



**Master of Science in
Health Professions (MSHP)
Program**

Student Handbook

2016-2017

Master of Science in Health Professions Program

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Master of Science in Health Professions

Description

UTMB's School of Health Professions offers a distance learning Masters of Science degree for bachelor's level Occupational Therapists, Occupational Therapy Assistants, Physical Therapists, Physical Therapy Assistants, Physician Assistants, and Respiratory Therapists. This degree will offer advancement opportunities in education, management, advanced clinical practice and research. The program will enable credentialed practitioners to obtain a rigorous graduate education that will complement their previous training and provide for career advancement.

Mission and Values

The mission of the Master of Science in Health Professions is to provide a unique learning environment that aims to educate highly qualified individuals striving for further success in the healthcare industry.

The Master of Science in Health Professions program follows the values provided by UTMB (<http://www.utmb.edu/osm/framework/mission.asp>). These are:

- We demonstrate **compassion** for all.
- We always act with **integrity**.
- We show **respect** to everyone we meet.
- We embrace **diversity** to best serve a global community.
- We promote excellence and innovation through **lifelong learning**.

Vision

The vision of the Master of Science in Health Professions is to continually enhance and improve healthcare in our community by providing a superior curriculum which includes education coursework, management skills, methodology in applied practice, and research teachings.

MSHP Goals and Objectives

We strive to achieve self-improvement within our program each and every day. We also aim to develop a program that has trusting relationships among faculty, staff, and our students.

The Master of Science in Health Professions (MSHP) is directed by Dr. Soham Al Snih (<http://rehabsciences.utmb.edu/al-snih.asp>) with coordinating staff member, Alexis King.

Tracks

The MSHP Program offers four tracks available to pursue in order to obtain a masters level degree. These tracks are:

1. Occupational Therapy (OT)

- The program is designed to allow already certified Occupational Therapists and Occupational Therapy Assistant's with a bachelor's degree to obtain a master's degree.
- The Director of the Occupational Therapy track is Dr. Patricia Fingerhut (https://shp.utmb.edu/OccupationalTherapy/Bios/bio_fingerhut.asp)

2. Physical Therapy (PT)

- The program is designed to allow already certified Physical Therapists and Physical Therapy Assistants with a bachelor's degree to obtain a master's degree.
- The Director of the Physical Therapy Track is Dr. Carolyn Utsey (https://shp.utmb.edu/PhysicalTherapy/CV/PT%20Faculty%20CV/2015/CV_Utsey_.pdf)

3. Physician's Assistant Studies (PAs)

- The program is designed to allow already certified Physician Assistants with a bachelor's degree to obtain a master's degree.
- The Director of the Physician's Assistant Track is Dr. Camille Loftin (http://shp.utmb.edu/PhysicianAssistantStudies/FacultyAndStaff_Bio_Loftin.asp)

4. Respiratory Care (RC)

- The online MSHP is a degree targeting individuals who are registered therapists and are looking to advance their training in one of the two specialty areas of management and education. The practicum will include detailed objectives with specific reading assignments that

provide relevant content and form a basis for the practical experience. The program will enable credentialed practitioners to obtain a rigorous graduate education that will complement their previous training and provide for career advancement.

- The director of the Respiratory Care Track is Dr. Jose Rojas (<http://shp.utmb.edu/RespiratoryCare/CV/2013/01-Jose-CV-Web-Format-Oct-2013.pdf>)

Student Competencies and Requirements

- GPA- 3.0 for all tracks on a 4.0 scale.
- Graduate Record Examination
 - OT- Minimum Acceptable GRE score
 - PA- Minimum Acceptable GRE score
 - PT- No requirement
 - RC- Required if GPA is less than 3.0
- Letters of recommendation
 - 3 letters required
 - Letters must be from a practicing professional in your field.
- Prerequisites
 - Occupational Therapy: Bachelor of Science degree and OT or OTA Licensure.
 - Physical Therapy: Bachelor of Science degree and PT or PTA Licensure.
 - Physician Assistant: Bachelor of Science degree from an accredited PA program and a current PA license.
 - Respiratory Care: Baccalaureate degree in any field and RRT credentials.
- TOEFL score of 550 (if English is a second language).

Application Process

1. Click the following link and choose new or returning applicant.
https://www.utmb.edu/OnlineApp/Login_Main.asp?strPurpose=ViewApplication
2. New applicants should create an online account. Returning applicants should login and complete application.
3. Make sure to check the “School of Health Professions” box and choose the correct semester in which you wish to begin.
4. Once the application is completed, MSHP will review the application and notify via email whether or not you have been accepted.
5. If accepted, you will provide an offer letter detailing next steps on how to accept admission.
6. Once you have accepted your position, you will be sent a link to follow for a checklist of items to complete before beginning classes. The checklist includes how to turn in transcripts, complete background checks, update immunizations, complete online orientation, and other important information that you may need before the start of classes. This checklist can also be found on the “Newly Admitted Students” page of the School of Health Professions website.

Tuition and Fees

The following link provides information regarding tuition fees for In-State and Out of State Tuition. Under ‘School of Health Professions’ then choose the second bullet ‘Master of Health Professions.’

<http://www.utmb.edu/enrollmentservices/tuitionandfees.asp>

Start Dates

Students may begin in either the spring, summer or fall semesters each year. The spring semester begins at the beginning of January, summer semester starts in early May, and the fall semester begins at the end of August. The Start dates for the 2016 Academic Calendar are as follows: Spring: 1/06/16, summer: 5/02/16,

and fall: 8/29/16. Please refer to the School of Professions academic calendar at <http://shp.utmb.edu/AcademicCalendar/default.asp> for more details.

Items Needed before Enrollment

- Compliance training (to be completed within 30 days of enrollment)
- Background check
- Immunization records
- GRE scores on file

Curricular Plan

The Master of Science in Health Professions program requires 15 hours of core courses to be taken with 20 hours of guided practicum within your specialty track. Each class is solely online and will use Blackboard (<https://eclass.utmb.edu/>) for coursework and assignments. The following list shows the required core courses and the elective guided practicum courses required for each track:

- **Core Courses**

- MSHP 5301 Medical Ethics
- MSHP 5302 Scientific Writing
- MSHP 5303 Health Care Policy
- MSHP 5304 Thesis Project I
- MSHP 5305 Thesis Project II

- **Occupational Therapy Requirements**

- MSHP 5501 Advanced Applied Practice I- Education
- MSHP 5502 Advanced Applied Practice II- Management
- MSHP 5503 Advanced Applied Practice III- Research
- MSHP 5504 Advanced Applied Practice IV- Clinical Practice

- **Physical Therapy Requirements**

- MSHP 5501 Advanced Applied Practice I- Education
- MSHP 5502 Advanced Applied Practice II- Management
- MSHP 5503 Advanced Applied Practice III- Research
- MSHP 5504 Advanced Applied Practice IV- Clinical Practice

- **Physician's Assistant Requirements**

- MSHP 5501 Advanced Applied Practice I- Education
- MSHP 5502 Advanced Applied Practice II- Management

- MSHP 5503 Advanced Applied Practice III- Research
- MSHP 5504 Advanced Applied Practice IV- Clinical Practice
- **Respiratory Care Requirements (Education Track)**
 - MSHP 5520 Developing Course Materials
 - MSHP 5521 Technology in the Classroom
 - MSHP 5522 Laboratory and Clinical Education
 - MSHP 5523 Clinical Simulation Technology
- **Respiratory Care Requirements (Management Track)**
 - MSHP 5510 Leadership and Human Resource Management
 - MSHP 5511 Health Information Management
 - MSHP 5512 Health Care Finance
 - MSHP 5513 Quality Assurance, Risk Management, and Patient Safety

Description of Core Courses

MSHP 5301 Medical Ethics (3 credits)

The student will be given the opportunity to: 1) examine ethics and values in a health care setting; 2) evaluate the values of ethical principles among health care professionals; 3) assess the process of resolution when presented with an ethical dilemma; 4) apply ethical standards related to mental health, experimentation on human subjects, patient consent, genetics, and rights to death; and 5) integrate the knowledge of medical ethics into the health care practice. The course will include module-based lectures, reading assignments, discussion boards, quizzes, case studies, and a final paper. (45 lecture hours.)

Instructor: Leonce H. Thierry, MS, MT (ASCP) CHES

Course grades: Letter Grades (A, B, C, D, F)

Term offered: Summer

Year offered: Annually

MSHP 5302 Introduction to Scientific Writing (3 credits)

The student will be given the opportunity to: 1) examine the scientific literature and peer review journals ; 2) analyze the history of research and to identify the proper steps involved in the research process; 3) apply appropriate use of writing skills in a scientific paper; and 3) prepare a paper suitable for publication in a peer reviewed journal.

Instructor: Mary Denise Daley, MS, MD

Course grades: Letter Grades (A, B, C, D, F)

Term offered: Spring

Year offered: Annually

MSHP 5303 Health Care Policy for Clinicians (3 credits)

This course provides the student with the opportunity to: 1) examine intricacies of health policy development, implementation and how various health policies affect their profession and patients; 2) define the federal, state, and local government's role in the development of health policy; 3) evaluate the current Medicare/Medicaid systems and identify how these systems affect the care they provide; 4) examine health policy and how it may affect the care given to minorities and the uninsured; 5) evaluate the current health care policy issues affecting women's health care; 6) review a comprehensive analysis of a health care policy; and 7) differentiate the health care policy issues affecting public health in the United States.

Instructor: Amanda Scarbrough, MS, PhD

Course grades: Letter Grades (A, B, C, D, F)

Term offered: Fall

Year offered: Annually

MSHP 5304 Thesis Project I (3 credits)

This course provides the student with the opportunity to: 1) develop a medical database to identify focused peer-reviewed literature and journal articles; 2) synthesize scientific information, 3) analyze the research data; and 4) develop scientific writing skills. Students may choose from a wide variety of topics including but not limited to educational or instructional applications, management, clinical research, equipment evaluation or performance, or focused

reviews of the scientific literature. During the first portion of this course students must work with an advisor to complete an approved project proposal. Credit for this course requires submission of a scientific paper in journal publication format including: abstract; introduction/background/purpose, methods (for literature review projects the methods will include the search criteria and history), results; discussion/implications; conclusion; and an oral presentation to faculty and peers. (45 independent study hours per enrollment period)

Instructors: Camille Loftin, DHEd, MPAS, PA-C, Carolyn Utsey PT, PhD, Jose Rojas, Ph.D., RRT

Course grades: Pass/Fail

Term offered: Fall, Spring, Summer

Year offered: Annually

MSHP 5305 Thesis Project II (3 credits)

Continuation of Thesis Project I. This course provides the student with the opportunity to: 1) discuss scientific information related to the literature review; 2) organize a scientific paper using the material in focused peer-reviewed literature and journal articles; 3) review the written material with peers to assess and critique the scientific paper; 4) defend the scientific paper to the thesis committee. Students may choose from a wide variety of topics including but not limited to educational or instructional applications, management, clinical research, equipment evaluation or performance, or focused reviews of the scientific literature. During the first portion of this course students must work with an advisor to complete an approved project proposal. Credit for this course requires submission of a scientific paper in journal publication format including: abstract; introduction/background/purpose, methods (for literature review projects the methods will include the search criteria and history), results; discussion/implications; conclusion; and an oral presentation to faculty and peers. (45 independent study hours per enrollment period). Prerequisite: MSHP 5304 Thesis Project I.

Instructors: Camille Loftin, DHEd, MPAS, PA-C, Carolyn Utsey PT, PhD, Jose Rojas, Ph.D., RRT

Course grades: Pass/Fail

Term offered: Fall, Spring, Summer

Year offered: Annually

Description of Guided Practicum Courses

MSHP 5501 Advanced Applied Practice I– Education (5 credits)

This graduate level course provides the student with the opportunity to: 1) identify traditional elements of education in the classroom; 2) interpret practical strategies for teaching and modes of assessment, 3) distinguish between strategies in classroom management, such as coping with student behaviors in instructional settings; 4) analyze models of the curriculum design and summarize how to effectively apply the curriculum in the classroom; and 5) demonstrate educational experience in the classroom, lab, or clinical setting. Credit for this course is based on written summary of findings or portfolio.

Instructors: Camille Loftin, DHEd, MPAS, PA-C, Carolyn Utsey PT, PhD, Jose Rojas, Ph.D., RRT

Course grades: Letter Grades (A, B, C, D, F)

Term offered: Fall, Spring, Summer

Year offered: Annually

MSHP 5502 Advanced Applied Practice II – Management (5 credits)

This graduate level course provides the student with the opportunity to: 1) identify clinical case management strategies so students can apply nationally accepted clinical practice guidelines to the evaluation and treatment of patients; 2) develop decision-making and problem solving skills 3) evaluate conflict management techniques; and 4) demonstrate effective leadership and teamwork skills.

Instructors: Camille Loftin, DHEd, MPAS, PA-C, Carolyn Utsey PT, PhD, Jose Rojas, Ph.D., RRT

Course grades: Letter Grades (A, B, C, D, F)

Term offered: Fall, Spring, Summer

Year offered: Annually

MSHP 5503 Advanced Applied Practice III – Research (5 credits)

This graduate level course provides the student with the opportunity to: 1) compare experimental research methods and statistical analysis; 2) identify

challenges and ethical guidelines involved when conducting research on human subjects; 3) describe the history and terminology of research and the proper steps involved in the research process; and 4) identify research questions relevant to clinical practice. Credit for this course is based on written summary of findings or portfolio.

Instructors: Camille Loftin, DHEd, MPAS, PA-C, Carolyn Utsey PT, PhD, Jose Rojas, Ph.D., RRT

Course grades: Letter Grades (A, B, C, D, F)

Term offered: Fall, Spring, Summer

Year offered: Annually

MSHP 5504 Advanced Applied Practice IV - Clinical Practice (5 credits)

This course provides the student with the opportunity to: 1) develop advanced clinical skills in his or her profession; 2) develop interpersonal communication skills with patients as well as other health care providers; 3) formulate clinical decision-making strategies in the care of the patient; 4) demonstrate the importance of collaboration with other health care professionals in the coordination of care of patients; and 5) evaluate the ethical standards and record keeping of patient information, including the reporting of clinical information. Credit for this course is based on written summary of findings or portfolio.

Instructors: Camille Loftin, DHEd, MPAS, PA-C, Carolyn Utsey PT, PhD, Jose Rojas, Ph.D., RRT

Course grades: Letter Grades (A, B, C, D, F)

Term offered: Fall, Spring, Summer

Year offered: Annually

MSHP 5510 Leadership and Human Resource Management (5 Credits)

This course will provide the student the opportunity to: 1) review and discuss organizational design and behavior; 2) analyze organizational processes including employee and customer satisfaction; 3) analyze leadership processes and recognize one's own leadership strengths and weaknesses; 4) review and discuss Human Resource development and talent development within an organization; and 5) develop core competencies necessary for leadership and human resource development.

Instructor: Jose Rojas, Ph.D., RRT
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall, Spring, Summer
Year offered: Annually

MSHP 5511 Health Information Management (5 Credits)

This course will provide the student the opportunity to: 1) survey how information systems are used in health care and the health care delivery process; 2) review the use of hospital IT departments and the management of the health information data within departments such as Respiratory , Radiology, Pharmacy, Laboratory, Nursing, etc.; 3) develop knowledge of privacy and security of health care information and HIPAA; and 4) discuss recommendations for health information and electronic medical record from the President’s Council of Advisors on Science and Technology and how it will affect health information management in the future.

Instructor: Daneen Nastars, MS, BS, RRT
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall, Spring, Summer
Year offered: Annually

MSHP 5512 Health Care Finance (5 credits)

This course will provide the student the opportunity to: 1) explain and correctly use introductory accounting and financial management terms and concepts as related to health care organizations; 2) construct basic financial reports for health care organizations using principles of financial accounting and financial management; 3) Perform and interpret standard financial analyses used in financial planning and decision making; 4) evaluate management problems using financial concepts and analytic techniques; and 5) evaluate the financial management implications of current issues in health care.

Instructor: (to be determined)
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall, Spring, Summer
Year offered: Annually

MSHP 5513 Quality Assurance, Risk Management, and Patient Safety (5 credits)

This course will provide the student the opportunity to: 1) understand concepts of operating and managing a health care organization or department with the specific purpose of improving efficiencies and the quality of patient care; 2) evaluate how management techniques impact the quality of care; 3) assess concepts of risk management including identifying both real and potential risk exposures in a health-care setting; 4) discuss risk management tools that help minimize, avoid, and/or mitigate these exposures; and 5) discuss ways that quality assurance and risk management programs all play a vital role in patient safety within health care organizations.

Instructor: (to be determined)

Course grades: Letter Grades (A, B, C, D, F)

Term offered: Fall, Spring, Summer

Year offered: Annually

MSHP 5520 Developing Course Materials (5 credits)

This course will provide the student with the opportunity to: 1) review the literature regarding education theory; 2) develop course objectives; 3) examine various learning styles; 4) evaluate effective content delivery strategies; 5) develop formative and summative assessment tools that measure learning objectives; and 6) perform a quantitative analysis of assessment data to include test item analysis to evaluate achievement of learning objectives.

Instructor: Jon Nilsestuen, PhD, RRT, FAARC

Course grades: Letter Grades (A, B, C, D, F)

Term offered: Fall, Spring, Summer

Year offered: Annually

MSHP 5521 Technology in The Classroom (5 credits)

This course will provide the student the opportunity to: 1) review the literature for current available course management software; 2) apply the use of audio-visual formats for delivery of content; 3) examine methods of capturing content in digital format; 4) use and evaluate of audience response systems; and 5) compare and contrast current software available for the implementation of computer testing.

Instructor: Dr. Jose Rojas, Ph.D., RRT
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall, Spring, Summer
Year offered: Annually

MSHP 5522 Laboratory and Clinical Education (5 credits)

This course will provide the student the ability to develop and deploy all phases of a curricular course including: 1) an overview of competencies that are developed in the laboratory and clinical settings; 2) learning objectives for each of the competencies; 3) methods to facilitate teaching the competency; 4) development of the assessment/ evaluation instruments for the competency; and 5) quantitative analysis of assessment data to include rater-agreement (inter-rater reliability).

Instructor: Bruce Adcock, M.Ed., RRT-NPS
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall, Spring, Summer
Year offered: Annually

MSHP 5523 Clinical Simulation Technology (5 credits)

This course will provide the student the opportunity to: 1) review the current platforms available for human patient simulation; 2) compare and contrast the MetiSim and Laerdal platforms for human patient simulation; 3) review the process of effective debriefing after simulation; 4) utilize a human patient simulator for assessing clinician cognitive and psychomotor ability; and 5) troubleshoot common equipment difficulties encountered with human patient simulators; and develop a clinical scenario for use with a human patient simulator.

Instructor: Bruce Adcock, M.Ed., RRT-NPS
Course grades: Letter Grades (A, B, C, D, F)
Term offered: Fall, Spring, Summer
Year offered: Annually

Thesis Project

Each student will be required to complete a Thesis Project. The following is the format for which it should be constructed.

