcare settings intersect to support the goal of personal and public health. (SOCY 1150 is the same course as ALLH 1150 and PSYC 1150; students may receive credit for the course only once).

Course Outline

- I. Health and well-being
 - a. Physical Health
 - b. Psychological health
 - c. Social well-being
- II. Healthcare Settings
 - a. Acute Care
 - b. Long-Term Care
 - c. Community and Public Health
- III. Health Professions
 - a. Pre-professional studies (Pre-medicine, pre-physical therapy, pre-dentistry)
 - b. Nursing and Allied Health
 - c. Psychology and Sociology
 - d. Other Health Careers

ALLH 1160
SOCY 1160
PSYCH 1160
Exploration of healthcare professions

Course Description

ALLH 1160 Exploration of Healthcare Professions.....2hours

Students will explore healthcare settings through service learning projects. Students will partner with community groups/agencies that provide health-related services to citizens of North Central WV and beyond. Emphasis will be

placed on teamwork, collaboration, and the achievement of personal and public health goals. This is a 2 credit course. (ALLH 1160 is the same course as SOCY 1160 and PSYC 1160; students may receive credit for the course only once).
PR or CR: ALLH 1150 or SOCY 1150 or PSYC 1150

SOCY 1160 Exploration of Healthcare Professions.....2hours
Students will explore healthcare settings through service learning projects. Students will partner with community groups/agencies that provide health-related services to citizens of North Central WV and beyond. Emphasis will be placed on teamwork, collaboration, and the achievement of personal and public health goals. This is a 2 credit course. (SOCY 1160 is the same course as ALLH 1160 and PSYC 1160; students may receive credit for the course only once).
PR or CR: ALLH 1150 or SOCY 1150 or PSYC 1150

PSYC 1160 Exploration of Healthcare Professions.....2hours
Students will explore healthcare settings through service learning projects. Students will partner with community groups/agencies that provide health-related services to citizens of North Central WV and beyond. Emphasis will be placed on teamwork, collaboration, and the achievement of personal and public health goals. This is a 2 credit course. (PSYC 1160 is the same course as SOCY 1160 and ALLH 1160; students may receive credit for the course only once).
PR or CR: ALLH 1150 or SOCY 1150 or PSYC 1150

Course Outline

- I. Principles of teamwork
 - a. Identifying your teammates
 - b. Collaboration and Communication
 - c. Conflict Resolution
 - d. Personal Accountability
 - e. Time management
 - f. Goal attainment
- II. Developing health goals
 - a. Community and agency assessment
 - b. Writing meaningful goals/outcomes
- III. Service learning
 - a. Selecting an agency
 - b. Working as a teammate with the agency
 - c. Providing service
 - d. Reflecting on experience

APPENDIX B
Course Outcomes and Measures

ALLH 1150
SOCY 1150
PSYC 1150

Course Outcomes and Measures

| Course Outcome | Methods of Assessment/Measures |
|---|---|
| 1. Discuss basic tenets of health and well-being | Reflection essay Multiple choice exams |
| 2. Apply knowledge of health and well-being to develop positive health habits. | Reflection essay Multiple Choice Exams |
| 3. Explain the types of care provided in different healthcare settings. | Multiple Choice Exams |
| 4. Compare and contrast healthcare professions, their roles within healthcare settings, and their ability to impact personal and public health and well-being | Interview Multiple choice exams |

Description of Assessments/Measures

Reflection Essay

Students will write a reflective essay where they discuss the three main health constructs and reflect on their personal habits related to that construct. Students will be graded on content, clarity, and style.

Multiple Choice Exams

Students will take several multiple choice exams throughout the course to assess their knowledge of health, how to apply knowledge to develop positive health habits, to explain the types of care provided in different healthcare settings, and to differentiate between roles of a variety of healthcare professionals.

Interview

Students will select a healthcare professional to interview and then write a summary of findings.

ALLH 1160

SOCY 1160

PSYC 1160

Course Outcomes and Measures

| Course Outcome | Methods of Assessment/Measures |
|--|--|
| 1. Apply principles of teamwork to achieve health-related goals of individuals and groups served by the selected community group/agency. | Team Plan Journal Preceptor Evaluation |
| 2. Discuss the role of the community group/agency in relation to health and healthcare professions. | Journal Essay |

Description of assessments/measures

Team Plan

The team plan is a written plan constructed by the student prior to engaging in community service with their chosen group/agency. The team plan will include information on: primary agency contact person (designated as the “preceptor”) and other important agency members, role expectations, communication practices/expectations, plans to manage conflict, and a timeline for completion of service hours. Students will also identify a health-related goal for individuals and groups serviced by the service group/agency.

Journal

Students will complete a journal that documents their time with the community agency. Journal entries will reflect: Time spent completing service each week and a reflection on teamwork principles utilized during each experience.

Essay

Upon completion of service hours, students will construct an essay that discusses the role of the community group/agency in relation to health and healthcare professions.

Preceptor Evaluation

Agency contacts/preceptors will be asked to verify hours spent in the clinical setting. Preceptors will also rate students on teamwork attributes.