(APA style)

1. **Title page** (contains title of the paper, author's name, institution.) Include page header flush left with page number flush right

Running head: TITLE OF YOUR PAPER

Pages after the title page should have a running head that looks like this:

TITLE OF YOUR PAPER

2. **Abstract** (brief summary of the key points and purpose of the thesis)
3. **Introduction/background/purpose**
4. **Methodology** (for literature review projects the methods will include the search criteria and history)
5. **Results**
6. **Discussion**
7. **Conclusion**
8. **References**

Degree Plans

School of Health Professions Degree Plan		
Master of Science in Health Professions- Occupational Therapy		
Semester 1		
MSHP 5302	Introduction to Scientific Writing	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 2		
MSHP 5301	Medical Ethics	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 3		
MSHP 5303	Health Care Policy for Clinicians	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 4		
MSHP 5304	Thesis or Capstone Project I	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 5		
MSHP 5305	Thesis or Capstone Project II	3 Hours
Total Semester Credits		8 Hours
Total Plan Credits		35 Hours

School of Health Professions Degree Plan		
Master of Science in Health Professions- Physical Therapy		
Semester 1		
MSHP 5302	Introduction to Scientific Writing	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours

Total Semester Credits		8 Hours
Semester 2		
MSHP 5301	Medical Ethics	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 3		
MSHP 5303	Health Care Policy for Clinicians	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 4		
MSHP 5304	Thesis or Capstone Project I	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 5		
MSHP 5305	Thesis or Capstone Project II	3 Hours
Total Semester Credits		8 Hours
Total Plan Credits		35 Hours

School of Health Professions Degree Plan		
Master of Science in Health Professions- Physician’s Assistant		
Semester 1		
MSHP 5302	Introduction to Scientific Writing	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 2		
MSHP 5301	Medical Ethics	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 3		
MSHP 5303	Health Care Policy for Clinicians	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours

Semester 4		
MSHP 5304	Thesis or Capstone Project I	3 Hours
MSHP 5501, 5502, 5503, OR 5504	ADVANCED APPLIED PRACTICE I – IV [Education, Management, Research OR Clinical Practice]	5 Hours
Total Semester Credits		8 Hours
Semester 5		
MSHP 5305	Thesis or Capstone Project II	3 Hours
Total Semester Credits		8 Hours
Total Plan Credits		35 Hours

School of Health Professions Degree Plan		
Master of Science in Health Professions- Respiratory Care: Education Track		
Semester 1		
MSHP 5302	Introduction to Scientific Writing	3 Hours
MSHP 5520, 5521, 5522, OR 5523	Developing course Material, Technology in the Classroom, Laboratory and Clinical Education, OR Clinical Simulation Technology	5 Hours
Total Semester Credits		8 Hours
Semester 2		
MSHP 5301	Medical Ethics	3 Hours
MSHP 5520, 5521, 5522, OR 5523	Developing course Material, Technology in the Classroom, Laboratory and Clinical Education, OR Clinical Simulation Technology	5 Hours
Total Semester Credits		8 Hours
Semester 3		
MSHP 5303	Health Care Policy for Clinicians	3 Hours
MSHP 5520, 5521, 5522, OR 5523	Developing course Material, Technology in the Classroom, Laboratory and Clinical Education, OR Clinical Simulation Technology	5 Hours
Total Semester Credits		8 Hours
Semester 4		
MSHP 5304	Thesis or Capstone Project I	3 Hours
MSHP 5520, 5521, 5522, OR 5523	Developing course Material, Technology in the Classroom, Laboratory and Clinical Education, OR Clinical Simulation Technology	5 Hours
Total Semester Credits		8 Hours
Semester 5		
MSHP 5305	Thesis or Capstone Project II	3 Hours
Total Semester Credits		8 Hours
Total Plan Credits		35 Hours

School of Health Professions Degree Plan		
Master of Science in Health Professions- Respiratory Care: Management Track		
Semester 1		
MSHP 5302	Introduction to Scientific Writing	3 Hours
MSHP 5510, 5511, 5512, OR 5513	Leadership and Human Resource Management, Health Information Management, Health Care Finance, OR Quality Assurance, Risk Management, and Patient Safety	5 Hours
Total Semester Credits		8 Hours
Semester 2		
MSHP 5301	Medical Ethics	3 Hours
MSHP 5510, 5511, 5512, OR 5513	Leadership and Human Resource Management, Health Information Management, Health Care Finance, OR Quality Assurance, Risk Management, and Patient Safety	5 Hours
Total Semester Credits		8 Hours
Semester 3		
MSHP 5303	Health Care Policy for Clinicians	3 Hours
MSHP 5510, 5511, 5512, OR 5513	Leadership and Human Resource Management, Health Information Management, Health Care Finance, OR Quality Assurance, Risk Management, and Patient Safety	5 Hours
Total Semester Credits		8 Hours
Semester 4		
MSHP 5304	Thesis or Capstone Project I	3 Hours
MSHP 5510, 5511, 5512, OR 5513	Leadership and Human Resource Management, Health Information Management, Health Care Finance, OR Quality Assurance, Risk Management, and Patient Safety	5 Hours
Total Semester Credits		8 Hours
Semester 5		
MSHP 5305	Thesis or Capstone Project II	3 Hours
Total Semester Credits		8 Hours
Total Plan Credits		35 Hours

Blackboard Help

<http://www.utmb.edu/blackboard>

Blackboard is UTMB's learning management system.

Finding/entering my courses

You login with your network username and password. After you login, Blackboard lists courses that you are enrolled in, that are currently available. Faculty have discretion on what day they choose to open a course in Blackboard; please check with your instructor before calling Help Desk, if it's the beginning of the semester, you're able to enter Blackboard, and don't see your course.

If you just enrolled in a course, there is a minimum of 24 hours before your enrollment comes from MyStar into Blackboard, but if your instructor has not made the course available, you will not see it listed in "My Courses".

If you have trouble logging into Blackboard, always check to see if you can get into Webmail first: you visit <http://webmail.utmb.edu>, then enter your username and password. If webmail does not work, you likely have a username/login issue that needs resolving by the Help Desk [409-772-5200]

How do I check if my browser is compatible with the current Blackboard version?

Go to the Blackboard login page (eclass.utmb.edu) and choose the Computer Configuration setup link. Incompatible browsers will exhibit problems in many areas of Blackboard, e.g. the gradebook may not work, editor may appear with buttons missing, scrolling disabled, etc.

- You can also download free mobile apps to access Blackboard from the Apple Store, Blackberry, or Android Store. It's best to continue to have access to a laptop or desktop PC. Moody Medical Library has computers that you can use during business hours, on the 2nd floor.

I can't see the navigation menu in my course. How can I get to the menu in my course?

You have probably clicked on the side arrow that maximizes the main panel. Click on the ">" arrow part way down at the left of the screen to restore the menu.

I can't read a discussion board post. Others say they can. What's wrong?

First, click on **List View** on the main forum page. Then, click the **Display** button on the right, and select "Show All". This accesses all types of threads that were created in the forum.

Another option: the posting you're trying to read has been cut and pasted from Word and includes non-printing characters.

Try using Firefox (<http://www.firefox.com/>) or Google Chrome (<http://www.google.com/chrome>) rather than Internet Explorer. Also report the problem to your instructor. The person who created the original post may be able to copy the text into Notepad or a simple text editor, then copy it back into the post.

How can I join a group in a Blackboard course?

If the group was created as a Self-Enroll group, you will see a button marked **Sign Up** under the specific group you are planning to enroll in. This will then take you to a Sign-up Sheet for the group, and another button marked **Sign Up**.

If your instructor has made it possible for students to create their own self-enrolled groups, you will see a button marked **Create Group**. This will automatically allow you to create and enroll yourself in your own group; subsequent people who join your group will see the standard "**Sign Up**" information.

How do I create a new thread on a Discussion board?

1. To create a new thread, click on **Discussions** in the main menu list (or on the group menu list, if you're posting to a group discussion board).

2. Click the forum where you want to create the thread, then select **Create Thread**.
3. Enter the subject, message and attach files (if they are requested).
4. If you are pasting a message you wrote up first in Microsoft Word, save the copy as RTF format (Rich Text Format) and then copy and paste it, to avoid non-printing characters.
5. Then click **Submit**.

How do I submit an assignment in Blackboard?

1. On the Course Menu, click the Content Area where your assignment is stored; for example, this Content Area might be named **Assignments**.
2. Click the name of the assignment, for example, **Assignment #1**.
3. On the **Upload Assignment** page, download any files provided by your instructor and complete the assignment using one or both of the following:
 - In the Submission box, type your response. You can use the Text Editor functions to format the text and include files, images, external links, multimedia, and Mashups.
 - If your response to the assignment is in a separate file, click **Browse My Computer** and select a file to attach. If you attach a file, type a **Title** for this new linked file. If the box is left blank, the file name is automatically used. Follow any instructions that your instructor provided for naming your file.

Note: The **Do not attach** option appears next to an uploaded file. If you have selected an incorrect file, you can remove it with this option. If the same file is attached to your assignment more than once, the new file is saved with a number appended to the name.

For example, **history_assignment(1).doc** appears next to **history_assignment.doc**. You can delete one of the duplicate files using “Do not attach” and submit only one.

Optionally, if a Comments box is available, type your comments (for example, “Draft 2”, or “This draft incorporates the changes you asked the group to make.”).

Can I integrate Outlook with my Blackboard course calendar?

No, not currently.

Will I get email reminders regarding deadlines, if my assignments are incomplete?

No, not based on the status of your assignments. Your instructor decides whether to have the course send you a reminder email, and how soon before the end of an assignment.

Students can create a task in Blackboard so that it appears on the Blackboard home page.

How do I create a blog entry in my Blackboard course and can I restrict the access to faculty/groups?

Only your instructor can create a blog, but once a blog is created, you can create entries. The blog topics appear in alphabetical order on the Blogs listing page.

On the Blogs listing page, under each blog title, you can see if the blog belongs to a group, the course, or to individual students.

Your instructor can use blog entries to provide structure for discussions on class topics and other issues. You can add a personal avatar which will appear with individual blogs.

1. On the Course Menu, if you don't see a direct link to Blogs, click **Tools** and then click **Blogs**
2. On the Blogs list page, click the name of the blog you wish to open, for example, **“Professionalism”**.
3. Once inside the blog, click the button **Create Blog Entry**.

4. On the Create Blog Entry page, type a title for your entry (e.g. “My experience at St. Vincents”). Type or paste your text, links and graphics in the Entry Message text box.
5. Click **Post Entry** to complete, or click **Save Entry as Draft** to save the entry for later posting.

How do I attach a file to my blog entry?

After typing or pasting the main of your blog entry, you’ll see a button below, marked **Browse My Computer**.

Can I see my recent activities in Blackboard?

No.

When opening a document sometimes I am prompted for my username and password.

This is a problem with Microsoft documents. You do not have to enter your login information again. Just press “Cancel” (sometimes more than once) and the document will open.

I can’t see old journal entries!

Unfortunately students can see journal entries only for the last 30 days.

Sometimes when I am using Blackboard, Internet Explorer asks me if I want to display secure and non-secure items. What does this mean and how can I get rid of the error message?

The UTMB Blackboard site is secured with an SSL certificate. This means that information such as your username and password is encrypted for transmission over the internet.

You may receive a security warning during your use of a Blackboard course in Internet Explorer. If so, please click the appropriate response to allow you to view both types of content:



How do I edit the course menu? Can I remove items from my home page?

Not if you are a student, but you can customize your home page by clicking the Personalize Page button at the top right of the screen.

Respondus Lock Down Browser (LDB) FAQ:

How do I install the browser?

Your course will have a link and installation instructions to download the browser.

What are the system requirements?

Windows 10, 8, 7, IE browser, 4MB of disk space

Mac OS X 10.5 or higher, 512 MB RAM, 2MB of free hard disk space

What are the browser requirements?

Your browser (Safari for Mac, or IE, Chrome, or Firefox) must be configured to the minimum requirements for Blackboard.

Installing the Lockdown browser will not change your existing settings for IE.

Tegrity Lecture Recording/Playback FAQ:

Who can record a lecture?

You must be an instructor in a Blackboard course, or the instructor must have enabled student recording. Tegrity is integrated with Blackboard.

What equipment is needed to record a lecture?

At a minimum, you need a PC or Mac and a microphone. You can also attach a camera and additional devices.

What equipment is needed to play back a lecture?

You need access to a browser, a smartphone (Tegrity apps are available for the Mac and Android systems) or similar device.

Who can access a recording?

You must be affiliated with the course in Blackboard, as a student, Tegrity Viewer, teaching assistant, or instructor.

Additional Issues with Blackboard / Using Blackboard Help

- If you have trouble logging into Blackboard, always check to see if you can get into Webmail first: you visit <http://webmail.utmb.edu> , then enter your username and password. If webmail does not work, you likely have a username/login issue that needs resolving by the Help Desk [409-772-5200]
- Help Desk is open 24-7 to accept tickets regarding Blackboard, which get relayed to Academic Computing. If you open a ticket, please list the crucial 5 items Academic Computing needs to help you answer your issue: 1) what the problem is, 2) the browser and 3) technology (PC, tablet, smartphone) used, and 4) what course and 5) assignment has the problem.
- Some ticket issues can be resolved by using a different browser (Google Chrome and Mozilla Firefox are preferred). If you must use Internet Explorer, select “Compatibility View Settings”. More information is available on these settings on the UTMB Blackboard site.
- Basic videos are available on the UTMB Blackboard site to help you learn how to use Blackboard.
- There is additional help available at the Blackboard corporate site: <https://en-us.help.blackboard.com/Learn/Student>

Website Links

Academic Calendar:

<https://shp.utmb.edu/AcademicCalendar/default.asp>

Academic Resources and Moody Medical Library:

<https://www.utmb.edu/ar/>

Application:

https://www.utmb.edu/OnlineApp/Login_Main.asp?strPurpose=ViewApplication

Blackboard:

<https://eclass.utmb.edu>

Master of Science in Health Professions Webpage:

<https://shp.utmb.edu/mshp/>

Tuition and Fees:

<https://utmb.edu/enrollmentservices/tuitionandfees.asp>

UTMB Home:

<https://utmb.edu>

Course Syllabi

Medical Ethics (MSHP 5301)

Instructor: Leonce H. Thierry, Jr., M.S., MT(ASCP) CHES
Clinical Assistant Professor
Department of Clinical Laboratory Sciences

Contact Information: E-Mail Address: lthierry@utmb.edu
Office: SAHS - 4.437 Phone: (409) 772-9475
Office Hours: Mondays & Wednesdays, 8 AM to 12 Noon

Lecture: Online Presentation of Material
May 2, 2016 – July 8, 2016

Course Credit: 3 Hours (45 Hours of Lecture)

Resources and External Links:

Journal of Medical Ethics: <http://jme.bmj.com/>

Course Description:

The student will demonstrate the ability to : 1) describe ethics and values in a health care setting; 2) evaluate the values of ethical principles among health care professionals; 3) assess the process of resolution when presented with an ethical dilemma; 4) apply ethical standards related to mental health, experimentation on human subjects, patient consent, genetics, and rights to death and; 5) integrate the knowledge of medical ethics into the health care practice. The course will include module-based lectures, reading assignments, discussion boards, case studies, and a final paper. (45 lecture hours.)

Course Content

This course will be divided into five modules that will assess medical ethics principles related to quality patient care. Each module will focus on literature review and best practices for accepted ethical behavior in the practice of health care. Students will work through each module by discussion boards and participation in comprehensive review of medical dilemmas offered in case studies.

Course Goal

The purpose of this course is to prepare the student for health care positions by developing skills in identify ethical practices in health care and resolving ethical dilemmas.

Upon completion of this course, the student will be able to:

- Identify and critically analyze ethical issues in clinical laboratory science
- Apply ethical and legal concepts in your role and responsibility as health care providers.
- Describe the role of the clinical laboratory scientist in a management supervisory position using basic management principles.
- Apply the basic principles of medical ethics to the health care setting.
- Discuss the role of a health care provider in the assessment of medical ethics from the role of an administrator
- Evaluate medical ethics as it applies to Medicare-Medicaid, licensure and accreditation.

Course Process

Lectures, discussions, videotapes, small group discussions and Internet activities (such as web discussions) and other projects will be utilized to introduce, review and develop expertise in the achievement of the course objectives. As you go through each module, you will be asked to complete several activities or assignments. You will submit the activity through the assignment box in Blackboard. Read the instructions in Blackboard to learn about using the assignment box feature. As you complete each activity, use the objectives and assessment criteria as guidelines for your process of investigation. This information is available within each lesson. You will be evaluated on the basis of these criteria. If you have questions about the process or about a specific activity, contact your instructor for information.

Final Paper – A Consideration for the Patient (20%)

The goal is this paper is to provide independent investigation of a recent ethical dilemma involving an untoward patient outcome. Students should select a medical event that has occurred within the past five years. In this final paper, the student should assess

- 1) The medical ethics dilemma.
- 2) Why did the event occur?
- 3) What should have happened to prevent the patient outcome?
- 4) Provide future recommendations in consideration of medical ethics.

The final paper should be a minimum of 10 pages using one inch left and right margins and one inch header and footer. The font should be 12 points and the paper should be double spaced.

Reference all sources of information in APA format (6th ed.). A link to APA style is provided for you in Course Information.

Blackboard Assignments and Module Projects (40 %)

Four Papers (*4 @ 100 Points*) will include topics related to:

1. Patient Autonomy versus “Do No Harm”
2. Patient Confidentiality
3. Justice and Veracity
4. Ethical Dilemmas

These papers should be a minimum of 1500 words and will address information presented in assigned modules.

Discussion Boards (40%)

Discussion Boards are designed to address ethical cases presented in this course.

Late Assignments Policy

Assignments are expected to be turned via the BlackBoard assignment box by midnight on the due date. Late assignments will have 10% reduction of points for each day that it is late.

Guidelines for Submitting Assignments

The preferred way to submit an assignment is to send it via the Assignment Drop box in the Communications area of Blackboard and send an email to your instructor indicating that it has been posted. All assignment files should be named using the following convention - first name initial, last name, name of assignment (i.e. leadership). If you are experiencing difficulty with this method of submitting your assignments, you can also:

- send it as an email attachment
- fax it
- mail it via regular post (aka. snail-mail)
- submit it in person on the designated due dates

BE SURE to keep a backup copy of all assignments and communications!

Grading

Students are required to complete all units, projects, and Internet discussion sessions.

Citation/ Writing Style

APA Style MUST be used for all papers submitted in this course, including the chapter questions. If you are uncertain about APA style, please seek help BEFORE the first assignment is due. You WILL NOT have the opportunity to redo work because you received a low grade due to a lack of proper format. There are a number of links and other information available under “Course Information” to help you with APA.

You will also receive information at the first class meeting on proper format for references. There will also be an APA assignment that you MUST receive 20 points on before we will grade your subsequent work.

Discussion Boards (4 @ 100 points each)

Students will participate in discussion boards to reflect on course content issues, reading, PowerPoint presentations and interact with peers. Students will contribute topical and relevant thoughts, ideas, and factual information based on readings and other credible peer-reviewed sources.

Attendance

Class Participation grade will be determined by your attendance in class, group participation, web discussions and chats. The number of points to be awarded are listed in each lesson under the performance criteria. For WebCLS and categorical students, viewing of videotaped lectures is expected. In the event of an unavoidable absence, the student must notify the instructor. Students not attending class will have points deducted from their attendance and participation grade. In addition, certain classroom projects and activities will be completed in class. There will be no makeup for these projects without prior approval from the instructor.

Assignments

Class assignments will be given on a regular basis and are due on the date specified by the instructor. Generally, students will have several days to complete these assignments. Assignments handed in late, except under extraordinary circumstances, will not be accepted.

Academic Progress

Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress will be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action

Please indicate by the end of the 2nd week of the semester if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request within one week of returning to classes. You may contact you Instructor or the Office of Student Affairs

Professional Behavior

As a part of a professional program, you are expected to conduct yourselves in a manner consistent with the level of trust and responsibility that will be placed on you when you are part of a health care team. You are expected to be honest in your dealings with your instructor and your peers. You are also expected to be able to follow instructions, to act with the utmost integrity, to follow safety protocols while in laboratory, to perform laboratory work with care, and to act in accordance with those standards characteristic of those we call “professionals”.

Behavior during examinations, written and practical, will be monitored. Inappropriate behavior may result in pursuance of disciplinary action.

Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SAHS Student Handbook found at <http://www.sahs.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

Course Evaluations

Students will be given the opportunity to evaluate the instructor and course near the end of the course/semester. When submitting course evaluations students must follow the guidelines provided by the course instructor or department.

MSHP 5303 Health Care Policy

COURSE INSTRUCTORS

Amanda W. Scarbrough, PhD, MHSA
Adjunct Assistant Professor, SHP
301 University Blvd., Galveston, TX 77555-1056
P 409.354.3242
email: amanda.scarbrough@utmb.edu

OFFICE HOURS

Individual conference times will be scheduled by sending an email request. Dr. Scarbrough will be available Monday/Tuesday/Thursday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

ANNOUNCEMENTS

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

COURSE DESCRIPTION

This course provides the student with the opportunity to; 1) examine intricacies of health policy development, implementation and how various health policies affect their profession and patients; 2) define the federal, state, and local government's role in the development of health policy; 3) evaluate the current Medicare/Medicaid systems and identify how these systems affect the care they provide; 4) examine health policy and how it may affect the care given to minorities and the uninsured; 5) evaluate the current health care policy issues affecting women's health care; 6) review a comprehensive analysis of a health care policy; and 7) differentiate the health care policy issues affecting public health in the United States.

Healthcare policy is affecting the lives of every American in economic, socio-cultural, and in individual and personal ways. At a time when one of every six dollars spent in the United States goes to healthcare, it is incumbent upon healthcare professionals to have a fundamental understanding of the definitions, processes, pathways, and effects of healthcare policy decision-making. The U.S. healthcare system is in the midst of transformation affecting many different aspects of health workforce, financing mechanisms, facilities and services. Perhaps most important, clinicians should have a working understanding of the public policy system to effectively participate and advocate for principles that are important to better patient outcomes.

This course is intended to inform participants of key concepts in healthcare policy; provide a forum for research, dialog, and learning about major topical healthcare policy themes; enable opportunities to interact with policy makers and others responsible for decision-making; and prepare for participation in healthcare policy formulation as engaged healthcare professionals.

COURSE GOALS

Upon completion of Healthcare Policy for Clinicians, the student will have developed the following knowledge, skills, and attitudes:

1. demonstrate knowledge of how Health Policy is formulated
2. awareness of the factors that affect Health Policy decision making
3. identify intended and unintended consequences of Health Policy
4. identify appropriate and effective tools for engaging a policy maker or elected official
5. recognizes tools for potential effective advocacy

LEARNING OBJECTIVES

Cognitive

1. define the federal, state, and local government's role in the development of health policy
2. analyze intricacies of health policy development, implementation and how various health policies affect their profession and patients
3. evaluate the current Medicare/Medicaid systems and identify how these systems affect the care they provide
4. examine health policy and how it may affect the care given to minorities and the uninsured
5. describe a comprehensive analysis of a health care policy

Affective

1. discuss topics related to aspects of health workforce, financing mechanisms, facilities and services
2. explain intricacies of health policy development, implementation and how various health policies affect their profession and patients
3. identify and discuss the health care policy issues affecting public health in the United States.
4. explain health policy and how it may affect the care given to minorities, the uninsured and other underrepresented groups

CLASS PARTICIPATION

It is essential that you participate in this online course experience including synchronous and asynchronous discussion; discovering new knowledge through research and exploration; and by completing weekly exercises to gain the most out of the course. Please call or email the course

instructors with any questions you may have. The journal board is a great place to share resources, compare cases, and learn from the instructor. Your assignments facilitate your new knowledge acquisition to meet the objectives of the course. You may work ahead by posting to the assigned tabs.

GRADED CRITERIA

Autobiography	Pass/Fail	Grading Scale	
Discussion 5 x 5 points each	50 points: 5 points for initial post 5 points for responses (There are six posts throughout the semester. You are required to be post for 5 of the 6 posts. You may omit one or do all 6 for extra credit)	100-90 90-80 80-70 50-70	A B C F
Policy Research 6 x 5 points each	30 points 5 points per activity. 6 activities.		
Health Policy Field Experience	20 points		
Total Points	100		
End of Course Survey	Pass/Fail		

GRADING RUBRIC

To be awarded maximum points the following must be completed:

Exceptional (A)	Meet Expectations (B)	Needs Improvement (C)	Does Not Meet Minimum Requirements (F)
Includes critical thinking and analytical content and insight	Some critical thinking and analytical content and insight	Little critical thinking and analytical content and insight included	No critical thinking and analytical content and insight included

Follows APA format exactly	Follows APA format with some minor corrections	Follows APA format with many corrections	Does not follow APA format
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LATE ASSIGNMENTS

Failure to turn in any assignment on time will result in a 10% deduction in grade for being one day late, followed by a 10% per day penalty thereafter.

ACADEMIC INTEGRITY

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at <http://shp.utmb.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

CITATION REQUIREMENTS

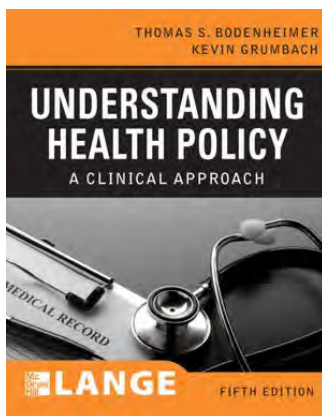
You must use APA 6th edition to cite all sources. Use 12 point font, Times New Roman, one inch margins. Please refer to the:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA Press.

ISBN: 978-1-4338-0561-5

REQUIRED TEXTBOOKS

Understanding Health Policy: A Clinical Approach by Thomas Bodenheimer and Kevin Grumbach, ISBN-13: 9780071643047



ASSIGNMENTS

Autobiography

Tell us about yourself. Please include:

1. Your education background. Include what your undergraduate degree is in.
2. If you are currently working and if so where.
3. Why you are pursuing a Masters Degree.
4. Your career goals.
5. How you currently understand the personal implication of current health policies.

Discussion Questions

Six times during the semester a question related to the readings will be posted for a class discussion exercise. The *question will be posted by Noon on each alternating Monday* of the term. The *student will post their response to the question by Noon on the following Wednesday*. The initial response to the question must be a minimum of 100 words.

In addition, each student must *comment on at least two classmate's responses by Friday Noon* of the discussion exercise week. Each response must be substantive. At least one response must be a minimum of 100 words.

The first Blackboard assignment is an autobiography. The purpose is to get to know one another and to become familiar with Blackboard. This does not count as one of the assignments for grading purposes

Health Policy Experience

For this course you will be required to meet and interview one of your local elected officials, and prepare a reflective 3-5 page paper on your experience. Pick either your Congressman, State Legislator or State Senator, and arrange your meeting. The meeting may be in the District office, or Capitol office, and should follow an instructor-approved interview framework. You are encouraged to explore the Member's point of view on health policy, or select a specific health-related topic to learn of the Member's perspective. You should NOT communicate or advocate any particular position on the theme or topic.

We understand that elected officials are busy and may be difficult to schedule. If your elected official is not available you can substitute his/her Chief of Staff or Legislative Director, but please make every effort to meet your elected official.

Policy Research

In this course-long assignment, you will select one law and study it in depth. Choose the law (or policy area) from among the following:

- Affordable Health Care Act
- Children's Health Insurance Program

Emergency Medical and Treatment and Active Labor Act
 Family and Medical Leave Act
 Health Insurance Portability and Accountability Act
 Stark Law

Your course project tasks are described below:

- **Activity 1:** Define, explain and describe the policy or law.
- **Activity 2:** Describe and explain the history of the policy or law. Include:
 - An overview of the process of policy making or law making
 - The steps that led to your policy becoming a law
 - The stakeholders and groups that were key to the creation and passage of your selected policy.
- **Activity 3:** Research and explain the impact the law has on the following areas of the *healthcare system*:
 - Financial
 - Sociocultural
 - Political
 - Staffing
- **Activity 4:** Research and explain the impact the law has on the following areas as related to *your professional field*:
 - Financial
 - Sociocultural
 - Political
 - Staffing
- **Activity 5:** Describe the future direction of your identified policy area. What changes do you foresee? Provide your rationale.
- **Activity 6:** Summarize the major points of your research in a PowerPoint presentation and send to your instructor.

Each activity is due the Friday of the week it is assigned at midnight.

TIMELINE

DATE	READINGS	ASSIGNMENT
8/29	Chapter 1: Introduction: The Changing US Health Care System	Sharing Experiences—Autobiography
9/5	<i>NO CLASS</i>	LABOR DAY HOLIDAY
9/12	Chapter 2: Paying for Health Care	Policy Research – Activity 1 due Friday the 16 th at midnight
9/19	Chapter 3: Access to Health Care	Discussion Questions
9/26	Chapter 4: Reimbursing Health Care Providers	Policy Research – Activity 2 due Friday at midnight

9/28	Chapter 5: How Health Care is Organized I	Discussion Questions
10/3	Chapter 6: How Health Care is Organized II	Policy Research – Activity 3 due Friday at midnight
10/10	Chapter 7: The Health Care Workforce and the Education of Health Professionals	Discussion Questions
10/17	Chapter 8: Painful Versus Painless Cost Control	Policy Research – Activity 4 due Friday at midnight
10/24	Chapter 10: Quality of Health Care	Discussion Questions
10/31	Chapter 11: Prevention of Illness	Policy Research – Activity 5 due Friday at midnight
11/7	Chapter 15: National Health Insurance	Discussion Questions
11/14	Chapter 16: Conflict Change in America's Health Care System	Policy Research – Activity 6 due Friday at midnight
11/21	<i>NO CLASS</i>	THANKSGIVING HOLIDAY
11/28	Chapter 17: Conclusions: Tensions and Challenges End of Course	Discussion Questions Health Policy Field Experience Reflective Paper Due Final Course Evaluation

MSHP 5304 Thesis Project I (Physician's Assistant)

Course Instructor

Camille Loftin, MPAS, PA-C
Office: Room 3.634/SHP
Office Phone: (409)772-9592
Department:(409)772-3048
Email: ctloftin@utmb.edu

Office Hours

Individual conference times will be scheduled by sending an email request. The course coordinator will be available Monday-Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

Announcements

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Course Description

This course provides the student with the opportunity to; 1) develop a medical database to identify focused peer-reviewed literature and journal articles; 2) synthesize scientific information, 3) analyze the research data; and 4) develop scientific writing skills.

Students may choose from a wide variety of topics including but not limited to educational or instructional applications, management, clinical research, equipment evaluation or performance, or focused reviews of the scientific literature. During the first portion of this course students must work with an advisor to complete an approved project proposal. Credit for this course requires submission of a scientific paper in journal publication format including: abstract; introduction/background/purpose, methods (for literature review projects the methods will include the search criteria and history), results; discussion./implications; conclusion; and an oral presentation to faculty and peers.

Course Objectives

Upon completion of the thesis project I course, the students will have developed the following knowledge, skills, and attitudes:

- Demonstrate advanced skills in performing a literature review

- Synthesize scientific information research during the literature review process
- Evaluate the research data discovered during the literature review process
- Develop skills in critical reading
- Demonstrate effective and accurate writing skills using appropriate style and organization

Class Participation

It is essential that you attend class by completing monthly assignments to gain the most out of the online experience. Please call or email the course instructor with any questions immediately when a problem arises. The journal board is a great place to share resources, compare cases, and learn from the instructor. Your assignments contain the necessary information to advance your clinical skills and contribute to your medical knowledge. You may work ahead by posting to the assigned tabs.

Graded Components

Topic/Title page	25 points	Grading Scale 100- 90 A 90-80 B 80-70 C Below 50 F
Introduction, Purpose and Background	75	
End of Course Survey	Pass/Fail	

Grading Rubric

To be awarded maximum points the following must be completed:

Exceptional (A)	Meet Expectations (B)	Needs Improvement (C)	Does Not Meet Minimum Requirements (F)
Includes critical thinking and analytical content and insight	Some critical thinking and analytical content and insight	Little critical thinking and analytical content and insight included	No critical thinking and analytical content and insight included
Follows APA format exactly	Follows APA format with some minor corrections	Follows APA format with many corrections	Does not follow APA format

Late Assignments

Failure to turn in any assignment will result in a 10% deduction in grade for being late, followed by a 10% per day penalty thereafter.

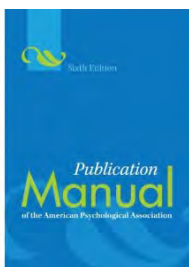
Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at <http://shp.utmb.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

Citation Requirements

You must use APA 6th edition to cite all sources. Use 12 font, Times New Roman, one inch margins. Please refer to the:

Required Textbook



American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA Press. ISBN: 978-1-4338-0561-5

Assignments

Assigned Readings:

<http://owl.english.purdue.edu/owl/resource/545/1/>

<http://www.deakin.edu.au/library/findout/research/litrev.php>

Phase I: Literature Review

1. Decide on a research question by performing an initial literature review and submit the title approval form to Blackboard for committee approval. All committee members must give signed approval in order for the student to move forward in the thesis process.
2. Perform an advanced literature review to support your research question and finalize research topic with committee.

Phase II: Writing the thesis paper

1. Begin the introduction, purpose and background of the thesis project. Obtain committee approval by submitting your work on Blackboard for review.

Format for Thesis Project
(APA style)

9. **Title page** (contains title of the paper, author's name, institution.) Include page header flush left with page number flush right

Running head: TITLE OF YOUR PAPER

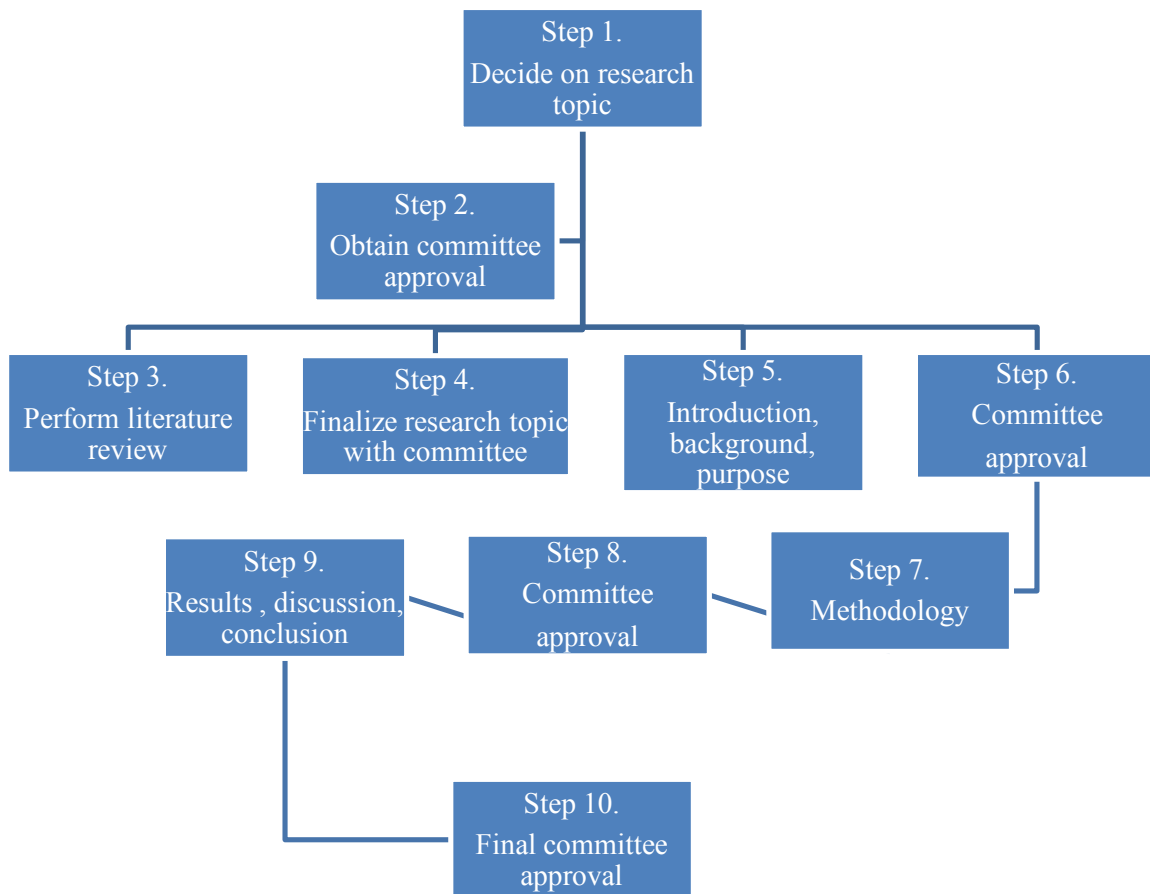
Pages after the title page should have a running head that looks like this:

TITLE OF YOUR PAPER

10. **Abstract** (brief summary of the key points and purpose of the thesis)
11. **Introduction/background/purpose**
12. **Methodology** (for literature review projects the methods will include the search criteria and history)
13. **Results**
14. **Discussion**
15. **Conclusion**
16. **References**

The Thesis Project Process

Steps 1-6 will be completed in MSHP 5304 Thesis Project I (except for the abstract)
Steps 7-10 will be completed in MSHP 5305 Thesis Project II (including the abstract)



COMPLETE TITLE OF THE THESIS RESEARCH

STUDENT NAME

A THESIS PROJECT PRESENTED TO THE GRADUATE FACULTY OF THE UNIVERSITY OF TEXAS
MEDICAL BRANCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTERS IN HEALTH PROFESSIONS

APPROVED BY:

Camille Loftin, MPAS, PA-C
Thesis Committee Chair

Jennifer Eames, MPAS, PA-C
Committee Member

Holly West, MPAS, PA-C
Committee Member

THESIS PROJECT APPROVAL

Approval Signature

Topic

Title page

Abstract

Introduction/background/purpose

Methodology

Results

Discussion

Conclusion

References

MSHP 5304 Thesis Project I (Respiratory Care)

Course Description:(3 sem credit hours)

This course provides the student with the opportunity to; 1) search the medical literature database to identify relevant peer-reviewed journal articles; 2) synthesize/summarize scientific information from key articles, 3) analyze the research data, 4) develop scientific writing skills, and 5) develop a project proposal to include: a) background, b) purpose, c) methods, and d) key development steps with proposed target dates for completion.

Students may choose from a wide variety of topics including but not limited to educational or instructional applications, management, clinical research, equipment evaluation or performance, or focused reviews of the scientific literature. During the first portion of this course students must work with an advisor to complete an approved project proposal. Credit for this course requires submission of approved project proposal that will ultimately result in a manuscript that is in journal publication format including: abstract; introduction/background/purpose, methods (for literature review projects the methods will include the search criteria and history), results; discussion./implications; conclusion; and an oral presentation to faculty and peers.

Course Coordinators:

José D. Rojas, PhD, RRT
Office: RM 4.502 SHP Bldg.
Phone: 409-772-9405
email: jdrojas@utmb.edu
Office Hrs: TBA

Muzna Khan, MS, RRT
Office: RM 4.508 SHP Bldg.
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Bruce Adcock, MS, RRT-NPS
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Phone: 409-772-5693
Email: badcock@utmb.edu
Office Hrs: TBA

Daneen Nastars, MS, RRT
Office: RM 4.504 SHP Bldg.
Phone: 409-772-9582
Email: danastar@utmb.edu
Office Hrs: TBA

Course Requirements: The student will schedule 6 meetings (See timeline below) with the members of the Thesis Committee over the semester. The initial meeting should occur no later than the end of the third week of the semester. Subsequent meetings should occur, at minimum, bi-monthly. Final meeting will result in a completed project proposal with timeline for meetings and submission. The purpose of the regular meetings (see timeline details below) is to define and finalize the scope of the thesis project. The meetings will be in Galveston or virtual.

Required Course Materials:

Publication Manual of the American Psychological Association. 6th Edition.

ISBN: 978-1-4338-0561-5

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Title IX:

Title IX of the Education Act Amendments of 1972 states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

To make a report of gender based harassment, dating violence, domestic violence, sexual assault, or stalking, contact the UTMB Office of Title IX Compliance, 2.118 Jamail Student Center, 409-772-2112. Full information is available at www.utmb.edu/studentservices/titleix.asp

Academic Integrity:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

End of Course Evaluations

Students will be given the opportunity to evaluate the performance of the instructor and course near the end of the course/semester. When submitting course evaluations students must follow the guidelines provided by the course instructor or department.

Thesis I Deadlines:

Meeting 1: Week 3; Rough draft of proposal, Review of IRB process at sponsor institution

Meeting 2: Week 5; Summary of pertinent literature search and rough draft of Introduction

Meeting 3: Week 7; Revised Introduction, rough draft of Literature Review

Meeting 4: Week 9; Revised Introduction, revised Literature Review, Rough draft of Methodology section

Meeting 5: Week 11; First draft of Introduction, Literature Review and Methodology Section, Discussion of IRB Process

Meeting 6: Week 13; Summary of Introduction, Literature Review, and Methodology, Timeline for completion of thesis and IRB approval.

Mentor:

Your mentor should be someone that can help guide you through this process. We ask that the mentor attend at least 2 of the meetings during the semester.

Meetings:

Meetings can take place in 2 ways (your choice):

1. Face to Face in Galveston

2. Through Google Hangout (please provide your sign on information for both you and your mentor)

Resources:

End Note (available through the Moody Medical Library)

<https://www.myendnoteweb.com/EndNoteWeb.html?SID=3CPqBZf9yKBSlyPSwNF&returnCode=ROUTER.Success&SrcApp=CR&Init=Yes>

This is helpful to keep your resources organized throughout your project.

MSHP 5305 Thesis Project II (Physicians Assistant)

Course Instructor

Camille Loftin, MPAS, PA-C

Office: Room 3.634/SHP

Office Phone: (409)772-9592

Department:(409)772-3048

Email: ctloftin@utmb.edu

Office Hours

Individual conference times will be scheduled by sending an email request. The course coordinator will be available Monday-Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

Announcements

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Course Description

Continuation of Thesis Project I. This course provides the student with the opportunity to; 1) discuss scientific information related to the literature review; 2) organize a scientific paper using the material in focused peer-reviewed literature and journal articles; 3) review the written material with peers to assess and critique the scientific paper; 4) defend the scientific paper to the thesis committee.

Students may choose from a wide variety of topics including but not limited to educational or instructional applications, management, clinical research, equipment evaluation or performance, or focused reviews of the scientific literature. During the first portion of this course students must work with an advisor to complete an approved project proposal. Credit for this course requires submission of a scientific paper in journal publication format including: abstract; introduction/background/purpose, methods (for literature review projects the methods will include the search criteria and history), results; discussion./implications; conclusion; and an oral presentation to faculty and peers. Prerequisite: MSHP 5304

Course Objectives

Upon completion of the thesis project II course, the students will have developed the following knowledge, skills, and attitudes:

- Demonstrate knowledge regarding performing a literature review
- Develop the necessary skills to organize a scientific paper using the material in focused peer-reviewed literature and journal articles
- Demonstrate an advanced level of scientific writing using appropriate style and organization
- Develop advanced skills in critical reading

Class participation

It is essential that you attend class by completing monthly assignments to gain the most out of the online experience. Please call or email the course instructor with any questions immediately

when a problem arises. The journal board is a great place to share resources, compare cases, and learn from the instructor. Your assignments contain the necessary information to advance your clinical skills and contribute to your medical knowledge. You may work ahead by posting to the assigned tabs.

Graded Components

Methodology (comparison)	50 points	Grading Scale	
Results/Conclusion/ Discussion	50 points	100- 90	A
		90-80	B
End of Course Survey	Pass/Fail	80-70	C
		Below 50	F

Grading Rubric

To be awarded maximum points the following must be completed:

Exceptional (A)	Meet Expectations (B)	Needs Improvement (C)	Does Not Meet Minimum Requirements (F)
Includes critical thinking and analytical content and insight	Some critical thinking and analytical content and insight	Little critical thinking and analytical content and insight included	No critical thinking and analytical content and insight included
Follows APA format exactly	Follows APA format with some minor corrections	Follows APA format with many corrections	Does not follow APA format

Late Assignments

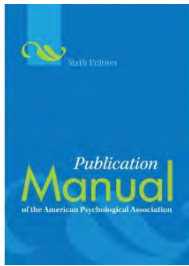
Failure to turn in any assignment will result in a 10% deduction in grade for being late, followed by a 10% per day penalty thereafter.

Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at <http://shp.utmb.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

Citation Requirements

You must use APA 6th edition to cite all sources. Use 12 font, Times New Roman, one inch margins. Please refer to the:
Required Textbook



American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA Press. ISBN: 978-1-4338-0561-5

Assignments

Phase I: Methodology

1. Continue the methodology section of the thesis project and obtain committee approval. This is where you compare the literature review articles regarding your research question in order to make a conclusion regarding the question being asked.

Phase II: Finalizing the Thesis Project

1. Finalize the thesis project with the results, conclusion and discussion. This is where you organize the methodology section of comparing the literature review articles. Discuss the findings of the research question. Obtain final committee approval.

Format for Thesis Project (APA style)

17. **Title page** (contains title of the paper, author's name, institution.) Include page header flush left with page number flush right

Running head: TITLE OF YOUR PAPER

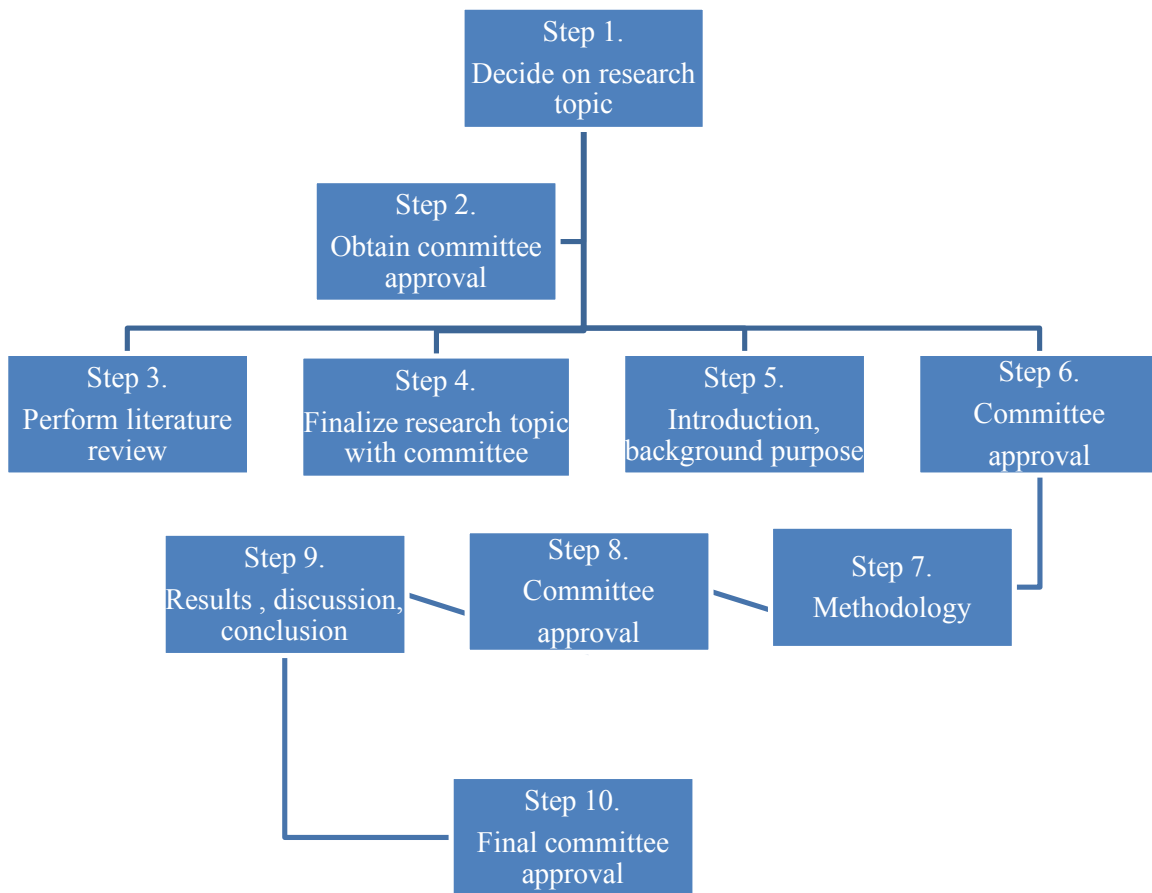
Pages after the title page should have a running head that looks like this:
TITLE OF YOUR PAPER

18. **Abstract** (brief summary of the key points and purpose of the thesis)
19. **Introduction/background/purpose**
20. **Methodology** (for literature review projects the methods will include the search criteria and history)

- 21. Results
- 22. Discussion
- 23. Conclusion
- 24. References

The Thesis Project Process

Steps 1-6 will be completed in MSHP 5304 Thesis Project I
Steps 7-10 will be completed in MSHP 5305 Thesis Project II



COMPLETE TITLE OF THE THESIS RESEARCH

STUDENT NAME

A THESIS PROJECT PRESENTED TO THE GRADUATE FACULTY OF THE (UNIVERSITY NAME) IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTERS IN HEALTH PROFESSIONS

APPROVED BY:

Camille Loftin, MPAS, PA-C
Thesis Committee Chair

Jennifer Eames, MPAS, PA-C
Committee Member

Holly West, MPAS, PA-C
Committee Member

MSHP 5305 Thesis Project II (Respiratory Care)

Course Description:(3 sem credit hours)

This course provides the student with the opportunity to; 1) search the medical literature database to identify relevant peer-reviewed journal articles; 2) synthesize/summarize scientific information from key articles, 3) analyze the research data, 4) develop scientific writing skills, and 5) develop a project proposal to include: a) background, b) purpose, c) methods, and d) key development steps with proposed target dates for completion.

Students may choose from a wide variety of topics including but not limited to educational or instructional applications, management, clinical research, equipment evaluation or performance, or focused reviews of the scientific literature. Credit for this course requires submission of a completed project that will ultimately result in a manuscript that is in journal publication format including: abstract; introduction/background/purpose, methods (for literature review projects the methods will include the search criteria and history), results; discussion./implications; conclusion; and an oral presentation to faculty and peers.

Course Coordinators:

José D. Rojas, PhD, RRT
Office: RM 4.502 SHP Bldg.
Phone: 409-772-9405
email: jdrojas@utmb.edu
Office Hrs: TBA

Muzna Khan, MS, RRT
Office: RM 4.508 SHP Bldg.
Phone: 409-772-9283
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Bruce Adcock, MS, RRT-NPS
Office: RM 4.4608 SHP Bldg.
Phone: 409-772-5693
Email: badcock@utmb.edu
Office Hrs: TBA

Daneen Nastars, MS, RRT
Office: RM 4.504 SHP Bldg.
Phone: 409-772-9582
Email: danastar@utmb.edu
Office Hrs: TBA

Course Requirements: The student will schedule a minimum of 4 meetings with the committee. The purpose of these meetings is to provide drafts of the progress on the final thesis. The work presented at all scheduled meetings must be submitted to Blackboard one week before the scheduled meeting. The final draft of the thesis must be submitted to Blackboard in the penultimate week of the semester. The final presentation and evaluation of the thesis will occur in the last week of the semester.

Required Course Materials:

Publication Manual of the American Psychological Association. 6th Edition.
ISBN: 978-1-4338-0561-5

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Title IX:

Title IX of the Education Act Amendments of 1972 states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

To make a report of gender based harassment, dating violence, domestic violence, sexual assault, or stalking, contact the UTMB Office of Title IX Compliance, 2.118 Jamail Student Center, 409-772-2112. Full information is available at www.utmb.edu/studentervices/titleix.asp

Academic Integrity:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

End of Course Evaluations

Students will be given the opportunity to evaluate the performance of the instructor and course near the end of the course/semester. When submitting course evaluations students must follow the guidelines provided by the course instructor or department.

Thesis II Deadlines:

Meeting 1: Week 3; Revised Introduction and Literature Review and Methodology section

Meeting 2: Week 6; Rough draft of Results section

Meeting 3: Week 9; revised draft of Results and rough draft of Discussion

Meeting 4: Week 11; Revised draft final thesis

Mentor:

Your mentor should be someone that can help guide you through this process. We ask that the mentor attend at least 2 of the meetings during the semester.

Meetings:

Meetings can take place in 2 ways (your choice):

1. Face to Face in Galveston
2. Through Google Hangout (please provide your sign on information for both you and your mentor)

Resources:

End Note (available through the Moody Medical Library)

<https://www.myendnoteweb.com/EndNoteWeb.html?SID=3CPqBZf9yKBSlyPSwNF&returnCode=ROUTER.Success&SrcApp=CR&Init=Yes>

This is helpful to keep your resources organized throughout your project.

MSHP 5501 Advanced Applied Practice I: Education

Course Instructor

Camille Loftin, MPAS, PA-C

Office: Room 3.634/SHP

Office Phone: (409)772-9592

Department:(409)772-3048

Email: ctloftin@utmb.edu

Office Hours

Individual conference times will be scheduled by sending an email request. The course coordinator will be available Monday-Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

Announcements

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Course Description

This graduate level course provides the student with the opportunity to; 1) integrate traditional elements of education in the classroom; 2) interpret practical strategies for teaching and modes of assessment, 3) distinguish between strategies in classroom management, such as coping with student behaviors in instructional settings; 4) evaluate models of the curriculum design and summarize how to effectively apply the curriculum in the classroom; and 5) compare the educational experience in the classroom, lab, or clinical setting with peers.

Learning Objectives

Upon completion of the advanced practice practicum IV – Education Track, the student will have developed the following knowledge, skills, and attitudes:

Cognitive

- Identify the differences between learning among children (pedagogy) and adults (androgogy).
- Discuss the different types of learning styles, providing examples of study and learning preferences.
- Explain the evolution of technology into education.
- Discuss the concepts of problem-based learning (PBL) in the medical education setting.
- Identify the role of the teacher as facilitator in PBL.
- Describe methods for communicating expectations to students.
- Identify the components of learning objectives.
- Discuss the role of precepting in medical education.
- Define educational scholarship.
- Explain the function and purpose of the ARC-PA.
- Identify resources from the AAPA and PAEA regarding PA Education.

- Discuss methods used to evaluate and assess learning in the clinical and academic setting.

Affective

- Recognize the challenges of teaching adult learners.
- Appreciate the preparatory requirements of curricula development.

Psychomotor

- Compile a set of learning objectives for a “lecture.”
- Create a Teaching Philosophy for your Educational Portfolio.
- Develop one section of a course including objectives, lecture topics, resources, and evaluation methods.

Class Participation

It is essential that you attend class by completing monthly assignments to gain the most out of the online experience. Please call or email the course instructor with any questions immediately when a problem arises. The journal board is a great place to share resources, compare cases, and learn from the instructor. Your assignments contain the necessary information to advance your clinical skills and contribute to your medical knowledge. You may work ahead by posting to the assigned tabs.

Graded Components

Assignments 12 x 50 points each	600	Grading Scale 1000-900 A 900-800 B 800-700 C 500-700 F	
Journal Posts 8 x 50 points each	400		
Total points	1000		
End of Course Survey	Pass/Fail		

Grading Rubric

To be awarded maximum points the following must be completed:

Exceptional (A)	Meet Expectations (B)	Needs Improvement (C)	Does Not Meet Minimum Requirements (F)
Includes critical thinking and analytical content and insight	Some critical thinking and analytical content and insight	Little critical thinking and analytical content and insight included	No critical thinking and analytical content and insight included
Follows APA format exactly	Follows APA format with some minor corrections	Follows APA format with many corrections	Does not follow APA format

Late Assignments

Failure to turn in any assignment will result in a 10% deduction in grade for being late, followed by a 10% per day penalty thereafter.

Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at <http://shp.utmb.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

Citation Requirements

You must use APA 6th edition to cite all sources. Use 12 font, Times New Roman, one inch margins. Please refer to the:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA Press.
ISBN: 978-1-4338-0561-5

Required Textbooks

There is no required textbook for this track; however, there are online resources provided.

Assignments

Phase I: Educational Theories

Readings:

Russell, S. (2006). An Overview of Adult Learning Processes: Adult-Learning Principles. *Medscape*. Retrieved from: http://www.medscape.com/viewarticle/547417_2
Smith, M. K. (2002). Malcolm Knowles, informal adult education, self-direction and andragogy', *the encyclopedia of informal education*, www.infed.org/thinkers/et-knowl.htm.

Giles, E., Pitre, S., & Womack, S. Multiple Intelligences and Learning Styles. Retrieved from http://projects.coe.uga.edu/epltt/index.php?title=Multiple_Intelligences_and_Learning_Styles

Learning-Theories. (2008). *Index of learning theories and models*. Retrieved from <http://www.learning-theories.com/>

Marcy, V. (2001). Adult learning styles: How the VARK learning style inventory can be used to improve student learning. *Perspective on PA Education*, 12(2), 117-120. Retrieved from <http://www.paeaonline.org/index.php?ht=action/GetDocumentAction/i/25142>

Read Teaching on the Run 2 located under the Resources Tab at <http://med.fsu.edu/index.cfm?page=facultyDevelopment.clinicalFaculty>

Assignment 1: In 2-3 pages, discuss the differences between learning among children (pedagogy) and adults (androgogy).

Assignment 2: Choose 2 learning theories (Behaviorism, Cognitivism, Constructivism, and Humanism). In 1-2 pages compare and contrast those theories.

Journal Post 1: Complete the VARK Learning Style Inventory at www.vark-learn.com. Review and summarize your results. How will knowledge of learning types affect your teaching?

Journal Post 2: How do you think technology has impacted adult education?

Journal Post 3: Discuss how technology can be used in the classroom, especially with an increase in class size.

Phase II: Physician Assistant Student Education

Readings:

Competencies for the Physician Assistant Profession. Retrieved from <http://www.paeaonline.org/index.php?ht=a/GetDocumentAction/i/113465>

Accreditation Review Commission on Education for the Physician Assistant, Inc. found at <http://www.arc-pa.org/>

Comparison of ARC-PA Accreditation Standards for Physician Assistant Education, 4th Edition (2010), To the Competencies for the Physician Assistant Profession (2005) <http://www.arc-pa.org/documents/Comparison%20of%20Competencies%202005%20to%20Std%204th%20%20edition%20August%202010.pdf>

Assignment 3: In 2-3 pages summarize the purpose of PA education competencies including a discussion about 3 of the six core competencies. Provide examples in your discussion.

Assignment 4: In 1-2 pages discuss the purpose of the ARC-PA. Why is accreditation important in PA education?

Assignment 5: In 2-3 pages explain the differences between ARC-PA Standards of Accreditation and Competencies for the PA Profession.

Journal Post 4: What is your position on Postgraduate Education Programs? How does the accreditation process work for these programs? Did you attend a postgraduate program?

Phase III: Teaching

Readings:

Read Teaching on the Run Series (1, 3-7) located under the Resources Tab at <http://med.fsu.edu/index.cfm?page=facultyDevelopment.clinicalFaculty>

Read pages 12-18 of the article: Walker, A. & Leary, H. (2009). A Problem Based Learning meta analysis: Differences across problem types, implementation types, disciplines, and assessment levels. *The Interdisciplinary Journal of Problem-based Learning*, 3(1), 12-43. Retrieved from <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1061&context=ijpbl>

Desirable Characteristics of Written Cases for Facilitated Small Group Learning under the teaching tab at <http://med.fsu.edu/index.cfm?page=facultyDevelopment.clinicalFaculty>

Writing Objectives: Rational and Strategies Powerpoint under the Planning Tab at <http://med.fsu.edu/index.cfm?page=facultyDevelopment.clinicalFaculty>

A Patient Centered Approach to the One Minute Preceptor under the Teaching Tab at <http://med.fsu.edu/index.cfm?page=facultyDevelopment.clinicalFaculty>

Irby, D. M. *Effective clinical teaching and learning*. Retrieved from <http://www.med.cmu.ac.th/secret/meded/ct2.htm>

Assignment 6: In 2-3 pages, discuss the concept of problem-based learning (PBL) in the medical setting. Include roles of the facilitator and learner, formats, case writing, and how to assess/evaluate the learners.

Assignment 7: Chose a topic (medical or nonmedical) and develop 5 cognitive, 2 affective, and 1 psychomotor learning objective as if you were preparing a syllabi or lecture. Use your learning resources to determine structure, verbiage, etc. After the list of objectives,

briefly explain in 1-2 paragraphs the purpose of your affective and psychomotor learning objectives.

Assignment 8: In a 2-3 page paper, discuss how instructors and preceptors can effectively communicate expectations to a student. How do we evaluate completion of those expectations? Incorporate evaluation and assessment methods used in education highlighting advantages and disadvantages of those methods (i.e. multiple choice exams, practical exams, rubrics, facilitator evaluations, etc.).

Journal Post 5: Identify the goals and potential challenges to clinical precepting. What are possible solutions? Use personal experiences if you have precepted.

Journal Post 6: Discuss your thoughts about the use of simulation in education. Simulation includes patient actors as simulators, mannequins, and computerized systems.

Journal Post 7: Discuss and compare different teaching styles (lectures, PBL, simulation) and which one you feel more comfortable with.

Phase IV: Educational Development

Reading:

Ohio State University. (2005). *Faculty & TA development: Developing a teaching portfolio: Guidance on writing a philosophy of teaching statement at:*
http://ucat.osu.edu/portfolio/philosophy/Phil_guidance.html

Assignment 9: In 1-2 pages, discuss what the term “educational scholarship” means to you?

Assignment 10: In 2-3 pages, discuss methods to evaluate teachers (instructors and preceptors). What are the roles of students in this evaluation? Do teachers need to be “experts?”

Assignment 11: With the knowledge that you have gained throughout this course, compile a Teaching Philosophy. This is a living document that you should keep and modify continually. You can include this in your Educational Portfolio.

Assignment 12: You have accepted a part-time position as an adjunct faculty instructor at a local PA School. While you do not coordinate the entire “Clinical Medicine” course, you have been asked to develop one section (i.e. topic of your choosing such as Cardiology, GI, Women’s Health, etc.). Develop learning objectives, identify texts/resources, assign lecture topics (include hours for the topic), and how you plan on evaluating your section. Include the evaluation component (i.e. rubric, a few exam questions, a skill-set, etc.).

Journal Post 8: After completing this course, what are your overall perceptions of PA education? What are your thoughts about teaching future healthcare providers?

MSHP 5502 Advanced Applied Practice II: Management

Course Instructor

Camille Loftin, MPAS, PA-C

Office: Room 3.634/SHP

Office Phone: (409)772-9592

Department: (409)772-3048

Email: ctloftin@utmb.edu

Office Hours

Individual conference times will be scheduled by sending an email request. The course coordinator will be available Monday-Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

Announcements

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Course Description

This graduate level course provides the student with the opportunity to; 1) evaluate clinical case management strategies so students can apply nationally accepted clinical practice guidelines to the evaluation and treatment of patients; 2) examine decision-making and problem solving skills as they pertain to the clinical setting; 3) evaluate conflict management techniques; and 4) differentiate effective leadership and teamwork skills and apply these skills in the clinical setting.

Course Objectives

Upon completion of the advanced practice practicum II – Management Track, the student will have developed the following knowledge, skills, and attitudes:

- Identify why leadership is important to health care professionals and discuss the challenges they may face in the workplace
- Differentiate between leadership and management and state why both are important
- Identify your type of leadership style and foundational skills and how it can be incorporated in the health care setting
- Describe the complexity of the health care industry and why it is necessary to build communication in the workplace
- Summarize the decision-making process in health care and the importance of leadership in regards to making decisions
- Discuss the importance of team-building in health care as it relates to patient care
- Compare the contemporary leadership models
- Analyze the internal and external environmental factors of a health organization
- Describe the cultural differences in leadership styles and how this can affect the workplace
- Identify the leadership and management styles you want to utilize in the health care setting

- Describe the importance of approaching the nonperforming employee in the workplace and the affects it can have on patient care
- Describe the importance of mentorship and succession planning of a health organization

Class Participation

It is essential that you attend class by completing monthly assignments to gain the most out of the online experience. Please call or email the course instructor with any questions immediately when a problem arises. The journal board is a great place to share resources, compare cases, and learn from the instructor. Your assignments contain the necessary information to advance your clinical skills and contribute to your medical knowledge. You may work ahead by posting to the assigned tabs.

Graded Components

Assignments 13 x 50 points each	650	Grading Scale	
Journal Posts 7 x 50 points each	350	1000-900	A
Total points	1000	900-800	B
End of Course Survey	Pass/Fail	800-700	C
		500-700	F

Grading Rubric

To be awarded maximum points the following must be completed:

Exceptional (A)	Meet Expectations (B)	Needs Improvement (C)	Does Not Meet Minimum Requirements (F)
Includes critical thinking and analytical content and insight	Some critical thinking and analytical content and insight	Little critical thinking and analytical content and insight included	No critical thinking and analytical content and insight included
Follows APA format exactly	Follows APA format with some minor corrections	Follows APA format with many corrections	Does not follow APA format

Late Assignments

Failure to turn in any assignment will result in a 10% deduction in grade for being late, followed by a 10% per day penalty thereafter.

Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to

another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at <http://shp.utmb.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

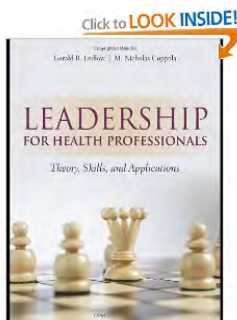
Citation Requirements

You must use APA 6th edition to cite all sources. Use 12 font, Times New Roman, one inch margins. Please refer to the:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA Press.

ISBN: 978-1-4338-0561-5

Required Textbooks



Leadership for Health Professionals Theory, Skills, and Applications
Gerald R. Ledlow and M. Nicholas Coppola ISBN-10: 0763781517 | ISBN-13: 978-0763781514

Software and Hardware Requirements

Blackboard Help for Students can be found at (<http://help.blackboard.com/student/index.htm>)

Supported browsers for Release 9.1 can be found at

<http://kb.blackboard.com/pages/viewpage.action?pageId=72810639>.

Assignments

Phase I: Introduction to Leadership and Management

Assigned Readings:

Leadership for Health Professionals: Chapters 1 & 4

Assignment 1: In 1 - 2 pages, discuss the definition of leadership and why leadership is vital for the success of health organizations.

Assignment 2: In 1 – 2 pages, distinguish between leadership and management, discussing similarities and differences.

Assignment 3: In 1-2 pages, explain your personality type and leadership style using leadership-related assessment instruments.

Journal Post 1: Discuss your personal weaknesses and strengths and how you intend to develop a plan to make changes if in a management role.

Journal Post 2: Reflect on your personal leadership persona and relate it to a personal life experience.

Phase II: Leadership in Practice

Assigned Readings:

Leadership for Health Professionals: Chapters 5-8

Assignment 4: In 1-2 pages, discuss the complexity of the health industry, including the health workforce specialty categories and disciplines.

Assignment 5: In 1-2 pages, discuss the importance of planning and decision-making in health organizations.

Assignment 6: In 1-2 pages, differentiate between willful choice decision-making models and reality-based decision making models.

Assignment 7: In less than 3 pages, discuss the crawl-walk-run approach and how this approach can be used in a management position.

Assignment 8: 1-2 pages, compare 2 leadership models from chapter 8.

Journal Post 3: Reflect on how team-building is essential in the health care setting.

Phase III: Leadership in Health Organizations

Assigned Readings:

Leadership for Health Professionals: Chapters 9-13

Assignment 9: In 1-2 pages, discuss the external and internal environmental factors which influence the organizational culture of a health organization.

Journal Post 4: How have you handled a situation in which a management decision had an impact on patient care?

Journal Post 5: Reflect on the cultural differences in the workplace and how it is important for a health care leader to understand these differences.

Journal Post 6: Document at least 3 situations (without giving specifics) in which a management decision could have been handled differently.

Phase IV: Leadership Responsibility

Assigned Readings:

Leadership for Health Professionals: Chapters 14-16

Gender and leadership in healthcare administration: 21st century progress and challenges.

<http://www.biomedsearch.com/article/Gender-leadership-in-healthcare-administration/186268972.html>

Styles of Leadership

<http://www.springerlink.com/content/l3l075h12n824522/fulltext.pdf>

Assignment 10: In less than 3 pages, describe the leader you want to become. Discuss the leadership styles you have learned in this course and describe how you would utilize leadership in patient care.

Assignment 11: In 1-2 pages, describe the importance of dealing with nonperforming employees in the workplace, including coaching, peer mentoring, and educating nonperformers.

Assignment 12: In 1-2 pages, discuss the history of mentoring and mentoring across cultural and gender barriers.

Assignment 13: In 1-2 pages, discuss the primary purpose of succession planning.

Journal Post 7: Discuss how a health care leader may feel in regards to succession planning.

MSHP 5503 Advanced Applied Practice III: Research

Course Instructor

Camille Loftin, MPAS, PA-C
Office: Room 3.634/SHP
Office Phone: (409)772-9592
Department:(409)772-3048
Email: ctloftin@utmb.edu

Office Hours

Individual conference times will be scheduled by sending an email request. The course coordinator will be available Monday-Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

Announcements

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Course Description

This graduate level course provides the student with the opportunity to; 1) evaluate experimental research methods and statistical analysis; 2) summarize the challenges and ethical guidelines involved when conducting research on human subjects; 3) analyze the history and terminology of research and the proper steps involved in the research process; and 4) evaluate research questions relevant to clinical practice.

Course Objectives

Upon completion of the advanced practice practicum IV – Research Track, the student will have developed the following knowledge, skills, and attitudes to:

- Evaluate the definition of research and the eight distinct characteristics
- Differentiate the difference between tools of research and research methodology
- Describe a problem statement and sub-problems
- Identify ethical guidelines involved when conducting research on human subjects
- Perform a literature review utilizing reliable resources
- Discuss the difference between quantitative and qualitative research

Class Participation

It is essential that you attend class by completing monthly assignments to gain the most out of the online experience. Please call or email the course instructor with any questions immediately when a problem arises. The journal board is a great place to share resources, compare cases, and learn from the instructor. Your assignments contain the necessary information to advance your clinical skills and contribute to your medical knowledge. You may work ahead by posting to the assigned tabs.

Graded Components

Assignments		Grading Scale
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13 x 50 points each	650	1000-900 A 900-800 B 800-700 C 500-700 F
Journal Posts	350	
7 x 50 points each		
Total points	1000	
End of Course Survey	Pass/Fail	

Grading Rubric

To be awarded maximum points the following must be completed:

Exceptional (A)	Meet Expectations (B)	Needs Improvement (C)	Does Not Meet Minimum Requirements (F)
Includes critical thinking and analytical content and insight	Some critical thinking and analytical content and insight	Little critical thinking and analytical content and insight included	No critical thinking and analytical content and insight included
Follows APA format exactly	Follows APA format with some minor corrections	Follows APA format with many corrections	Does not follow APA format

Late Assignments

Failure to turn in any assignment will result in a 10% deduction in grade for being late, followed by a 10% per day penalty thereafter.

Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at <http://shp.utmb.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

Citation Requirements

You must use APA 6th edition to cite all sources. Use 12 font, Times New Roman, one inch margins. Please refer to the:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA Press.

ISBN: 978-1-4338-0561-5

REQUIRED TEXTBOOKS



Practical Research and Design: Planning and Design
Leedy, and Ormrod

ISBN-10: 0-13-715242-6 | ISBN-13: 978-0-13-715242-1

Software and Hardware Requirements

Blackboard Help for Students can be found at (<http://help.blackboard.com/student/index.htm>)

Supported browsers for Release 9.1 can be found at

<http://kb.blackboard.com/pages/viewpage.action?pageId=72810639>.

Assignments

Phase I: Fundamentals of Research

Assigned Readings:

Textbook: Chapters 1 and 2

Assignment 1: In 2-3 pages define research and the eight distinct characteristics.

Assignment 2: In 2-3 pages discuss the advantages and disadvantages of using the library and online resources to perform a literature review. Use additional sources other than the textbook and cite appropriately using APA 6th edition.

Assignment 3: Identify a research article. After carefully reading the article, answer the questions on the checklist on page 10 in the textbook. Number the questions accordingly.

Assignment 4: In 2-3 pages discuss the tools of research and research methodology. Talk about what tools you would use to complete a research project and explain why.

Journal Post 1: Discuss validity and reliability of measurement. Use examples in your discussion.

Phase II: Focusing Your Research Efforts

Assigned Readings:

Textbook: Chapters 3, 4, 5 and 6

Assignment 5: In 2-3 pages, discuss the guidelines on how you formulate a research problem. Include all of the steps discussed in the textbook.

Assignment 6: Review the literature to find additional resources regarding sub-problems. In 1-2 pages discuss sub-problems, including the characteristics of sub-problems in the textbook.

Assignment 7: Decide on an area of interest and formulate a research problem and 2 sub-problems. Discuss how and why you formulated the problem and how you could improve on it.

Assignment 8: In 2-3 pages, discuss the nature and role of data in research. Differentiate between primary data and secondary data.

Assignment 9: In 2-3 pages, discuss how to organize a research proposal. Discuss the guidelines involved in writing a first draft.

Journal Post 2: Discuss internal and external validity. Use examples.

Phase III: Qualitative and Quantitative Methodologies

Assigned Readings:

Textbook: Chapters 7 and 8

Assignment 10: In 2-3 pages, discuss qualitative research and when you would choose a qualitative approach.

Assignment 11: In 1-2 pages discuss the distinguishing characteristics of different qualitative designs on page 146 in the textbook.

Journal Post 3: Discuss the evaluation and interpretation process of historical data.

Journal Post 4: Discuss the 4 key guidelines on page 177 in your textbook regarding how to write the historical research report.

Phase IV: Human Subjects

Assigned Reading:

Ethical and legal issues in research involving human subjects: do you want a piece of me?

<http://jcp.bmjournals.com/content/59/4/335.full.pdf+html>

Research involving human subjects
<http://grants.nih.gov/grants/policy/hs/>

Assignment 12: In 1-2 pages discuss the legal and ethical issues regarding human subjects.

Assignment 13: Click on the Ethical Guidelines and Regulations, then the link to the Belmont Report. In 1-2 pages discuss ethical issues and guidelines in the report.

Journal Post 5: Click on the Guidance on Engagement of Institutions in Human Research. Discuss the guidelines associated with institutions and human subjects.

Journal Post 6: Locate an article regarding vulnerable human subjects (pregnant woman, children, and females). Discuss the why the subjects are considered vulnerable.

Journal Post 7: Browse the website <http://www.ora.gov/hsrdreport/>. Discuss any issue you feel is important to you regarding human subjects.

MSHP5504 Advanced Applied Practice IV: Clinical Practice

Course Instructor

Camille Loftin, MPAS, PA-C
Office: Room 3.634/SHP
Office Phone: (409)772-9592
Department:(409)772-3048
Email: ctloftin@utmb.edu

Office Hours

Individual conference times will be scheduled by sending an email request. The course coordinator will be available Monday-Friday from 8:00-5:00 CST to schedule a telephone conference. You may also email after hours, but please allow 24 hours for a reply.

Announcements

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Course Description

This graduate level course provides the student with the opportunity to; 1)integrate advanced clinical skills in his or her profession; 2) measure the importance of interpersonal communication skills with patients as well as other health care providers; 3) formulate clinical decision-making strategies in the care of the patient; 4) examine the importance of collaboration with other health care professionals in the coordination of care of patients; and 5) evaluate the ethical standards and record keeping of patient information, including the reporting of clinical information.

Course Objectives

Upon completion of the advanced practice practicum IV – Clinical Practice Track, the student will have developed the following knowledge, skills, and attitudes:

- Demonstrate advanced clinical skills in order to improve patient care
- Collaborate with interdisciplinary professionals to provide effective treatment in all patient care settings
- Develop competency in the treatment of diverse patient populations
- Utilize communication and critical thinking skills in the evaluation of a patient
- Demonstrate ethical decision making during the health assessment of a patient
- Integrate a leadership role in patient care through self-direction and self- motivation

Learning Objectives

Cognitive

- Describe treatment threshold, test characteristics, and pre-test probability.
- Explain clinical preventive measures recommended by the U.S. Preventive Services Task Force (USPTF) for normal-risk adults
- Discuss the difficulty of working with difficult patients and how you can manage the patient differently

- Describe the different treatments for headaches and how you decide the appropriate treatment for each patient
- Identify the signs and symptoms of chest pain in a patient in the primary care setting
- Distinguish the difference between streptococcal infection and viral causes of pharyngitis.
- Discuss the Centor criteria and the importance of using it when evaluating a patient
- Differentiate the difference between sinusitis, bronchitis, and pharyngitis
- Discuss the dermatologic evaluation of a patient in the primary care setting
- Differentiate between different types of hypertension drugs, including the advantages and disadvantages
- Describe the first-line therapy for hypertension in patients with diabetes and the cornerstone of therapy for type 2 diabetes
- Describe COPD, including the definition, epidemiology, risk factors, pathophysiology, diagnosis, and management
- Explain the difference between fibrocystic breast disease and fibroadenomas
- Discuss the algorithm for the evaluation of a palpable breast mass
- Discuss the importance of patient education and how the PA plays a vital role in educating a patient
- Discuss the benefits and risks of hormone replacement therapy (HRT)

Affective

- Recognize the different techniques of communicating with patients
- Appreciate the difficulty in treating insomnia and how to approach a patient with sleep difficulties
- Recognize the signs and symptoms of a patient with abdominal pain and describe how you would approach the patient with chronic abdominal pain
- Appreciate the difficulty of being compliant with hypertension treatment due to the cost of medication and lifestyle modifications
- Recognize the different definitions of fever and current treatment options

Class Participation

It is essential that you attend class by completing monthly assignments to gain the most out of the online experience. Please call or email the course instructor with any questions immediately when a problem arises. The journal board is a great place to share resources, compare cases, and learn from the instructor. Your assignments contain the necessary information to advance your clinical skills and contribute to your medical knowledge. You may work ahead by posting to the assigned tabs.

Graded Criteria

Assignments 13 x 50 points each	650	Grading Scale	
Journal Posts 7 x 50 points each	350	1000-900	A
		900-800	B

Total points	1000	800-700	C
		500-700	F
End of Course Survey	Pass/Fail		

Grading Rubric

To be awarded maximum points the following must be completed:

Exceptional (A)	Meet Expectations (B)	Needs Improvement (C)	Does Not Meet Minimum Requirements (F)
Includes critical thinking and analytical content and insight	Some critical thinking and analytical content and insight	Little critical thinking and analytical content and insight included	No critical thinking and analytical content and insight included
Follows APA format exactly	Follows APA format with some minor corrections	Follows APA format with many corrections	Does not follow APA format

Late Assignments

Failure to turn in any assignment will result in a 10% deduction in grade for being late, followed by a 10% per day penalty thereafter.

Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described in the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook found at <http://shp.utmb.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Academic and Student Affairs.

Citation Requirements

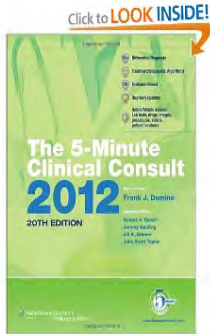
You must use APA 6th edition to cite all sources. Use 12 font, Times New Roman, one inch margins. Please refer to the:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA Press.
ISBN: 978-1-4338-0561-5

Required Textbooks



Primary Care Mentor: Your Clerkship & Shelf Exam Companion (Davis's Mentor) Green, Bierman, Foody, Robertson, Martin
ISBN-10: 0803621256 | ISBN-13: 978-0803621251 | Publication Date: February 26, 2009 | Edition: 1



The 5-Minute Clinical Consult 2012: Standard W/ Web Access (Domino 5 Minute Clinical Consult (Book Only)) [Hardcover]
[Domino](#), Baldor, Golding, Grimes, Taylor
ISBN- 1451103034 | ISBN-13: 978-1451103038 | Publication Date: April 2011 | Edition: 20 Har/Psc
(You may purchase the book only or the premium version. It will also be used in Clinical Practice Track 2 and is very useful in the clinical setting)

Software and Hardware Requirements

Blackboard Help for Students can be found at (<http://help.blackboard.com/student/index.htm>).
Supported browsers for Release 9.1 can be found at <http://kb.blackboard.com/pages/viewpage.action?pageId=72810639>.

Assignments

Phase I: Approach to the Patient/Preventive Care/Prevention and Screening

Assigned Readings:

Primary Care Mentor: Pages 1-4, 8-15, 17-58

Clinical experience and pre-test probability scores in the diagnosis of pulmonary embolism - <http://qjmed.oxfordjournals.org/content/96/3/211.full>

Management of the Difficult Patient - <http://www.aafp.org/afp/2005/1115/p2063.html>

Assignment 1: Identify an article regarding the role of the Physician Assistant in patient education. In 1-2 pages, discuss the importance of patient education and how the PA plays a vital role in educating a patient.

Assignment 2: Use table 4.3 on page 50 in the text. In 2-3 pages, discuss the clinical preventive services recommended by the USPTF. Discuss a clinical scenario in which you have applied these preventive measures for a normal-risk adult. Discuss the patient history and family history to justify your recommendations.

Assignment 3: After reading the article Management of the Difficult Patient, in 2-3 pages discuss the difficulties you have had with a difficult patient and how you handled it. What could you do differently next time?

Assignment 4: In 2-3 pages, briefly describe the treatment threshold, test characteristics, and pre-test probability.

Journal Post 1: Describe your technique of communicating with patients. What could you do differently to improve your communication skills with patients?

Phase II: Diagnosis and Management of Common Outpatient Symptoms

Assigned Readings:

Primary Care Mentor: Pages 77-232

The 5-Minute Clinical Consultant: Pages 148-149, 556-558, 702, 802-803 A-2, A-3, A-4, A-42,

Assignment 5: In 2-3 pages discuss the treatment for headaches. Discuss a clinical case and how you approached the patient with headaches, including the treatment plan and follow-up care.

Assignment 6: Insomnia can be difficult to manage. In 2-3 pages explain the treatment for insomnia. Discuss your professional opinion, using your clinical experience on what treatment is most effective.

Assignment 7: In 2-3 pages discuss the signs and symptoms of chest pain. What is your approach to the patient with chest pain?

Assignment 8: It is critical to distinguish the difference between streptococcal infection and viral causes of pharyngitis. In 2-3 pages, discuss the Centor criteria and distinguish the difference between sinusitis, bronchitis, and pharyngitis.

Journal Post 2: What is your approach to the patient with abdominal pain? Use the information in the book to justify why you have used this approach.

Journal Post 3: Discuss the dermatologic evaluation of a patient in the primary care setting. Discuss the different types of skin cancer and the distinguishing factors.

Phase III: Diagnosis and Management of Common Chronic Illnesses

Assigned Readings:

Primary Care Mentor: Pages 269-346

The 5-Minute Clinical Consultant: Pages 648-653, A-43, A-106,

Assignment 9: In 2-3 pages, discuss the different types of hypertension drugs, including the advantages and disadvantages.

Assignment 10: In 2-3 pages, discuss COPD. Include the definition, epidemiology, risk factors, pathophysiology, diagnosis, and management. What is the most important management which improves survival in patients with COPD?

Assignment 11: In 1-2 pages, describe the first line therapy for hypertension in patients with diabetes. What is the cornerstone of therapy for type 2 diabetes?

Journal Post 4: From your clinical experience, how do you approach a patient who is not compliant with their hypertension treatment? How can you get them to adhere to the treatment? Factors to consider are the cost of medication and lifestyle modification.

Journal Post 5: Reflect on how you felt when you had to discuss with a patient their chronic disease. How did it make you feel and how did the patient handle hearing the medical information.

Phase IV: Diagnosis and Management of Age-Related Conditions

Assigned Readings:

Primary Care Mentor: Pages 359-400, 409-487

The 5-Minute Clinical Consultant: Pages A-80, A-81, A-82, 488

Assignment 12: Find 3 recent journal articles (in the last 5 years) on fever in children. Do an annotated bibliography comparing the 3 articles. Discuss the different definitions of fever and current treatment options.

Assignment 13: Fibrocystic breast disease describes a benign, palpable thickening or nodularity in the breast. In 1-2 pages, discuss the algorithm for the evaluation of a palpable breast mass. Explain the difference of fibrocystic breast disease and fibroadenomas.

Journal Post 6: Discuss the benefits and risks of hormone replacement therapy (HRT). If applicable, discuss a clinical case in which the patient came to you for advice on HRT and how you approached the patient.

Journal Post 7: Reflect on an ethical dilemma you may have encountered in the clinical setting. How did you feel at the time and did you feel differently a week later?

MSHP 5510 Leadership and Human Resource Management

Faculty: Daneen Nastars MS, RRT

Office: SHP 4.512 Email: danastar@utmb.edu

Phone: 409.772.5693 Cell: 832.265.9002

Course Description

The course is designed to impart a working knowledge of essential role of leadership and human resource management within health care organizations. The degree to which health care organizations manage human resources will, to a great extent, determine the success of the organization. The course serves as a comprehensive foundation for those aspects of human resource planning, development and administration vital to the human resource manager, line managers and senior leaders.

This course also introduces students to the fundamental principles of human resources management with a focus on issues confronting health care administrators. Emphasis is placed on the competencies necessary for effective recruitment, training, compensation, evaluation, retention, evaluation, and development of human resources within the healthcare industry. Special attention is given to issues related to the clinical workforce.

Key Competencies

By the end of the course students will demonstrate competencies in the following:

- The ability to align human resource capacity and human resource practices and processes with the strategic goals of an organization
- The ability to manage teams, projects and people; to lead and transform health care organizations; and teach, coach, and mentor a diverse and changing workforce
- The ability to understand and apply legal and ethical principles when leading health care organizations
- The ability to hold people accountable to standards of performance and/or ensure organizational, professional and ethical compliance
- The ability to communicate and interact productively (via listening, speaking and writing) on matters of healthcare with a diverse and changing industry, workforce and citizenry
- The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation.
- The ability to implement management practices that optimize workforce

performance

Learning Objectives

Through the text readings, journal articles, case presentation and discussion, and student presentations students will acquire the ability to:

- Create executive decision-making strategies, as applied to human resources management
- Establish organizational workforce plans, in alignment with organizational goals and objectives

- Establish staff training and development programs, in alignment with organizational goals and objectives
- Implement successful recruitment and retention processes
- Evaluate workforce productivity
- Understand and value the strategic role of human resources management in a health care organization
- Understand and value the role of human resources in effectively managing organizational transformation
- Understand and value the impact of workforce diversity and globalization on health care organizations

Resources

MSHP 5502 has its own website using Blackboard software. This syllabus is on the website. Course materials including syllabus, assignments and announcements will be posted periodically so you should check the website daily. The class syllabus, attendance requirements, and all grades will be viewable through Blackboard. This will be our learning environment for the semester so become very familiar with this environment as quickly as possible; it will make your semester progress much more smoothly from the beginning. ***Be sure to check that the email address Blackboard has for you is correct.***

Required Course Materials

Texts:

Fried, B., Fottler, M., Human Resources in Healthcare: Managing for Success, Third Edition, Health Administration Press ISBN 13: 978-1-56793-299-7

Articles

Supplemental article may be assigned as the semester progresses and can be accessed through Blackboard in the Course Documents Folder.

Course Activities and Assignments

Assignments will be due on the assigned date. Late assignments will receive a reduced grade of 10% for one day. Assignments later than one day will not be accepted unless arrangements have been made in advance for an exception. All assignments should be presented in APA format with proper citations.

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Academic Integrity:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

Grading

100 – 90 -----	270 – 300 points	A
89 – 80-----	240 – 269	B
79 – 70-----	210 – 239	C
69 – 60-----	180 – 209	D
59 & below-----	179 and below	F

Assignment and Activities

225 possible points

Discussion Points

5 points per week (10 week one with introduction post and discussion)

Total 300 points

MSHP 5511 Health Information Management

Faculty: Tammy Babcock, MHA, RRT-NPS

Office: SHP 4.512

Office Hours: TBD

Email: tlbabcoc@utmb.edu

Phone: 409.772.5693

Course Description

This course will provide the student the opportunity to: 1) survey how information systems are used in health care and the health care delivery process; 2) review the use of hospital IT departments and the management of the health information data within departments such as Respiratory , Radiology, Pharmacy, Laboratory, Nursing, etc.; 3) develop knowledge of privacy and security of health care information and HIPAA ; 4) discuss recommendations for health information and electronic medical record from the President's Council of Advisors on Science and Technology and how it will effect health information management in the future.

Learning Objectives

1. Discusses the history of Health Information Technology.
2. Demonstrates an understanding of the role that health informatics plays in the delivery of healthcare.
3. Discuss current and future trends in information technology and their application within the health care industry.
4. Describe various types of data management systems common in health care organization and integrated delivery systems.
5. Summarize the complexities of project management of health information systems.
6. Discuss the legal and ethical issues related to health information management and the use of information technology in healthcare management and clinical practice.
7. Discuss the privacy, confidentiality and security issues related to health information systems.
8. Explore emerging technologies and use of technologies in healthcare such as electronic medical records, telemedicine, electronic commerce, use of Internet, etc.

Resources

MSHP 5501 has its own website using Blackboard software. This syllabus is on the website. Course materials including Power Point presentations, assignments and announcements will be posted periodically so you should check the website daily. The class syllabus, attendance requirements, and all grades will be viewable through Blackboard. This will be our learning environment for the semester so become very familiar with this environment as quickly as possible it will make your semester progress much more smoothly from the beginning. ***Be sure to check that the email address Blackboard has for you is correct.***

Text(s) Required: Brown GD, Patrick TB, Pasupathy KS. Health Informatics: A Systems Perspective. Health Administartion Press 2013.

Other Materials

Supplemental readings and cases may be made available at times during the course through Blackboard.

Articles

Supplemental article will be assigned as the semester progresses and can be accessed through Blackboard through the Course Documents Folder.

Web Resources

There are several websites that you may find useful. The websites contain various health information management tools, reports, and articles that are relevant to the material covered in this course. Review of the websites is not required. The URLs are provided as a service.

Recommended Websites:

<http://www.ahima.org/resources/InfoGov.aspx>.

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/special/healthit/>

<http://www.healthit.gov/>

<http://www.ama-assn.org/ama/pub/physician-resources/health-information-technology.page>

Final grades will reflect student performance in these areas

Class Discussion Participation	10% (Student must post responses and comments to peer posts)
Class Discussion Posted Answers	20% (This grade for the quality and appropriateness of student's post)
Written Assignments	50%
Final Project Paper	20%
Total	100%

Course Policies: The minimum passing score for this course is 80%.

TEACHING METHODS / LEARNING EXPERIENCES:

A big part of the online learning environment is the discussion forum. With this in mind, students are required to log-in and discuss the material posted in the Discussion Forum at least 3 times per week. The instructor will take part in the discussion topics as appropriate. The discussion room is your place to discuss issues pertaining to the class, debate and mutually agree on the homework answers with your peers. Your participation in the weekly forums will constitute your Class Discussion grade each week. You are expected to post your own response to the Discussion questions and then respond to at least one of your peers' efforts each week. Your initial responses should be concise but at least 200 words in length. Responses to your peers should be more extensive than just a simple "I agree", they must be at least 100 words per response (e.g. provide feedback, offer suggestions, make corrections, etc.).

If you have any questions about a specific topic, please utilize the "Questions about Class" Thread of the Discussion Forum. This area will function as office hours for the instructor which will provide the opportunity to clarify issues and topics. Students may also feel free to contact us by email at tlbabcoc@utmb.edu or jdrojas@utmb.edu

ACTIVITY:

You are expected to log into the Course and Discussions no less than 3 times a week. **All Discussion Posts** are to be submitted no later than Wednesday 11:59pm. This allows a few days for discussion about the questions assigned or the topic.

DISCUSSION FORUM ETIQUETTE:

UTMB – School of Health Professions is committed to an open, frank, and insightful dialogue in all of its courses. Diversity has many manifestations including diversity of thought, opinion and values. I encourage all students to be respectful of that diversity and to refrain from inappropriate commentary. Should such inappropriate comments occur, I will intervene and request that inappropriate content be removed from the Course Room. In some cases there may be academic disciplinary action. Students should be guided by common sense and basic etiquette. Never post, transmit, promote, or distribute content that is known to be illegal. If you disagree with someone, respond to the subject, not the person. Avoid overtly harassing, threatening, or embarrassing fellow learners. If you disagree with someone, respond to the **subject**, not the person. In summary - Be polite always!

LATE WORK:

Late work will be downgraded by one letter grade and will only be accepted up to 3 days late unless previously coordinated with the professor.

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Academic Integrity:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

Semester Schedule (Summer 2016)

Week One (April 29 – May 5)

Introduction to Health Systems Informatics

Week Two (May 6 – 12)

Biomedical Vocabulary, Standards and the Selection and implementation of EMRs

Week Three (May 13 – 19)

Evidence-Based Clinical Decision Making

Week Four (May 20 – 26)

Evidenced-based Support in Medicine

Week Five (May 27 – June 2)

Transforming the Clinical Work Processes

Week Six (June 3 – 9)

Knowledge-based Clinical Decision Making and Knowledge Management

Week Seven (June 10 – June 16)

The Role of People and information in Healthcare Organizations

Week Eight (June 17 – 23)

E-Health and Consumer Health Informatics

Week Nine (June 24 – 30)

Genomic Medicine

Week Ten (July 1 – 7)

Health Information: Privacy and Security

Week Eleven (July 8 – 14)

Strategic Valuation of Enterprise Information Technology Architecture

Week Twelve (July 15 – 21)

Health Systems in the Information Age

Week Thirteen (July 22 – 28)

Case Studies

Week Fourteen (July 29 – August 2)

Final Presentations

MSHP 5512 Health Care Finance

Faculty: Tammy Babcock, MHA, RRT-NPS

Office: SHP 4.512

Office Hours: TBD

Email: tlbabcoc@utmb.edu

Phone: 409.772.5693

Course Description

The course is designed to impart a working knowledge of introductory accounting and financial management concepts, techniques, and vocabulary as they apply to health care organizations. The course is divided into three modules. In the first module we will focus on understanding the principles and practices of financial accounting, and the methods for analyzing and using financial accounting information for decision-making. In the second module we will develop skills in the valuation of cash flows, and discuss ways that health care organizations use financial markets to raise funds and invest in projects. In the final module we will explore managerial accounting concepts, and apply these concepts to organizational planning and control.

Learning Objectives

By the end of the course students must demonstrate mastery of the following competencies:

- Define, explain and correctly use introductory accounting and financial management terms and concepts as they relate to health care organizations
- Read and construct basic financial reports for health care organizations using principles of financial accounting and financial management
- Perform and interpret standard financial analyses used in financial planning, decision-making and control using Microsoft EXCEL
- Evaluate management problems using financial management concepts and analytic techniques and use those evaluations to make recommendations
- Evaluate the financial management implications of current issues in health care and effectively communicate conclusions through oral presentation

Resources

MSHP 5501 has its own website using Blackboard software. This syllabus is on the website. Course materials including Power Point presentations, assignments and announcements will be posted periodically so you should check the website daily. The class syllabus, attendance requirements, and all grades will be viewable through Blackboard. This will be our learning environment for the semester so become very familiar with this environment as quickly as possible it will make your semester progress much more smoothly from the beginning. ***Be sure to check that the email address Blackboard has for you is correct.***

Text(s)

Required:

Gapenski, Louis C. *Healthcare Finance: An Introduction to Accounting and Financial Management*, 5th Edition. Chicago, Illinois: Health Administration Press, 2012.

Gapenski, Louis C. *Cases in Healthcare Finance*, 4th Edition. Chicago, Illinois: Health Administration Press, 2009.

Other Materials

Supplemental readings, cases, and technology (calculator and spreadsheet) information may be made available at times during the course.

Articles

Supplemental article will be assigned as the semester progresses and can be accessed through Blackboard through the Course Documents Folder.

Web Resources

There are several websites that you may find useful. The websites contain various financial management tools, reports, and articles that are relevant to the material covered in this course. Review of the websites is not required. The URLs are provided as a service.

RECOMMENDED WEBSITES:

- Healthcare Financial Management Association: <http://www.hfma.org/about/>
- American College of Healthcare Executives: <http://www.ache.org>
- Academy of Management: <http://www.aom.org>
- Wall Street Journal: www.WSJstudent.com
- U.S. Department of Health and Human Services: <http://www.hhs.gov/>
- Centers for Medicare and Medicaid Services: <http://www.cms.gov>

Final grades will reflect student performance in these areas:

Case reports (3) 30% (10% each)

Weekly Chapter Questions posted in Discussion Forum 20%

Written Assignments 20%

Final examination 30%

Total 100%

Course Policies: The minimum passing score for this course is 80%.

TEACHING METHODS / LEARNING EXPERIENCES:

Finance can only be learned through direct application. With this in mind, students are required to log-in and discuss the material posted in the Discussion Forum at least 3 times per week. The instructor will take part in the discussion topics as appropriate. The discussion room is your place to discuss issues pertaining to the class, debate and mutually agree on the homework answers with your peers. Your participation in the weekly forums will constitute your Class Discussion grade each week. You are expected to post your own response to the Discussion questions and then respond to at least two of your peers' efforts each week (e.g. provide feedback, offer suggestions, make corrections, etc.).

If you have any questions about a specific topic, please utilize the "Questions about Class" Thread of the Discussion Forum. This area will function as office hours for the instructor which will provide the opportunity to clarify issues and topics. Students may also feel free to contact me by email at tlbabcoc@utmb.edu

ACTIVITY:

You are expected to log into the Course and Discussions no less than 3 times a week. **All Discussion Posts** are to be submitted no later than Wednesday 11:59pm. This allows a few days for discussion about the questions assigned or the topic. (This will be based on the number of students in class.)

DISCUSSION FORUM ETIQUETTE:

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LATE WORK:

Late work will be downgraded by one letter grade and will only be accepted up to 3 days late unless previously coordinated with the professor.

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Academic Integrity:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SHP Student Handbook. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

5513 Quality Assurance, Risk Management, and Patient Safety

Faculty: Tammy Babcock, MHA, RRT-NPS

Office: SHP 4.512

Office Hours: TBD

Email: tlbabcoc@utmb.edu

Phone: 409.772.5693

Course Description

The course is designed to impart a working knowledge of quality assurance, risk management and patient safety of health care organizations. This course focuses on today's health care environment and what can be done to assure that these concepts are built into the health care continuum of care. In this course the student will examine the relationship between risk management and patient safety and explore principles and concepts of quality as it relates to outcomes and the measurement of outcomes in providing patient safety. The student will understand the fundamentals of the patient safety focus by accrediting agencies and understand the terminology of basic methods of quality measurement.

Learning Objectives

By the end of the course students must demonstrate mastery of the following competencies:

- Understand the fundamental principles of patient safety
- Understand the terminology and basic methodology of quality improvement and risk management.
- Explain the objectives of health care regulatory agencies and principles related to improving patient outcomes.
- Describe the steps in the risk management process and methods for identifying risk.
- Assume a leadership role in designing and implementing continuous program improvement principles in the health care setting.
- Differentiate between continuous program improvement and risk management.

Resources

MSHP 5501 has its own website using Blackboard software. This syllabus is on the website. Course materials including Power Point presentations, assignments and announcements will be posted periodically so you should check the website daily. The class syllabus, attendance requirements, and all grades will be viewable through Blackboard. This will be our learning environment for the semester so become very familiar with this environment as quickly as possible it will make your semester progress more smoothly from the beginning. ***Be sure to check that the email address Blackboard has for you is correct.***

Text(s)

Required:

Youngberg, Barbara J. *Principles of Risk Management and Patient.* Jones and Barlett Learning: Sudbury, MA (2011)

Other Materials

Supplemental readings and cases may be made available at times during the course through Blackboard.

Articles

Supplemental article will be assigned as the semester progresses and can be accessed through Blackboard through the Course Documents Folder.

Web Resources

There are several websites that you may find useful. The websites contain various financial management tools, reports, and articles that are relevant to the material covered in this course. Review of the websites is not required. The URLs are provided as a service.

RECOMMENDED WEBSITES:

- <http://www.jcaho.org> (Joint Commission on Accreditation of Healthcare Organizations)
- <http://www.ncqa.org/> [National Committee for Quality Assurance]
- <http://www.ihl.org/> [Institute for Healthcare Improvement]
- <http://iom.edu/report.asp?id=4475> (IOM Report: Unequal Treatment)
- <http://www.ahrq.gov/> [Agency for Healthcare Research and Quality]
- <http://www.webmm.ahrq.gov/> [Agency for Healthcare Research and Quality WebM&M]
- <http://www.usatoday.com/> [Despeinges, P. Report: Medicare could go broke by 2019.]
- <http://qhc.bmjournals.com/> [Quality and Safety in Healthcare (journal)]
- <http://www.ama-assn.org/go/quality> [American Medical Association, Clinical Quality Improvement]
- <http://www.healthypeople.gov/> [Healthy People 2010]

Final grades will reflect student performance in these areas

Written Assignments	80%
Final Project Paper	20%
Total	100%

Course Policies: The minimum passing score for this course is 80%.

TEACHING METHODS / LEARNING EXPERIENCES:

A big part of the online learning environment is the discussion forum. With this in mind, students are required to log-in and discuss the material posted in the Discussion Forum at least 3 times per week. The instructor will take part in the discussion topics as appropriate. The discussion room is your place to discuss issues pertaining to the class, debate and mutually agree on the homework answers with your peers. Your participation in the weekly forums will constitute your Class Discussion grade each week. You are expected to post your own response to the Discussion questions and then respond to at least one of your peers' efforts each week. These responses should be more extensive than just a simple "I agree", they must be at least 100 words per response (e.g. provide feedback, offer suggestions, make corrections, etc.). If you have any questions about a specific topic, please utilize the "Questions about Class" Thread of the Discussion Forum. This area will function as office hours for the instructor which will provide the opportunity to clarify issues and topics. Students may also feel free to contact me by email at tlbabcoc@utmb.edu

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5520 Developing Course Material

Course Description:(5 sem credit hours);

This course is the first in a sequence of four practicum's designed to facilitate the learners abilities to develop and deploy all phases of a curricular course. The "Developing Course Materials" practicum will provide the learner with an overview of; education theory; various learning styles; developing a content outline, writing course objectives; developing effective content delivery strategies; writing formative and summative assessment tools; and applying quantitative analysis of assessment data (test item analysis) to improve examinations.

Course Coordinators:

Bruce Adcock, M.Ed, RRT

Office: RM 4.460

Phone:409-772-5693

bradcock@utmb.edu

Office Hrs: TBA

ANNOUNCEMENTS

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Overall Course GOAL: **Select a particular course OR learning project** -if you are not currently teaching a course, you might develop a unit that you are planning to use for hospital staff instruction. Identification of the course of project should be complete prior to starting the course. For this course you will **develop three learning units: Each of these learning units should be roughly the equivalent to three or four hours of lecture or cognitive leaning activity.** To help give you an idea about a single learning Unit, here are some examples from different courses that we teach: 1) Oxygen Delivery Systems –as part of the Therapeutics Course; 2) Beta Adrenergics as part of the Pharmacology Course; 3) Pulmonary Blood Flow as part of the Pulmonary Physiology Course; 4) Weaning as part of the Mechanical Ventilation Course, or 5)staff training module for a new piece of equipment. Each of these would generally be covered as chapters in standard respiratory care textbooks or as vendor user manuals. **These three units will include the development of the following: content outline; the objectives; development of the content delivery methods; development of the assessment tool; and towards the end of the semester learning how to evaluate the effectiveness of the assessment tool using item analysis.**

Overall Course Objectives

1. Understand the perspectives and arguments of the three major adult learning theories: Behavioral Theory (behaviorism), Cognitive Theory (cognitivism), and Constructivist Theory (constructivism).

2. Develop a course sequence and a course description appropriate for the subject matter.
3. Develop learning objectives using appropriate action verbs from Bloom's taxonomy.
4. Compare and contrast the major delivery methods that are appropriate for assisting the adult learning process; Traditional lecture, case based learning, distance learning, team based learning, flipped classroom, problem based learning, and competency based learning.
5. Become proficient in finding, evaluating, and using current profession related research to support continuous improvement in your profession. For our Profession the only education related publication is the "Respiratory Care Education Annual".
6. Develop assessment techniques that align with learning objectives; and are clear and concise.
7. Identify standard formats used in developing test questions, and how to write reasonable item distracters.
8. Describe the common statistics that provide information for improving the quality and accuracy of multiple-choice or true/false items.
9. Discuss the use of percent correct in assessing item difficulty.
10. Discuss the use of point-biserial correlation to evaluate test item discrimination.
11. Discuss the methods used to evaluate test item distracters.

GRADING

Each Topic will be graded with the following criteria:

1. Clearly written
2. Organized
3. Met intent of exercise
 - a. Quality
 - b. Attention to detail
 - c. Completeness
4. Follows guidelines/structure
5. Turned in on time

All Assignments begin on Monday of the week and are due at 11:59 PM on Sunday of that same week. Weekly Assignments will be loaded by the instructor into the blackboard system. Your classwork submissions will also be loaded by you into the system under assignments and the grades or points for each assignment will be entered into the grading system in blackboard.

CITATION REQUIREMENTS

You must use **Respiratory Care Education Annual** Format to cite all sources. Use 12 font, Times New Roman, one inch margins.

Semester Schedule

Note: In preparation for taking this course please propose three content units for your advisors approval. These content units might be part of an existing course that you teach, or they may be new units that you are developing for a course (or a combination thereof) or units that you are planning to develop for hospital staff instruction, or you may develop a proposal relevant to your situation or interest. Identification of these content units should be complete prior to starting the course.

WK01 Learning Styles/Theory

01-Reading Assignment: Search on the topic of the three learning theories(learning styles); from this search select three of the resources that you find most informative.

01-Project Application:

Step#1: Identify/List each of your three resources that you have chosen from your search;

Step#2: Briefly describe the three major learning styles, and then

Step#3: For you in the **Role as Learner**: For each learning theory/style above describe an example from your own learning experience.

Step#4: For you in the **Role as Teacher**: Provide or describe an application of each of the three theories from a class that you have already developed or are currently teaching; **OR** an application that you have or are going to develop or have developed for the course that you are creating.

WK02 General Course Design (Developing a Course Description)

02 Reading Assignment:

- From Texas A&M - <http://curricularservices.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions>
- Tips for Writing Course Descriptions – Dona Anna Community College, New Mexico - <http://dacc.nmsu.edu/comed/Instructors/Forms/TIPS%20FOR%20WRITING%20COURSE%20DESCRIPTIONS.pdf>
- University of Oregon - <http://des.uoregon.edu/how-write-twenty-five-word-course-description>
- Michigan Tech – Writing a Course Description - <http://www.mtu.edu/registrar/pdfs/course-proposal-guide/Writing%20a%20Course%20Description.pdf>

02-Project Application:

Step#1: Locate your own institutions policy for elements of the course description, OR find one on the Internet from an educational institution in the resources above, OR find the state policy for the UT system; List the elements of the course description that you have identified, and also identify the requirements for Contact hour per credit for all three delivery methods: Lecture, lab and clinic

Step#2: For the course that you have selected or are developing, identify and list by unit or by week (week preferred) all of the course learning units –roughly 10 to 15 depending on how many weeks there are in your semester; or if you are not developing a course and possibly developing staff development materials, identify ten topics that would be appropriate.

Sept#3: From the resources above and the elements that you have identified for a good course description; develop the course description for your course.

Sept#4: Develop a list of general or overall course goals; these are more general and are fewer in number than the objectives which you develop later for each of the learning units. The overall course goals ought to align with the course description from step #3 above.

Developing Learning Unit 1 (Wks 3, 4, 5, & 6)

WK03 Identifying Content for a specific learning Unit (content outline)

03-Reading Assignment: Identify **three** resources that you will use to identify content relevant to the unit you are developing. For example this might be the corresponding chapter from a respiratory care textbook, or a review article covering the selected topic and published in a journal.

03-Project Application

Step#1: Select **One** of the learning units that you have identified and **develop a content outline**, in which you **identify all of the content elements** associated with this unit. The content should reflect the information that you have selected from your resources above. At the top of your document please list these three references. You are going to repeat the content outline process in the subsequent weeks for the other two learning units that you have selected.

WK04 Developing Course Objectives

04-Reading Assignment:

- 1) Blooms taxonomy of learning domains –writing objectives for cognitive, psychomotor, and affective domains: Document loaded to blackboard or orgs.bloomu.edu/tale/documents/Blooms_Revised_Taxonomy.pdf
- 2) Writing Instructional Objectives –Waller: Document loaded to blackboard

Step#1: Now that you have completed the content outline it is time to **develop the specific objectives** for your chosen learning unit, using the correct action verbs. In general you should be able to write at least ten objectives for your unit, or more depending on the complexity of the unit. This will most likely favor one of the learning domains, but when possible or when appropriate include examples from the other learning domains.

WK05 Developing the course materials for the learning unit

05-Reading Assignments:

- 1) The Flipped classroom: Lage, Maureen J., Platt, Glenn J., and Treglia, Michael (2000). Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. Journal of Economic Education, V31, n1, p30-43. Retrieved December 10, 2013 from <http://fod.msu.edu/oir/flipped-classroom>

2) Team Based Learning: Ofstad, William, Brunner, Lane J. (2013). Team-Based Learning in Pharmacy Education. American Journal of Pharmaceutical Education. 2013, Vol. 77 Issue 4, p1-11.

05-Project Application:

Step#1) Outline or summarize the materials for your unit identifying all of the items that you will use as learning materials for the student. There are a number of different ways of providing this information to the student: as a word document with lecture content outline or specific content material, as a powerpoint presentation with imbedded content, as video, as specific cited reference material or reading materials, some kind of learning activity or exercise (e.g. something they have to draw, arrange, or calculate), or it might be organized according to content associated with a specific learning objective. This last method of organization, in my estimation is the best or most logical method of delivering course content: for each content element I first list the objective, and then I identify in the lecture outline the learning materials that support learning the concept (e.g. pages in a text, slide, video, images, student activities, or even lecture notes). In this way the student knows what specific objective they are trying to learn or achieve, and the relevant materials that supports their learning. This also makes a nice or logical link to developing objective based exam questions.

Step#2) Include at least one student learning activity that is representative of student participation from the flipped classroom concept.

Setp#3) For bonus points this week, (not required) following this sequence you could also develop sample questions that could be used during class to provide you with feedback about whether they have grasped the concept.

WK06 Developing Test Questions or Assessment methods to determine if the appropriate learning has occurred.

06-Reading Assignment:

1) Identifying different assessment methods

<http://teachonline.asu.edu/2013/06/quick-reference-guide-for-writing-effective-test-questions/#axzz2nNKAas6z>

2) **NBRC** –item writer guidelines; Test question structure: Stem, distracters

3) University of Texas:

<http://www.utexas.edu/academic/ctl/assessment/iar/students/plan/method/exams-mchoice-write.php>

4) Vanderbilt University:

<http://cft.vanderbilt.edu/teaching-guides/assessment/writing-good-multiple-choice-test-questions/>

06-Project/Application:

Step#1: for each objective in your learning unit develop at least one assessment tool or question

(You will need to develop a minimum of ten assessment questions for your unit, or more depending on the number of objectives). You may need to develop questions or methods for specific learning domains. Your submission in this case should include the actual evaluation tool (question) with the learning objective identified or inserted above each of the questions.

Developing Learning Unit 2 (Wk 7, 8, & 9)

WK07 Developing Learning Unit 2

Note: This is the same as week three, but for a different learning unit

07-Reading Assignment: same as WK03 –select 3 references for content material;

07-Project Application

Step#1: Select the second learning unit from your course and develop a content outline, in which you identify all of the content elements associated with this unit. You will need to start this portion by identifying three references or chapters from text books covering the content area, from which you have selected the content elements.

WK08 Developing Course Objectives and Course Materials 2

Note: This is the same as WK04 and WK05, but for a different learning unit

08-Reading Assignment: Same as WK04 writing objectives and WK05 Course Materials

08-Project/Application:

Step#1: Develop the specific objectives for your chosen learning unit, using the correct action verbs. This will most likely favor one of the learning domains, but when possible or when appropriate include examples for the other learning domains.

Step#2: Outline or summarize the materials identifying all of the items that you will use as learning materials for the student. There are a number of different ways of providing this information to the student: as a word document with lecture content outline or specific content material, as a powerpoint presentation with imbedded content, as video, as specific cited reference material or reading materials, some kind of learning activity or exercise (e.g. something they have to draw, arrange, or calculate), or it might be organized according to content associated with a specific learning objective

WK09 Developing Test Questions or Assessment methods to determine if the appropriate learning has occurred.

Note: This is the same as week six above but for a different learning unit

09 Reading Assignment: Same as WK06

09-Project/Application:

Step#1: for each objective in your learning unit develop at least one assessment tool or question

(need to have a minimal of ten total assessment questions). You may need to develop questions or methods for specific learning domains. Your submission in this case should include the actual evaluation tool with the learning objective identified or inserted above each of the questions.

Developing Learning Unit 3 (Wk 10,11, &12)

WK10 Identifying Content for a specific learning Unit (content outline)

Note: This is the same as week three, but for a different learning unit

10-Reading Assignment: Select three references for the content that you have chosen

10-Project Application

Step#1: Select the third learning unit from your course and develop a content outline, in which you identify all of the content elements associated with this unit. You will need to start this portion by identifying three references or chapters from text books covering the content area, from which you have selected the content elements.

WK11 Developing objectives and course materials for the learning unit

Note: This is the same as Wk04 & WK05, but for a different leaning unit

11-Reading Assignment: Same as WK04 writing objectives and WK05 Course Materials

11-Project Application:

Step#1: Develop the specific objectives for your chosen learning unit, using the correct action verbs. This will most likely favor one of the learning domains, but when possible or when appropriate include examples for the other learning domains.

Step#2:Outline or summarize the materials identifying all of the items that you will use as learning materials for the student. There are a number of different ways of providing this information to the student: as a word document with lecture content outline or specific content material, as a powerpoint presentation with imbedded content, as video, as specific cited reference material or reading materials, some kind of learning activity or exercise (e.g. something they have to draw, arrange, or calculate), or it might be organized according to content associated with a specific learning objective.

WK12 Developing Test Questions or Assessment methods to determine if the appropriate learning has occurred.

Note: This is the same as week six above but for a different leaning unit

12-Reading Assignment: same as WK06

12-Project Application:

Step#1: for each objective in your learning unit develop at least one assessment tool or question

(need to have a minimal of ten total assessment questions). They may need to develop questions or methods for specific learning domains. Your submission in this case should include that actual evaluation tool with the learning objective identified or inserted above each of the questions.

WK13 Item Analysis: Statistics and Test Data analysis:

Learning the different methods of evaluating assessment data: point bi-serial or item analysis, identifying good and bad questions.

13-Reading Assignment: Identifying different parameters or statistics that evaluate test quality. Reading will be loaded to blackboard **(TBA)**

- 1) Difficulty, Average, Standard Deviation, Standard Error
- 2) Discrimination, Point bi-serial

13-Project Application:

TBA: We will Provide a Sample Exam with Item Analysis: From the sample exam and associated exam statistics:

- 1) Pick 5 questions that were the easiest on the exam
- 2) Pick 5 questions that were the most difficult on the exam
- 3) Pick 5 questions with poor discrimination

Identify what you think the problem was, and then re-write the question to improve the discrimination.

WK14 Performing the Statistical analysis on your sample test

Reading Assignment: **TBA**

14-Project Application:

Using either your own test data or an additional sample, load the test data into the item analysis software to generate an item analysis. From the sample exam and associated exam statistics:

- 1) Pick 5 questions that were the easiest on the exam
- 2) Pick 5 questions that were the most difficulty on the exam
- 3) Pick 5 questions with poor discrimination

Grading Rubric:

Week	Clearly Written	Organized	Intent Quality	Intent Detail	Intent Completeness	Guidelines	Submissions	Total Points
01	5	5	10	10	10	5	5	50
02	5	5	10	10	10	5	5	50
03	5	5	10	10	10	5	5	50
04	5	5	10	10	10	5	5	50
05	5	5	10	10	10	5	5	50
06	5	5	10	10	10	5	5	50
07	5	5	10	10	10	5	5	50
08	10	10	20	20	20	10	10	100
09	5	5	10	10	10	5	5	50
10	5	5	10	10	10	5	5	50
11	10	10	20	20	20	10	10	100
12	5	5	10	10	10	5	5	50
13	5	5	10	10	10	5	5	50
14	5	5	10	10	10	5	5	50
Total								800

A	720-800
B	640-719
C	560-639
D	480-559
F	<480

Possible references:

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). Learning in adulthood: A comprehensive guide (3rd ed.). San Francisco: Jossey-Bass. [abbreviated as M, C, &B]

Merriam, S. B. (Ed.). (2008). The Third Update on Adult Learning Theory. New Directions for Adult and Continuing Education, vol. 119. San Francisco: Jossey-Bass. [abbreviated 3rd Update]

McLean, G. N. & Johansen, B. P. (Eds.). (2006). Worldviews of Adult Learning in the Workplace. Advances in Developing Human Resources, volume 8, number 3. [abbreviated Advances]

Sheared, V. & Sissel, P. A. (2001). Making Space: Merging Theory and Practice in Adult Education. Westport, CT: Greenwood Publishing. [abbreviated Making Space]

Knowles, Malcolm S, Elwood F. Holton III, and Richard A. Swanson. *The Adult Learner*. 5th Edition. Butterworth-Heinemann, 1998.

J. C. Nunnally, *Psychometric Theory*. New York: McGraw-Hill, 1967, pp. 172-235, see especially formulas 6-26, p. 196.

W. A. Mehrens and I. J. Lehmann. *Measurement and Evaluation in Education and Psychology*. New York: Holt, Rinehart and Winston, 1973, 333-334

DeVellis, R. F. (1991). *Scale development: Theory and applications*. NewburyPark: Sage Publications.

Field, A. (2006). *Research Methods II: Reliability Analysis*. Retrieved August 5, 2006 from The University of Sussex Web site: <http://www.sussex.ac.uk/Users/andyf/reliability.pdf>

Haladyna. T. M. (1999). *Developing and validating multiple-choice exam items*, 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates.

Suen, H. K. (1990). *Principles of exam theories*. Hillsdale, NJ: Lawrence Erlbaum Associates.

Yu, A. (n.d) *Using SAS for Item Analysis and Test Construction*. Retrieved August 5, 2006 from Arizona State University Web site:

IraC.EakerCollege for Professional Development (CPD) syllabi and course materials
<http://www.au.af.mil/au/awc/awcgate/awc-lttc.htm>

GovenorsStateUniversity syllabi and course materials
http://www.govst.edu/coe/t_coeprogams.aspx?id=40756

University of North Carolina at Greensboro syllabi and materials for teaching in Higher Ed
http://www.uncg.edu/cui/courses/graduate_syllabi.html

University of Texas – Instructional Assessment Resources
<http://www.utexas.edu/academic/ctl/assessment/iar/students/report/itemanalysis.php>

5521 Technology in the Classroom

Course Description: This graduate level course provides the student with the opportunity to; 1) integrate traditional elements of education in the classroom and the use of current technology; 2) implement modes of assessment utilizing technology in the classroom. Specifically this course will provide the learner with an overview of; 1) available course management software; 2) use of audio-visual formats for delivery of content; 3) methods of capturing content in digital format; 4) application and use of audience response systems; and 5) methods, format, and application of computer testing. The learner will investigate a range of educational technologies and consider their affordances and limitations in relation to learning goals.

Objectives

1. Compare and contrast learning management systems: Moodle, Canvas, and Blackboard.
2. Compare and contrast Lecture capture recording; video, Camtasia, and Tegrity.
3. Compare and contrast audience response systems; Audience Response Systems, Inc. Keypoint Interactive and Turning Technologies.
4. Compare and contrast computer assessment systems; Blackboard, Respondus, and Perception.
5. Compare and contrast delivery formats; Podcasts, video streaming, use of YouTube.
6. Compare and contrast tablet and smart board technology for classroom instruction.

Instructor: José D. Rojas, PhD, RRT
Office: SHP 4.502
Telephone: (409) 772-9405
Office Hours: TBA & by Appointment
email: jdrojas@utmb.edu

Grading:

Each Assignment will be graded with the following criteria:

1. Clearly written
2. Organized
3. Met intent of exercise
 - a. Quality
 - b. Attention to detail
 - c. Completeness
4. Follows guidelines/structure
5. Turned in on time

There are 13 weekly assignments that will be evaluated over the semester. The general point total will be 50 points per assignment for a possible 650 points over the semester. Course grade is a simple percentage of points earned compared to possible point. All assignments begin on

Monday of the week and are due at 11:59 PM on Sunday of that same week. Weekly assignments will be loaded by the instructor into the Blackboard system. Your classwork submissions will also be loaded by you into the system under assignments and the grades or points for each assignment will be entered into the grading system in Blackboard. We will use a "Demo Course" in Blackboard this semester to apply the some of the features we will discuss throughout the course (this will be your technology lab; there is no harm or foul if things get broken in lab). You are all enrolled as instructors in the "Demo Course". We will use the Discussion Board in this "Demo Course" for "nongraded" discussions related to the weekly assignments. My time commitment to you is that I will visit Discussion Board at least three times a week (Tuesday, Thursday, and Saturday) to try to answer any questions contribution to Discussions.

CITATION REQUIREMENTS

You must use **Respiratory Care Education Annual** Format to cite all sources. Use 12 point font, Times New Roman, one inch margins for all assignments.

Grade Scale:

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = 59 & below

Course Evaluation:

Students will be given the opportunity to evaluate the course approximately one week prior to the final examination. Course evaluations will be completed on-line through the University system.

Academic Progress:

Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action:

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Academic Integrity:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Cell phone use during the class time is not allowed.

Course Assignments (These are brief summaries; complete instructions are found with each assignment on Blackboard):

Week 1 (Jan 4): Compare and contrast these three learning management systems (Canvas, Moodle, Blackboard). Provide a brief synopsis of each platform (this could include but is not limited to; history, cost, reviews, users groups, etc). Contact and interview a user of each platform for their opinion of: value to their teaching, ease of use, complaints, difficulties, etc. From the interview you should also determine the experience level of the user and whether they have used other platforms. This assignment is due on Jan 10th.

Week 2 (Jan 11): Over the course of the next few weeks you will explore Blackboard. You will be enrolled as instructors in a “sandbox” class RESC 5501-Technology Sandbox. You will be able to explore different features in Blackboard. Previous students have developed content area that you can explore. You will build a content area for course that you will be delivering. The section with your name has been built. As Instructor of record you will develop this content area from a generic shell. This first week you will explore the course tools in this “generic shell”. The hypothetical course that you are building will have 25 students and will be entirely on-line. Any questions or problems you have can be discussed in the Discussion Forum of the “sandbox”. Provide a brief summary of the tools available and how they can be used in this course. This assignment is due on Jan 17th.

Week 3 (Jan 18): Compare and contrast the following technology/software for providing lecture content in audio and video format in an on-line platform (Camtasia, Sorenson Squeeze, and Tegrity). Provide a summary of cost, ease of use, integration with Blackboard. This assignment is due on Jan 24th.

<http://www.sorensonmedia.com/>

<http://www.tegrity.com/>

<https://www.techsmith.com/camtasia.html>

Week 4 (Jan 25): Create a brief powerpoint presentation (no more than 5 slides) on any topic of interest to you. You want to deliver this on-line in your Blackboard class. Tegrity is one of the tools available for this class. Login to Blackboard and activate the Tegrity tool on your computer. You will need a microphone headset to record the lecture and upload to your class. Once you have uploaded the presentation explore the features of Tegrity. Describe each of these features and provide a summary of the ease or difficulty of this assignment. Summary of assignment is due Jan 31st.

Week 5 (Feb 1): Compare and contrast Keypoint Interactive, i>clicker, and Turning Technologies audience response systems. Provide a brief synopsis of each platform (this could include but is not limited to; history, cost, reviews, users groups, etc). Contact and interview a user of any platform for their opinion of: value to their teaching, ease of use, complaints, difficulties, etc. From the interview you should also determine the experience level of the user and whether they have used other platforms. This assignment is due on Feb 7th.

Week 6 (Feb 8): Go to Turning Technologies website by using the link below:

<http://www.turningtechnologies.com/responsesystemsupport/downloads/>

Download TurningPoint (Version 5.4) and install on your computer. Using your presentation from your week 4 assignment, generate a Polling session for assessing student/audience understanding/perception of your presentation. You should receive an email from TurningTechnologies giving you instructions on how to create a session.

Here is a link to a quick YouTube presentation that shows how to use TurningPoint and ResponseWare. <http://www.youtube.com/watch?v=TM6zWfYJ1uA> . Click on “Turningpoint” and select “ResponseWare” to poll demo students using a smartphone or I-phone. Use the demo student profile to test the session. Save the session and generate reports with TurningPoint that analyze the session. Provide a summary of the exercise and describe features of TurningPoint and session management. Describe different methods available with Turning Technologies for capturing data. Comment on your opinion of usefulness of this technology for assessing on-line or classroom learning. Summary of assignment is due Feb 14th. **(If unable to access Responseware, we will use clickers)**

Week 7 (Feb 15): Compare and contrast these tools for developing on-line assessment of student learning (Blackboard, Respondus, and Questionmark Perception). Provide a summary of cost, ease of use, integration with Blackboard. Contact and interview a user of any of the platforms for their opinion of: ease of use, complaints, difficulties, etc. From the interview you should also determine the experience level of the user and whether they have used other platforms. This assignment is due on Feb 21st.

Week 8 (Feb 22): Generate a ten question multiple choice assessment based on your presentation from week 4. Now you are ready to try to deploy this 10 question assessment in Blackboard. You will do so with both Blackboard as the assessment generator and with Respondus. To obtain a 30-day trial of the Respondus software click on the link provided (<http://respondus.com/download/respondus.shtml>). After generating the assessment set the properties to allow for multiple attempts. Using your demo student in Blackboard, take the assessment multiple times to generate a data set that will allow you to analyze to student performance. Provide a summary of the exercise and describe features of Blackboard and Respondus for generating this assessment. Comment on your opinion of usefulness of this technology for assessing on-line or classroom learning. Summary of assignment is due Feb 28th.

Week 9 (Feb 29): Compare and contrast the following content delivery formats; Podcasts, video streaming, and Youtube. Can any of these formats be integrated with Blackboard? Provide a summary of cost, ease of use, integration with Blackboard. Describe any limitations to use of any format. Describe any advantages? Contact and interview a user of any of the platforms for their opinion of: ease of use, complaints, difficulties, etc. This assignment is due on Mar 6th.

Week 10 (Mar 7): Create a YouTube account. After creation of the YouTube account, create a short video that describes the control panel of a ventilator you are familiar with (no more than 15 minutes in duration). Upload the video to your account. Write a summary of your experience with this project describing the complexities and or any advantages. This assignment is due on Mar 13th.

Week 11 (Mar 14): Compare and contrast the use of a tablet PC, iPad, and smart board technology for classroom instruction. Provide a summary of cost, and ease of use. Contact and interview a user of any of the platforms for their opinion of: ease of use, complaints, difficulties, etc. This assignment is due on Mar 20th.

Week 12 (Mar 21): Attempt to use a tablet PC or iPad to redeliver your presentation from Week 4 in Blackboard. Demonstrate the use of features unique to the tablet or iPad in this presentation. Provide a summary of cost, ease of use, integration with Blackboard. Describe any limitations to use of the format. Describe any advantages? How do you think these two platforms compare with Smartboard technology? This assignment is due on Mar 27th

Week 13 (Mar 28): Select any one of the projects you have worked on this semester and write an essay on the use of this technology in the classroom. Your essay could either be in support of technology and how it is beneficial or critical of the technology. In either case support your position with references and you're your own personal experiences. This assignment is due on Apr 10th.

5522Laboratory and Clinical Education

Course Coordinator:

Bruce Adcock, M.Ed., RRT-NPS Office: 4.460 SHP Bldg. Office Phone: 409-772-5693 Email: bradcock@utmb.edu Office Hours: TBA	Jose Rojas, PhD, RRT Office: 4.502 SHP Bldg. Office Phone: 409-772-5693 Email: jdrojas@utmb.edu Office Hours: TBA
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Course Description: 5 semester credit hours

This course will provide the student the ability to develop and deploy all phases of a curricular course including:

1. An overview of competencies that are developed in the laboratory and clinical settings.
2. Learning objectives for each of the competencies.
3. Methods to facilitate teaching the competency.
4. Development of the assessment/ evaluation instruments for the competency.
5. Quantitative analysis of assessment data to include rater-agreement (inter-rater reliability).

Course Objectives:

1. Describe the learning domains and methods of assessing learning in each domain.
2. Use Blooms taxonomy to write general learning objectives for competency/procedure development.
3. Using an existing database competency –update the competency to reflect the recommendations of the most recent clinical practice guideline.
4. Perform several, different types of literature searches (Medline, Google or Internet)
5. Synthesize the findings from the literature into a list of recommendations reflecting best practice from the available medical literature.
6. Develop learning tools for a laboratory exercise.
7. Develop the evaluation instrument for assessing performance on a competency/procedure.
8. Develop a video script and video to be used as a tool for assessing inter-rater reliability.
9. Using an existing evaluation instrument and a recorded performance of competency; collect assessment data from clinical evaluators, apply one of the statistical tools for inter-rater assessment to the collected data, evaluate the data set for rater consistency, problems with the written evaluation instrument or the performance video.

Announcements:

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Semester Assignments:

<u>Week</u>	<u>Topic</u>	<u>Assignment</u>	<u>Points</u>
WK01	Learning Domains	Write a descriptive summary over the 3 learning domains	50
WK02	Identifying Key Competency Elements	Using Bloom's taxonomy, write an evaluation statement for each of the 5 key elements of selected competency.	50
WK03	Key Element Objectives and Learning Domains	Write general objectives for each of the 5 key elements and identify the learning domains associated with each objective.	50
WK04	Evaluate and Update "Ventilator Circuit Change" Competency	Updated competency with references.	50
WK05	Evaluate and Update "MDI" Competency	Updated competency with references.	50
WK06	Creating a New Competency: Research	Literature search summary and notes.	50
WK07	Creating a New Competency: Documentation	Complete competency with detailed objectives for 5 key elements.	50
WK08	Developing Laboratory Exercises	Document describing the complete laboratory exercises.	50
WK09	Evaluation of Suction Videos (IRR)	Evaluation of Videos Summary of evaluation process.	50
WK10	Evaluation of Ventilator Graphics Videos (IRR)	Evaluation of Videos Summary of evaluation process.	50
WK11	Scripting a Competency Video (IRR)	Video Script	50
WK12	Completing a Competency Video (IRR)	Completed Video	50
WK13	Evaluation of Class Competency Videos (IRR)	Evaluation of ALL Videos submitted	50
WK14	Completing the Competency and IRR process	Summary of process and results of IRR	50

Grading:

A	626-700
B	556-625
C	486-555
D	416-485
F	<416

Grading Rubric:

Each assignment will be graded with the following Rubric.

Topic	Points	
Clearly Written	5	
Organization	5	
Met Intent of Exercise: (Quality, Attention to detail, Completeness)	30	
	Quality	10
	Detail	10
	Completeness	10
Follows Guidelines/Structure	5	
Turned in on Time	5	

Citation Requirements:

You must use Respiratory Care Journal Format which uses the guidelines for authors from the International Committee of Medical Journal Editors - "Uniform Requirements for Manuscripts Submitted to Biomedical Journals". This information is located on the following website http://www.nlm.nih.gov/bsd/uniform_requirements.html . Please follow this format in citing articles, books, web sites and any other citation format listed in that on-line document. Continue to use double spacing, with Times new Roman 12.

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to

another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SAHS Student Handbook found at <http://www.sahs.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

All students will maintain academic integrity by avoiding:

- Copying three words or more in a row without using quotation marks.
- Paraphrasing work without citing the source of the idea.
- Copying even one answer on a test (from unapproved notes written anywhere, programmable calculators, watches, phones, cameras, other students, etc.)
- Doing homework together and failing to note that cooperative effort was used.
- Letting someone else copy your work or test.
- Not doing your fair share in group work
- Using a paper from another class.
- Purchasing or using a ready-made paper or project.
-

Course Evaluations (required):

Students will be given the opportunity to evaluate the performance of the instructor and course near the end of the course/semester. When submitting course evaluations students must follow the guidelines provided by the course instructor or department.

Title IX of the Education Act Amendments of 1972 states “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

To make a report of gender based harassment, dating violence, domestic violence, sexual assault, or stalking, contact the UTMB Office of Title IX Compliance, 2.118 Jamail Student Center, 409-772-2112. Full information is available at www.utmb.edu/studentervices/titleix.asp

MSHP 5523 Clinical Simulation Technology

Course Coordinator:

Bruce Adcock, M.Ed., RRT-NPS Office: 4.460 SHP Bldg. Office Phone: 409-772-5693 Email: bradcock@utmb.edu Office Hours: TBA	Jose Rojas, PhD, RRT Office: 4.502 SHP Bldg. Office Phone: 409-772-5693 Email: jdrojas@utmb.edu Office Hours: TBA
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Course Description: 5 semester credit hours

This course will provide the student the ability to review best practices in simulation educational technology including:

6. Review of the current platforms available for human patient simulation using literature search for best practices in simulation education and evidence based advances.
7. Compare and contrast CAE Healthcare and Laerdal platforms for human patient simulation.
8. Utilize a human patient simulator for assessing clinician cognitive and psychomotor ability.
9. Review the process of effective debriefing after simulation.
10. Develop a clinical scenario for use with a human patient simulator.

Course Objectives:

10. Evaluate the use of clinical simulation in Respiratory Care education.
11. Use Blooms taxonomy to write general learning objectives for simulation scenarios.
12. Compare and Contrast human patient simulation platforms.
13. Develop clinical scenarios and identify key elements.
14. Perform several literature searches and describe the process.
15. Develop an evaluation tool derived from evidence based literature.
16. Develop a debriefing strategy derived from evidence based literature.

Announcements:

Please check announcements daily for important information. A weekly announcement will be posted under the announcement tab to include any pertinent information, changes, or additional course instructions.

Semester Assignments:

Week	Assignment	Points
WK01	1. Read the following article:	100
WK02	McGaghie, W. C., Issenberg, S. B., Petrusa, E. R. and Scalese, R. J. (2010), A critical review of simulation-	

	<p>based medical education research: 2003–2009. Medical Education, 44</p> <ol style="list-style-type: none"> 2. What is your experience with clinical simulation? 3. What is your interpretation of the articles? 4. After reading the articles, what is your opinion of clinical simulation? 	
WK03	<ol style="list-style-type: none"> 1. Compare and contrast Laerdal “SimMan” and CAE Healthcare “iStan” 2. What are the cost of each? 3. What is the fidelity? 4. Describe the “ease of use” 5. Are there limitations? (Ex: upgrading software, has the simulator become outdated?) 6. Is there any networking available for these platforms? Are there ways to share resources? 	50
WK04	<ol style="list-style-type: none"> 1. Download Laerdal SimMan 2. Watch the Tegrity recording in the WK04 content area. 3. Follow the WK04 Assignment instructions to create a PowerPoint with screenshots demonstrating each step in the activity. 	50
WK05	<ol style="list-style-type: none"> 1. Create an “initial setup” simulation script (Ex: All information leading up to the Scenario starting) 2. Must be Respiratory Related (Ex: can be based on NBRC clinical simulations, events that have happened in the clinical setting or an actual case presentation they have in the hospital setting.... Just be HIPAA compliant) 3. Identify the Key Elements (Objectives) of this script. 	100
WK06		
WK07	<ol style="list-style-type: none"> 1. Using the same patient scenario as WK05 and WK06, create a Simulation Script using an algorithm to create the steps after the “initial setup”. (see example) 2. Algorithm must be at least 2 branches in length. Each branch will demonstrate what happens if a student reacts positively or negatively to the situation. 3. Identify the key elements (objectives) for each branch. 	100
WK08		
WK09	<ol style="list-style-type: none"> 1. All scenarios will be uploaded to blackboard for peer review. 2. Give Feedback/Critique of each scenario. (be professional in your comments) 	50

	<p>3. In your Feedback/Critique, include the following:</p> <ol style="list-style-type: none"> Is the scenario realistic? Are there limitations to the scenario? Were there items missing? What did you like about the scenario? What are some suggestions to improve the scenario? 	
WK10	<p>1. Read the provided articles about grading rubrics: Bewley, W. L., & O'Neil, H. F. (2013). Evaluation of Medical Simulations. <i>Military Medicine</i>, 64-75. doi:10.7205/MILMED-D-13-00255</p> <p>Lasater, K. (2007). Clinical judgment development: using simulation to create an assessment rubric. <i>Journal Of Nursing Education</i>, 46(11), 496-503.</p> <p>2. Create your own literature search over the topic. This search is to aid you in creating your own grading rubric in WK11.</p> <p>3. Submit your Literature Search that includes the following:</p> <ol style="list-style-type: none"> What were your search criteria? What databases were used? What were your key words? <p>4. What articles did you find relevant and why?</p>	50
WK11	<p>1. Based on your literature review, create your own grading rubric for the scenario you created.</p>	50
WK12	<p>1. Read the articles provided about debriefing: Chang, A., Eppich, W., Grant, V. Sherbino, J., Zendejas, B., & Cook, D.A. (2014). Debriefing for Technology-enhanced Simulation: A systematic review and meta-analysis. <i>Medical Education</i> 2014; 48: 657–666</p> <p>Dreifuerst K.(2012). Using Debriefing for Meaningful Learning to Foster Development of Clinical Reasoning in Simulation. <i>J Nurs Educ.</i> 51(6) 326-333</p> <p>2. Create your own literature search over the topic. This search is to aid you in creating your own debriefing strategy for WK13.</p> <p>3. Submit your Literature Search that includes the following:</p> <ol style="list-style-type: none"> What were your search criteria? What databases were used? What were your key words? 	50

	4. What articles did you find relevant and why?	
WK13	<ol style="list-style-type: none"> 1. Based on your literature search: 2. Describe your thoughts on debriefing. 3. What are some ways to debrief students based on your scenario? 	50
WK14	<ol style="list-style-type: none"> 1. Give a summary of all activities throughout the course. 2. What are the advantages and disadvantages of simulation? 3. Does cost factor into the decision to use simulation? 4. Is there aspects of “time” that need to be accounted for? (Ex: set up, prep of scenarios, students) 5. What is your overall impression of simulation? 6. What did you learn from your Peer Reviews on your own simulations? 	50

Grading:

A	626-700
B	556-625
C	486-555
D	416-485
F	<416

Grading Rubric:

Each assignment will be graded with the following Rubric.

Topic	Points
Clearly Written	5
Organization	5
Met Intent of Exercise: (Quality, Attention to detail, Completeness)	30
Follows Guidelines/Structure	5
Turned in on Time	5

Citation Requirements:

You must use Respiratory Care Journal Format which uses the guidelines for authors from the International Committee of Medical Journal Editors - “Uniform Requirements for Manuscripts Submitted to Biomedical Journals”. This information is located on the following website http://www.nlm.nih.gov/bsd/uniform_requirements.html . Please follow this format in citing articles, books, web sites and any other citation format listed in that on-line document. Continue to use double spacing, with Times new Roman 12.

Academic Progress: Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

University Statement on Equality, Tolerance and Affirmative Action

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs

Academic Integrity

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act.

Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SAHS Student Handbook found at <http://www.sahs.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

All students will maintain academic integrity by avoiding:

- Copying three words or more in a row without using quotation marks.
- Paraphrasing work without citing the source of the idea.
- Copying even one answer on a test (from unapproved notes written anywhere, programmable calculators, watches, phones, cameras, other students, etc.)
- Doing homework together and failing to note that cooperative effort was used.
- Letting someone else copy your work or test.
- Not doing your fair share in group work
- Using a paper from another class.
- Purchasing or using a ready made paper or project.

Course Evaluations (required):

Students will be given the opportunity to evaluate the performance of the instructor and course near the end of the course/semester. When submitting course evaluations students must follow the guidelines provided by the course instructor or department.

Title IX of the Education Act Amendments of 1972 states “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

To make a report of gender based harassment, dating violence, domestic violence, sexual assault, or stalking, contact the UTMB Office of Title IX Compliance, 2.118 Jamail Student Center, 409-772-2112. Full information is available at www.utmb.edu/student-services/titleix.asp